



March 22, 2024

Dear Superintendent Hawkins:

Thank you for submitting the Mt. Healthy City School District 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 identifies a variety of ways to communicate and monitor the plan with various stakeholders.
- The plan includes intervention data identifying how many students in the fall and winter received different tiers of instruction.
- The plan includes trend data.


**This plan will benefit from:**

- Consider updating to the new Reaching Achievement Plan form.
- Consider adding teacher leaders from a variety of grade levels.
- Consider including subscores in the five components of reading.
- Consider including intervention based diagnostic assessment data for specific skills.
- Consider updating data to include a smaller more current timeframe.
- Consider updating some of your data such as, minutes shown on instructions, and the percentage of students with preschool experience in Section 3 Part B.
- Section 3 Part C: Root Cause Analysis was not present, however, some information provided in Section 3 Part B identified learner performance data and factors contributing to low reading achievement.
- Consider updating the timeline in your Action Plan Map to reflect a more relevant Timeline. It currently states the 2021 Academic School year.
- Consider adding ways to monitor adult implementation.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Mt. Healthy City School District 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](mailto: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

# Reading Achievement Plan

DISTRICT NAME	Mt. Healthy City Schools
DISTRICT IRN	044412
DISTRICT ADDRESS	7615 Harrison Ave., Cincinnati, OH 45231
PLAN SUBMISSION	December 19, 2017 Revised February 4, 2018 Revised October 31, 2019, February 12, 2020, December 30, 2020, Sept 2021, May 2022, Sept. 2022, August 2023, December 2023
LEAD WRITERS	Jana Wolfe, Shana Burg, Terri Dick
IMPLEMENTATION START DATE	Partial 2017-2018, full 2018 and ongoing

**Early Childhood Provider/LEA: Mt. Healthy City Schools**

**IRN: 019522**

**ODE/ODJFS License Number (If Applicable)**

1000018681

**Step Up to Quality Rating: 5 STAR**

**Address: 1310 Adams Road, Cincinnati, OH 45231**

**Lead Contact: Jayne Sayers-Giedde**

**CEO/Superintendent: Dr. Valerie Hawkins**

**DATE: Revised RAP Date- Feb 4, 2018, October 31, 2019, February 12, 2020, December 30, 2020, Sept 2021, May 2022, Sept. 2022, August 2023, December 2023**

## 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, and stakeholders). This is to be written when the plan is completed.**

Mt. Healthy’s Reading Achievement Plan is aimed at promoting language and literacy proficiency for all students PK-12; during the 2021-2022 school year, this plan was revised to include all grades. The RAP acknowledges the reality, in our district, that students who “start behind, stay behind” and our great need to intervene to mitigate this inequity. (Hart & Risley, 1995). All age groups and subgroups represented in our district are supported in the plan. This plan advances our belief that the focus of every educator includes language and literacy development regardless of their content area. In addition, the need to teach social emotional skills play a crucial role in the district’s efforts for literacy success. Highlighted in the plan is the importance of all stakeholders partnering together to support literacy efforts in the district. Emphasized in the RAP is the necessity to provide our teachers’ additional training in all components that fall within the MTSS umbrella, so they will have the tools required to impact student literacy outcomes. A primary focus of the plan is growing teachers’ capacity to understand how students learn to read and to provide them with knowledge to deliver that instruction. The main components of the RAP mimic our district’s 3-year strategic plan, Education Destination 2.0. The focus of Education Destination and the Reading Achievement Plan are:

1. Ensure all students are engaged in high-quality, culturally responsive, evidence based instruction and intervention in order to provide an equitable education where students take ownership of their learning and outcomes.
2. Create, in collaboration with students, staff, and families, safe and supportive learning and working environments employing proactive, consistent implementation

- of Positive Behaviour Interventions and Supports (PBIS) with a focus on relationships, equity, empathy, justice, and empowerment.
3. Expand community relationships, work to identify and meet the evolving needs of our district's population, and respond equitably to reduce barriers in order to engage students' families and caregivers as equal education partners who support and advocate for their student's success.
  4. Develop a highly skilled and innovative professional staff, that embrace continuous learning and reflect the values of our community.

Mt. Healthy City Schools will use the Simple View of Reading (Decoding X Language Comprehension = Reading Comprehension) (Gough & Tunmer, 1986) as the framework upon which literacy instruction, resources, coaching, professional development, data analysis, monitoring, and evaluation will center. The OIP shared leadership structures of TBTs, BLTs, and the DLT will be used to communicate goals, analyze data, and plan for effective instruction to move student learning forward. The Ohio Implementation and Criteria Rubric (OIPIR) will be used to address how efficiently structures and teams are operating, so they can be strengthened, and appropriate professional development/coaching given to grow educational leaders in the identified areas. The Reading Tiered Fidelity Inventory (RTFI) will be utilized to assess the implementation of the school-wide reading programs in individual buildings. Local Literacy Time audits will measure adult implementation indicators, and universal screeners, diagnostic, progress monitoring, formative and summative assessments will be used to measure student performance indicators. DLT, BLTs, and TBTs will analyze and evaluate these measures and use tools like the Five Step process to determine critical areas of needs, strategies to address these needs, and next steps to move the work forward. These Ohio Improvement Teams will be comprised of staff that represent all student populations and subgroups within the building.

Using a Multi-Tiered System of Supports framework, leadership teams and staff will analyze data, both academic and behavioral, to determine student growth and needs. A universal screener along with progress monitoring, formative assessments, Learning Walk data, and coaching input will be used to make decisions concerning student literacy achievement and instructional implications. In addition, data from PBIS surveys and discipline data will be reviewed to identify both building and specific student areas of concern and how they may be affecting literacy achievement. The universal screener will identify the tier of support needed for individual students. Additional diagnostic testing will occur, with select students, if more information is needed based on Almsweb results. All students will receive Tier 1 differentiated core instruction in the adopted curriculum. The curriculum will be scrutinized for alignment with state standards as well as the components of the *Simple View of Reading*. Supplemental resources will be purchased to address gaps, and evidence-based practices will be utilized with all curriculum across all Tiers of support. Students identified by the universal screener as needing Tier 2 or 3 support will receive additional RTI time that will be targeted for their specific deficit. Decision rules included in the district's RTI framework will identify how students enter and exit interventions (Appendix B).

In agreement with the State of Ohio, Mt. Healthy City Schools, "stand resolute that more must be done to ensure that all learners have access to high-quality language and literacy instruction and appropriate intervention from birth through grade 12" (ODE, 2018, January, p. 7). Literacy inequities are visible statewide (ODE, 2020, p.11), but they are felt even more in Mt. Healthy

where our students come from economically disadvantaged backgrounds making us a high needs school. In the 2017-2018 school year, we strengthened goals and action steps to support language and literacy growth for all learners. The district saw a small measure of growth in our state literacy scores in the 2016-2017 school year. This growth, while small, continued in 2017-2018. The 2018-2019 school year saw substantial growth in the K-3 at risk component of the grade card. RIMP deductions caused the district to receive a D instead of a C. However, the RIMPS were created, they were simply not in EMIS when the data was pulled. We believe this growth was a result of new learning around the science of reading and the evidence-based strategies of the following: developing an awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words and analyze word parts, and writing and recognizing words. These were the strategies of LETRS units 1-4, as well as Orton Gillingham. Our teachers continue to strengthen their capacity to provide quality language and literacy instruction and grow in their confidence to identify gaps in students' skill. With continued learning of evidence-based strategies centered on vocabulary, comprehension, and writing, as well as full implementation of the Reading Action Plan, supported by funds from the Striving Readers' Grant, we predict we will begin to see growth in state test literacy scores as well. The process of growing teacher capacity is still in the beginning stages, and will need time for more learning on evidence-based practices and focus-embedded coaching. Therefore, the district will continue its strategic plan of professional development for all stakeholders including intensive training and coaching, especially in all aspects of selecting, using, and monitoring evidence based language and literacy practices and intervention, as well as an understanding of all the components of the Simple View of Reading to improve student literacy outcomes. The Reading Tiered Fidelity Inventory (RTFI) is helping to shape our shared leadership and guide our language and literacy efforts. The RTFI will monitor accountability for implementation in individual buildings. The use of a locally developed literacy time audit tool is also helping the district monitor implementation of strategies in the classroom. Observers stay for the entire literacy block recording what is seen. The data is collected and DLT, BLTs, and TBTs review and look for trends building-wide. In addition, the district is collecting pre and post test data from teacher participation in on-line LETRS modules. In this way, we can measure if teacher knowledge is increasing, though we are learning that increased knowledge is not always leading itself to changed instruction.

Improvements in the implementation of MTSS are underway, so that a continuum of support covers both academic and behavioral instruction and intervention. Increased collaboration between general education teachers and intervention specialists include collaborative LETRS training, discussions between general education teachers and intervention specialists on implementation strategies to more effectively support our students with disabilities, and collaborative planning. This year our implementation of MTSS will be focused on our staff and various teams (DLT, BLT, TBT, RTI & PBIS ). All staff and each team are working to utilize the MTSS framework to select, and implement evidence-based prevention/intervention practices to impact all students. Staff collects data on support and intervention strategies to discern which are most effective to improve student academic and behavioral outcomes .

In the 2018-2019 school year, all ELA teachers and intervention specialists K-6 participated in LETRS training. They completed modules 1-4 which focused on the Science of Reading, phonological awareness, phonics, advanced phonics, and fluency. The teachers engaged in online modules, face-to-face training, and book study. In addition, 64% of teachers K-3 were trained in Orton Gillingham with 75% of RTI teachers trained. LETRS training will continue in the

2019-2020 school year with the focus being vocabulary, comprehension, and writing. Teachers K-6 new to the district will receive targeted PD focused on strategies utilized in Orton Gillingham such as the three part drill, red words, syllabication rules, morphology etc. Professional development in 2019-2020 will also include learning in literacy strategies across content, academic vocabulary, disciplinary literacy, collaboration across the curriculum, and writing to address the needs of adolescent literacy. Sessions to help teachers effectively use technology such as flipgrid student voice tool, podcasting with chrome books, Google's applied digital skills, and individualized badging courses are being planned.. Voluntary books studies are another mode of PD. *Switch* to support change, *Launch* to support gifted, *Empower* to support student ownership of learning and *Your Students, My Students, Our Students* dealing with inclusion and equity, as well as Universal Design for Learning will take place. All training will be reinforced with ongoing embedded PD from lead teachers, instructional coaches, and technology coaches. Literacy coaches model, plan, observe, participate in TBTs and provide feedback on progress towards implementing the newly learned literacy practices, and their effectiveness with improving learners outcomes.

Mt. Healthy continues to partner with community members to enhance the educational experience of our students. The Superintendent conducted round table forums in the fall for parents and community members to participate in dialogue about the school district and community. The district understands working with churches, area preschools, community libraries, and local businesses enhances parent/community relationships and provides additional avenues to support language and literacy growth. The public library partners with our schools by providing free books, supporting our literacy nights with personnel, as well as implementing summer reading outreach programs to Mt. Healthy's students. In 2019-2020, Mt. Healthy Schools provided Mt. Healthy Public Library with resources to support phonological awareness and phonics exposure in their preschool story times. This partnership will continue to be utilized as a way to advance incoming Mt. Healthy student's growth in foundational skills. The district works with businesses and churches to provide additional instructional help for our students. Hillman Fasteners employees act as mentors and tutors to specific students in one of the elementary buildings.

Many community partners offer support to meet the basic needs of our students. Different entities provide food, school supplies, backpacks, eyeglasses, and uniforms. Mt. Healthy partners with the Ohio Blindness Connection to help provide glasses .One of our partners hosts various themed events in our students' residential neighborhoods. These events build relationships between all community stakeholders. Additionally, we have partnered with a neighboring company, LSI, and nine of our students participating in a work partnership there. Due to their excellent performance, two are going through leadership training and more have been identified. To provide much needed wrap around services, Mt. Healthy City Schools partners with various agencies that provide social emotional learning support by running groups in the schools. Mt. Healthy City Schools contributes to the community by running the Sharing Tree Program. This program provides assistance to families through the holidays. The partnerships the district has with the varying agencies address basic needs allowing students to concentrate on learning.

The sources that were utilized to develop the plan included: data from Ohio's Plan to Raise Literacy Achievement, OELPA, Alternately Assessed, Early Language Literacy Assessment, Alternative Assessment for Students with Significant Cognitive Disabilities, Title 1A, Title 2A,

STAR 360 Enterprise, OST, KRA, AimsWeb, Public Works, Ohio School Report Card, CCIP, Education Destination, OIP, Learning Walk Data Tool, CIP, the Decision Framework, Decision Framework Needs Assessment, the Reading Tiered Fidelity Inventory, Local Literacy Audit Tool data, and What Works Clearinghouse. A variety of stakeholders were consulted for input into the development of the RAP including Hamilton County Educational Service Center personnel, our State Support Representative, the Federal Grant Coordinator, district Treasurer, EMIS Coordinator, District Test Coordinator, Director of Student Services, and the District Homeless Liaison. Members of the RAP team are representative of various roles throughout the district. Additional Resources used are listed in the reference section at the end of the RAP.

## **Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation**

*Insert a list of all district leadership team members, roles, and contact information.*

### **District Leadership Membership**

Name	Title/Role	School	E-mail
Dr. Valerie Hawkins	Superintendent	District /Central Office	vhawkins@mthcs.org
Jana Wolfe	Assistant Superintendent of Teaching & Learning/ Tech	District/Central Office	jwolfe@mthcs.org
Dr. Sarah Wilson	Assistant Superintendent of Student Services/Transportation	District/Central Office	swilson@mthcs.org
Connie Solano	Executive Director of Performance and Accountability	District/Central Office	csolano@mthcs.org
Lara House	Elementary Director of Teaching and Learning	District/Central Office	lhouse@mthcs.org
Dr. Melinda Reichelt	Secondary Director of Teaching and Learning	District/Central Office	mreichelt@mthcs.org
Dr. Terez Thomas	Principal	South Elementary	bdickerson@mthcs.org
Lisa Smith	Principal	North Elementary	lmsmith@mthcs.org
Kianna Marks	Principal	JR High School	kmarks@mthcs.org
Amy Criswell	Principal	SR High School	agray@mthcs.org
Jayne Sayers-Goedde	Principal	Early Learning Center	jgoedde@mthcs.org
Dr. Karen Harkness	Principal	Virtual/MAP School	kharkness@mthcs.org
Christin McCormick	ESL Coordinator	District/Central Office	cmccormick@mthcs.org
Leslie Touasssi	Student Services Coordinator	District/Central Office	ltouasssi@mthcs.org
Jennifer Danner	Grant Manager	District/Central Office	jdanner@mthcs.org
Mark Walden	Truancy & Foster Coordinator	District/Central Office	mwalden@mthcs.org
Nikesha Brooks	HS Counselor	SR High School	nbrooks@mthcs.org
Katelyn Tighe	RTi Coordinator	JR/SR High School	ktighe@mthcs.org
Joel Bartlett	Department Coordinator	JR/SR High School	jbartlett@mthcs.org
John Stebbins	Department Coordinator	JR/SR High School	jstebbins@mthcs.org

--	--	--	--

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

The focus on literacy began with the results of the Ohio Improvement Process. The Decision Framework Needs Assessment (Appendix C) revealed an urgency to focus on literacy for all students. This was a shift from the prior year where the focus was on literacy proficiency for students with disabilities. District and Building OIPs, with corresponding goals, were developed with literacy as the driving force. As a direct response to our district's focus, the Executive Director and Elementary Coordinator of Teaching and Learning attended an introductory meeting that included exposure to the Simple View of Reading. The Elementary Coordinator along with the two Lead Teachers, representing each of our two elementary buildings, attended the Literacy Leaders Institute, hosted by ASCD and Scholastic, prior to the start of the 2017-2018 school year. At this conference, the team of three worked with a consultant to identify possible root causes and brainstorm potential solutions to our literacy crisis. A Theory of Action was developed at this conference and was a foundation for an official literacy plan entitled *Literacy Leadership Action Plan (LLAP)* (Appendix D). This Theory of Action stated, "If we create a common language, identify best practice and build capacity in all stakeholders then together we have built a sustainable system to ensure lifelong literate learners." Upon being notified that a Reading Action Plan was being required by the State of Ohio, the development of the RAP officially began. The Elementary Coordinator and two Lead Teachers attended professional development surrounding the RAP hosted by Hamilton County Educational Service Center. Proceeding this professional development, the team began working with key personnel in different departments, across the district, to gather data. The State and Federal Program facilitator and Treasurer provided information about the use of Title and Federal monies, as well as state and local funds. The team worked with the District Test Coordinator, the Preschool and EL Coordinator, the Executive Director of Student Services and the EMIS Coordinator to gather academic data representative of all student subgroups. This team of three desegregated various data points and consolidated it into charts for the entire team to review. This team created a skeleton outline of the plan utilizing input from key stakeholders. The three lead writers met with a consultant from Hamilton County Educational Service Center, Carolyn Turner, to receive feedback. The team of three reconvened and made necessary adjustments based on feedback recommendations. They discussed some points of clarification with the Districts' State Support Team 13 representative, Holly Sampson, and adjusted more information. Then, the larger team met to review the data and hone the plan; adding to and deleting as necessary. This plan was submitted to the state on December 19, 2017. When information on the application for the Striving Readers Grant became available, the team looked at the rubric and determined the plan would need more work. The lead team attended the Literacy Academy hosted by ODE to grow their professional knowledge. Information gleaned from the academy impacted revisions to the plan, specifically the need to expand the Reading Achievement Plan to PK-8 and address professional development for all staff around the continuum of language and literacy development, including the Simple View of Reading. Upon return, more data was collected and various people of expertise were consulted. Revisions on the plan began with the input and help of other stakeholders.



The RAP was again adjusted after our 2020, One Needs assessment to include all grades PK-12. Graduation rates are affected by the lack of proficiency in reading. We know teacher capacity across the district needs to increase, along with the identification of evidence-based practices that will impact student achievement. The team will monitor the plan by receiving quarterly progress updates from TBT, BLT and the DLT as outlined in section 7 Plan for Monitoring Progress. The RAP team will meet quarterly to discuss the progress updates. Adjustments and /or recommendations will be made as needed to effectively implement the plan. Changes will be communicated to the necessary parties.

The Reading Action Plan will be communicated to administration and staff during district level professional development after final approval from the state. Additional ongoing, follow-up communication will occur at the building level to ensure an accurate understanding of staff's partnership in achieving our goal of moving our students forward. In addition, the plan will be posted on the district's website and at the forefront of all parent informational meetings. The district will promote awareness of and commitment to the Simple View of Reading and evidence based practices as our formula for the teaching and learning of language and literacy development. As part of our fundamental expectations surrounding literacy instruction, the Teaching and Learning Department will include the Simple View of Reading as our framework and the implementation of identified evidence based practices in our yearly non-negotiables. Expectations will be rolled out to staff at the initial meetings of the school year. To advance and support the use of the Simple View of Reading and evidence based practices, awareness of and commitment to this effort will be built throughout our school community and become part of our culture. Posters showing the Simple View of Reading formula, as well as Scarborough's rope will be posted through-out buildings. Sharing the vision for this work and communicating clearly and thoughtfully to all stakeholders will set us up to achieve our goal of advancing students' language and literacy skills.

## **Section 2: Alignment Between the District's Reading Achievement Plan and Other District Improvement Efforts**

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

Alignment is a very important part of Mt. Healthy's Reading Achievement Plan. The District Reading Achievement Plan is fully aligned with the district's One Needs Assessment, CCIP, OIP and Education Destination (the district's three-year strategic plan). In 2021-2022, the district formed their 3-year strategic plan: Education Destination 2.0 which was a refined extension of the original Education Destination. Four objectives were formed: Ensure all students are engaged in high quality, culturally responsive, evidence-based instruction and intervention in order to provide an equitable education where students take ownership of their learning and outcomes; Create, in collaboration with students, staff, and families, safe and supportive learning and working environments employing proactive, consistent implementation of Positive Behavior Interventions and Supports (PBIS) with a focus on relationships, equity, empathy, justice, and empowerment; To expand community relationships, work to identify and meet the evolving needs of our district's population, and respond equitably to reduce barriers in order to

engage students' families and caregivers as equal education partners who support and advocate for their student's success; To develop a highly skilled and innovative professional staff, that embrace continuous learning and reflect the values of the community. The districts' Reading Achievement Plan incorporates these objectives in goals, action steps or support.

Education Destination 2.0 follows the same leadership structures of the original plan with the exception of the newly created Objective 4. The plan was implemented including creating district and building teams for objectives 1, 2, 3, and a district team for objective 4. These teams communicate and provide information to the team structures established by the districts' OIP: DLT, BLTs, and TBTs. The Reading Achievement Plan utilizes Objectives 1 and 2 with TBTs, BLTs, and DLT as well as the 5-step process to monitor, plan, and make data driven decisions within a shared leadership model. The District Reading Achievement Plan acknowledges these goals and will work in tandem towards their successful accomplishment.

The district used the One Needs Assessment as the basis creating the One Plan. The needs assessment showed reading below proficient for all students as a high priority in all grades PK-12.. The Reading Achievement Plan sets goals with all of these grades as priorities. The One Plan reflects the determinations of the One Needs Assessment.. This is reflected in all the strategies of the One Plan and Education Destination 2.0. These strategies include: ensure all students are engaged in high quality, effective, research-based instruction, improve the teaching and learning of our students with disabilities, and implement and monitor a comprehensive response to intervention (RTI) model. There is also an action step supporting high quality professional development to maintain highly qualified status that will be supported by the Reading Achievement Plan and PK-12 literacy. These strategies are in line with action steps in the Reading Achievement Plan surrounding high-quality instruction based around evidence-based language and literacy strategies and interventions, and high-quality professional development. The importance of literacy is highlighted in Education Destination, and the One Plan

The goals of the district's OIP were created to help progress the work of our strategic 3-year plan. The District and Buildings OIP are fully aligned with Education Destination 2.0. The Goals as defined by the district RAP are: Goal 1: By 2025, our goal is to continue to advance literacy knowledge, skills and development. These skills include pre-literacy skills, reading and writing for children from grades PK-12. Goal 2:By 07/31/2025, we will improve the performance of all students by increasing the number of students who have 0/1 referrals by 3% per year for the next 3 years. Goal 3: In the 2021-2022 school year, 100% of K-8 students, identified as Tier 2 or 3 by the fall universal screener, will continue to receive a minimum of 30 minutes of targeted intervention. By 2024-2025, 100% of 9-12 students identified as "at risk" by the EWS (Early Warning System) will receive a minimum of thirty minutes of intervention.

The RAP supports the district's Continuous Improvement Plan (CIP) for Step Up to Quality. One of the goals for SUTQ is to build collaboration between teachers, specialists, and administration. The CIP promotes the same shared leadership vision of the RAP. Additionally, the CIP has goals related to identifying needed PD for teachers and then providing this PD. The RAP is committed to providing professional development that will improve language and literacy outcomes for all students. The CIP seeks to increase participation of parents and gather feedback about the programs' effectiveness. The RAP acknowledges the great need to strengthen the home/school connection and have parents as language and literacy partners.

The RAP can support this desire by the implementation of literacy events for parents. The CIP also addresses the need to build up community outreach by initiating relationships with area preschools and daycare. The RAP takes the position of increased community partnerships as vital to increased language and literacy achievement. The district was formerly involved with the Ready School Initiative which worked to increase preschool participation and grow reading readiness skills. The building plans for Ready Schools 2018-2019 support the goals of the CIP and the RAP (Appendix E)

### **Section 3:**

## **Why a Reading Achievement Plan is Needed in our District or Community School**

*Describe why a Reading Achievement Plan is needed in your district or community school.*

### **Section 3 Part A: Analysis of Relevant Student Data**

*Insert an analysis of relevant student performance data from sources*

As reflected in the data analysis below, the majority of Mt. Healthy City Schools' students PK-12 are performing well below proficiency in their language and literacy development. The district recognizes the need to address this gap with all students. The Reading Achievement Plan, as of 2020-2021, targets students PK-12. Starting at these critical early years with remediation, we have the potential of closing and decreasing the learning gaps which will eventually impact later language and literacy development.

### **Needs Assessment**

With the completion of the One Needs Assessment in 2022, district leadership came together again to do root cause analysis and determine critical areas of focus. We used the results to help frame our three year One Plan. The BOE wanted to extend our strategic plan, Education Destination due to the lost years of COVID. Our One Needs identified that our goals were still needed areas of focus. We aligned the three year One Plan to Education Destination and aligned strategies and action steps. The Preschool Early Literacy Indicators (PELI) beginning of the year assessment was given to our 23 enrolled preschoolers ages 3 and 4 and our 30 enrolled preschoolers ages 4 and 5. For students ages 3 and 4 the PELI composite score revealed that 9% of our students are well below the benchmark, 30% of the preschoolers are below benchmark and 61% are at or above benchmark. Vocabulary / Oral Language Scores were the lowest with 26% well below the benchmark, 35% below the benchmark, and 39% at or above the benchmark. Comprehension and Language Index were identical with 26% well below the benchmark, 30% below the benchmark, and 43% at or above the benchmark. Alphabet Knowledge was the highest area with 30% below benchmark and 70% at or above benchmark. The composite scores for preschoolers aged 4 and 5 reveal that 37% of preschool students are well below the benchmark, 20% of students are below benchmark and 43% percent of students are at or above benchmark. Phonological Awareness is the lowest area revealing that 43% of preschool students are well below the benchmark, 17% are below the benchmark and 40% are at or above the benchmark. Comprehension scores indicate that 40% of preschoolers were well below the benchmark, 10% below the benchmark, and 50% at or above benchmark. Vocabulary / Oral Language scores reveal that 33% are well below the benchmark, 13% are below benchmark and 53% are at or above benchmark. Language Index scores show that 37% are well below the benchmark, 13% are below benchmark and 50% are at or above benchmark.

Alphabet Knowledge is the highest assessed area with 27% well below the benchmark, 20% below the benchmark, and 53% at or above the benchmark. The Kindergarten Readiness Assessment data for the 2021-2022 school year shows that the median score in all four areas assessed is emerging or approaching readiness for kindergarten. Language and Literacy was the lowest average score of 256 which falls into the Emerging Readiness range. This indicates the majority of students are demonstrating minimal foundational skills and behaviors to be ready for Kindergarten. The Fall Benchmark scores on Aimsweb, which were administered to kindergarten students, show that in Letter Naming Fluency, 49.8% of students scored well below average and 19.6% of students scored below average. This shows that 70% of students are starting Kindergarten off track. In the Letter Word Sound Fluency domain, 45.5% of students scored below average. Most students are entering Kindergarten without proficiency in letter names or sounds. Students are lacking the foundational skills needed to be able to begin to decode as outlined in the first component of the Simple View of Reading. Our students are coming to us lacking the prerequisite skills for success with the Kindergarten curriculum, which assumes letter knowledge at the very beginning of K. It is apparent that our kindergarten curriculum is assisting in closing the gap. Winter Benchmark scores on Aimsweb show that in Letter Naming Fluency, 36% of students scored well below average and 16.3% of students scored below average. This shows a decrease to 52% of the kindergarten students off track. In the Letter Word Sound Fluency domain, 29.4% of students scored well below average and 19.4% of students are below average. Grades PK-3: Based on data from fall 2021, there are definite needs that can be identified. For example, 100% of our preschool students earned either a score of "N" or were not scorable in the areas of letter sounds, name recognition and writing, uppercase letters, and retelling a text. In word meaning, 41% (27 out of 66) students scored at a 3-year-old level. Grades PK-3: Over a 4-year trend, the district Kindergarten Readiness data reveals that the majority of Mt. Healthy City school students entering kindergarten are not on track in their language and literacy skills (77%). When further analyzing the data, students lack the foundational skills needed to be able to begin to decode as outlined in the first component of the Simple View of Reading (beginning sounds, segments syllables of a word, rhyming, letter sounds, naming letters, determine word meaning). Our students are coming to us lacking the prerequisite skills for success with the kindergarten curriculum. AimsWeb data shows that students entering kindergarten are deficient in both letter and sound recognition. AimsWeb data for Fall of 2021 indicates that 70% of Kindergarten students did not meet the fall benchmark for letter naming fluency and 60% did not meet letter sound fluency.

The most current Winter 2022 data indicates that an average of 67% (Aimsweb) of students were performing off track in grades K-3, 57% (Aimsweb) in grades 4-5, 85% (iReady) in grade 6, 86.5% in grades 7-8 (iReady), and an average of 89.5% (iReady) of students in grades 9-12 according to the assessments. There continues to be a need for K-3 within the area of phonemic awareness and foundational phonics, while grades 4-12 show a deficit in both areas of comprehension and vocabulary.

According to the item analysis of spring 2021 EOC data, students in grades 3 through high school ELA II were below grade level in the areas of reading informational text, reading literary text, and writing. Reviewing data from the spring 2021 assessment, writing performance ranged between 61% and 79% of students scoring below grade level, with grade 5 writing being an

outlier with 47% of students scoring below grade level. Coincidentally, this is also the grade that had the best performance in the district, with 34% students earning scores above proficient. Growth in ELA performance was seen in grades 3 through 5, but student performance dipped again in grades 6 and 8. During this grade band, the test focus and format shift dramatically, with longer word passages and a greater emphasis on informational text. Additional support for both reading and English / language arts, as well as an emphasis on providing access to content-based literacy across the curriculum, would support an increase across grade bands.

When considering overall district performance, root causes for lack of reading achievement included through training the district would benefit from ensuring the ability of staff to use evidence-based instructional practices with fidelity to engage all students in grade-level learning in the Tier I setting utilizing high quality instructional materials. Intentionally tracking student progress was also identified as an area of concern.

Professional development in the co-plan / co-serve model began in the 2019-2020 academic year, and will continue during the 2020-2021 academic year. The goal of this training is to provide opportunities for the vast majority of students with the ability to participate and access the general education content and skills in the inclusion setting. Additional training will support teachers' abilities to meet and grow students from where they are. Professional development is an opportunity for collaboration between the Teaching and Learning Department and Office of Student Services. During the self-review process, the Office of Student Services identified the following root causes were affecting reading achievement: lack of intervention for students with disabilities beyond the specially designed instruction indicated on the IEP, possible lack of alignment between RIMPs and IEP reading goals for students with disabilities, lack of understanding for intervention specialists related to when to amend an IEP due to lack of student progress, or when to remove an area of need due to the student having mastered the necessary skills.

## **Preschool Readiness**

In a review of preschool standards, the basis for phonological awareness, reading comprehension, letter word recognition and writing are formed in preschool. A small percentage of our kindergarteners enter school with preschool experience. An even smaller percentage of our students enter kindergarten with Mt. Healthy City School's 5-STAR preschool experience (Appendix G).

This lack of exposure and experience impacts not only academic readiness/progress, but social emotional readiness as well. Many students do not have the executive functioning skills to be prepared for kindergarten. Mt. Healthy City Schools currently houses six half day preschool classes. Mt. Healthy can serve a maximum of 96 students. Due to preschool classification, Mt. Healthy has chosen that fifty percent be students with disabilities, so at times seats are left unfilled due to this ratio. Building capacity issues at Mt. Healthy City Schools, negate the possibility of adding additional preschool classes at this time. The district Preschool Readiness data reveals that the majority of Mt. Healthy City School students starting preschool are significantly deficient in language and literacy skills, as well as social foundations. In reviewing the 2019-2020 Early Language Assessment data of four year olds entering preschool, 100% demonstrated a lack of phonological awareness skills, 73% demonstrated a lack of vocabulary

skills and 75% demonstrated a lack of number sense skills that are expected of children that age. In addition, 86% lacked cooperation skills and 77% lacked communication skills deemed age appropriate.

During the years following 19-20, we are seeing an increase in readiness skills. The primary focus still remains on acquisition of phonological awareness skills, number sense, communication and cooperation. During the 21-22 school year, our preschool teamed with Mount St. Joseph University to pilot a program, Project Ready, to extend our science of reading practices down to our youngest learners. (Figure 3.2).

**Early Learning Assessment**  
Percentage of Students **Lacking Age Appropriate Skills**

<b>2017-2018</b>	<b>Phonological Awareness</b>	<b>Vocabulary</b>	<b>Number Sense</b>	<b>Communication</b>	<b>Cooperation</b>
Typical 4 year olds	100%	66%	56%	33%	50%
4-year-old SWD	100%	100%	93%	75%	
<b>2018-2019</b>	<b>Phonological Awareness</b>	<b>Vocabulary</b>	<b>Number Sense</b>	<b>Communication</b>	<b>Cooperation</b>
Typical 4 year olds	99%	58%	92%	58%	72%
4-year-old SWD	94%	100%	72%	96%	91%
<b>2019-2020</b>	<b>Phonological Awareness</b>	<b>Vocabulary</b>	<b>Number Sense</b>	<b>Communication</b>	<b>Cooperation</b>
Typical 4 year olds	100%	73%	75%	31%	56%
4-year old SWD	100%	82%	96%	77%	86%
<b>2021-2022</b>	<b>Phonological Awareness</b>	<b>Vocabulary</b>	<b>Number Sense</b>	<b>Communication</b>	<b>Cooperation</b>
Typical 4 year olds	97%	47%	94%	44%	53%
4 year old SWD	96%	43%	78%	22%	52%
<b>2022-23</b>	<b>Phonological Awareness</b>	<b>Vocabulary</b>	<b>Number Sense</b>	<b>Communication</b>	<b>Cooperation</b>
Typical 4 year olds	98%	15%	53%	10%	20%
4 year old SWD	97%	50%	86%	57%	57%
<b>2023-24</b>	<b>Phonological Awareness</b>	<b>Vocabulary</b>	<b>Number Sense</b>	<b>Communication</b>	<b>Cooperation</b>
Typical 4 year olds	83%	27%	44%	17%	31%
4 year old SWD	92%	71%	49%	71%	76%

**Figure 3.2**

As reflected in this data, Mt. Healthy’s entering preschoolers lack emergent literacy skills that support later forms of conventional literacy. As stated in *Ohio’s Plan to Raise Literacy Achievement*, “Without early intervention, the disparity evident in these early years will widen and impact every aspect of a child’s trajectory and language and literacy competency and

academic and economic success” (ODE, 2018, January, p. 14). In Mt. Healthy, we experience firsthand the impact of the aforementioned statement, and this inequity is apparent throughout the subsequent data below.

### **Kindergarten Readiness**

The district Kindergarten Readiness data reveals that the majority of Mt. Healthy City school students entering kindergarten are significantly deficient in language and literacy skills, as well as overall readiness. Over a five-year trend on average 77% of Mt. Healthy kindergarteners scored in the approaching or emerging level as a performance level descriptor of overall score on the Kindergarten Readiness Assessment. Over this same 5-year trend, over half of our kindergarteners (54%) are not on track in their language and literacy skills as measured by KRA. (Figure 3.3) According to Ohio’s Plan to Raise Literacy Achievement, 38.3 % of students entering kindergarten are not on track when entering the school year in language and literacy. Additionally, 51.7% of Ohio’s disadvantaged kindergarteners are not on track. (Ohio Department of Education, 2020, January, p. 12). Mt. Healthy lags the state average by another 2.3%. In 2018, the state’s average performance of children on the social foundations subscore was 274.6 (Ohio Department of Education, 2019, p.6). Mt Healthy’s average subscale score was 266.1. Indicating that our students may come to school lacking the social foundations needed to be successful. When further analyzing the data, reflected in the second chart, students lack the foundational skills needed to be able to begin to decode as outlined in the first component of the Simple View of Reading. (Figure 3.4). When adding fall 2019 KRA data, our percentages did not change. As a result, our students are still coming to us lacking the prerequisite skills for success with the kindergarten curriculum. We attribute the consistency of the data to our inability to increase preschool enrollment at this time. However, the district opened the Early Learning Center in the fall of 2021-2022 school year. With the addition of this building, more students that start in the preschool at the ELC, are staying at the ELC for kindergarten. Last year, 85% of 4 year olds went on to kindergarten at the ELC. As we strengthen literacy practices in preschool, we hope this will affect the readiness of our kindergarteners in upcoming years. Until then, the majority of Mt Healthy’s kindergarteners will come to us ill-prepared for kindergarten. As stated in Ohio’s annual report on the KRA,

“The results of the state’s fifth census administration of the Kindergarten Readiness Assessment tell the story we anticipated. We know that prior experience plays a significant role in a child’s readiness to engage in kindergarten-level instruction upon entering kindergarten. We also know that access to high quality preschool experiences is limited for children in poverty, children with disabilities, children who are English learners and children who are not white, non-Hispanic or Asian.” (Ohio Department of Education, 2019, p.10.)

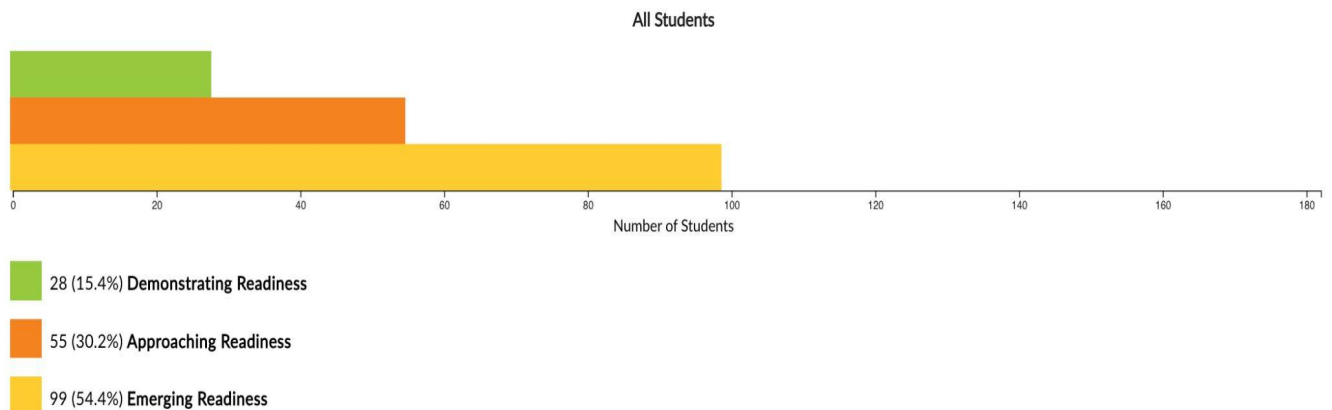
During the 20-21 school year, our preschool adopted the Project Ready curriculum which is centered around the science of reading principles. Our students that have attended our preschool program and transition up to kindergarten, show marked preparation for early kindergarten skills, however there is still a limitation with the number of students that we are able to reach through our preschool program due to space constraints.

### **KRA Data**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Performance Level Descriptors	77% scored approaching or emerging	74% scored approaching or emerging	81% scored approaching or emerging	75% scored approaching or emerging	77% scored approaching or emerging	87% scored approaching or emerging
Language and Literacy	53% scored not on track.	52% scored not on track.	57% scored not on track	52% scored not on track	56% scored not on track	
	2021-2022	2022-2023	2023-2024			
Performance Level Descriptors	83% scored approaching or emerging	85% scored approaching or emerging	85% scored approaching or emerging			
Language and Literacy		75.8% scored not on track	80.5% scored not on track			

Figure 3.3

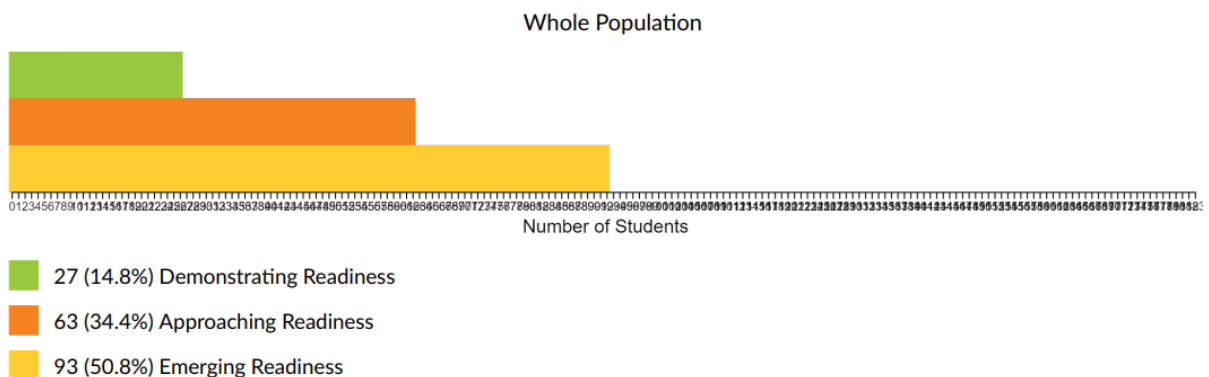
### Fall KRA 2023



### FALL KRA 2022

#### 2022 Kindergarten Readiness Assessment Revised (Bar Graph)

End date: 03/07/2023

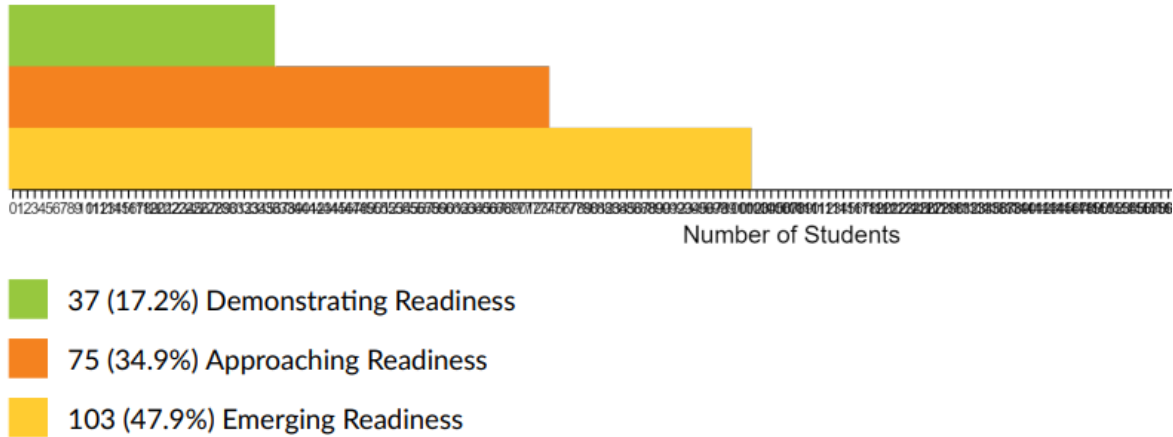




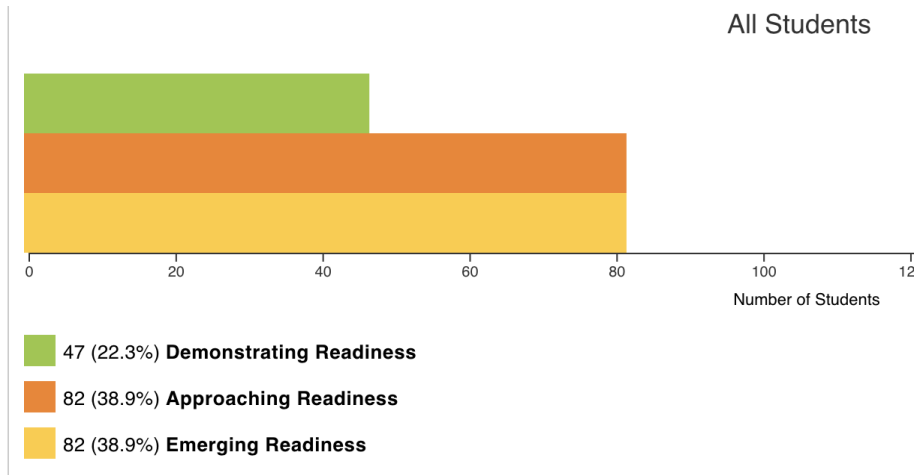
## FALL KRA 2021

End date: 06/15/2022

### Whole Population



### KRA 2020



### Specific KRA Language and Literacy Concerns

2015-2016	2016-2017	2017-2018	2018-2019
1. Retell text in sequence 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Determine word meaning 7. Naming Letters was at 75% in 15/16	1. Retell text in sequence 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters 7. Determine word meaning	1. Retell text in sequence 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters 7. Determine word meaning	1. Retell text in sequence 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters 7. Determine word meaning
2019-2020	2020-2021	2021-2022	2022-2023

	1. Express thoughts feeling and ideas. 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters	1. Express thoughts feeling and ideas. 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters	1. Express thoughts feeling and ideas. 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters
<b>2023-2024</b>			
1. Express thoughts feeling and ideas. 2. Beginning Sounds 3. Segments syllables of a word 4. Rhyming 5. Letter Sound 6. Naming Letters			

**Figure 3.4**

### Grades K-3 Reading Diagnostics

The Universal Screeners the district has used over the past five years substantiates the KRA data. AimsWeb data showed that students entering kindergarten were deficient in both letter and sound recognition. Over the four years of examining AimsWeb data, an average of 55.5% of Kindergarten students did not meet the fall benchmark for letter naming fluency and an average of 60% did not meet letter sound fluency. The focus on nonsense word fluency showed an improvement in the numbers of students benchmarking in first grade. However, it should be noted these nonsense word fluency skills tended to be taught in isolation and did not transfer to oral reading fluency as indicated in the second and third grade R-CBM assessments. (Figure 3).

#### AimsWeb Data

Percent of Students **Not Meeting** Benchmark in Fall

	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>K</b>	<b>51% LNF</b> <b>67% LSF</b>	<b>56% LNF</b> <b>53% LSF</b>	<b>58% LNF</b> <b>64% LSF</b>	<b>57%LNF</b> <b>56% LSF</b>
<b>1</b>	<b>62% NWF</b>	<b>52% NWF</b>	<b>38% NWF</b>	<b>45% NWF</b>
<b>2</b>	<b>65% R-CBM</b>	<b>62% R-CBM</b>	<b>58% R-CBM</b>	<b>60% R-CBM</b>
<b>3</b>	<b>59% R-CBM</b>	<b>63% R-CBM</b>	<b>60% R-CBM</b>	<b>61% R-CBM</b>

**Figure 3.5**

In fall of 2017, 73.5% of Mt. Healthy City Schools K-3 students were not on track in the beginning of the school year in Language and Literacy. In Fall of 2018, 68.3% of Mt. Healthy City Schools K-3 students were not on track. This was over a 5% decrease from the previous year. (Figure 3.6) In the fall of 2019, 48.3 % of Mt. Healthy City Schools K-3 students were not on track. This is the first time in a 6 year history that the district has more students on track than off track. The district has experienced a decrease in off track students of 27.7 percentage points from the previous year. According to the Ohio Plan to Raise Literacy Achievement, 31.3% of Ohio's K-3 students are not on track (ODE, 2020, January, p.12). Previously, the discrepancy between Mt. Healthy's off track data and the state average was 45.2% but the district is closing that gap rapidly. The gap between Mt. Healthy and the state's average in 2019 has decreased to 17 percentage points. The effects of school closures are seen in our fall 2020 data. 2020 fall data shows 56% of our K-3 students are off track. This is a regression from the previous year, with the biggest effects being felt in kindergarten and 1st grades. These are the students who would have been impacted the greatest by switching to remote learning as they needed the most support from parents at home. Many of our parents are front line workers who are not able to work with their child during normal school hours.

**STAR Early Literacy (K&1) and STAR 360 (2&3) Benchmark AIMSWeb Fall 2020**

**Figure 3.6 (color-coded for cohort)**

Gr.	% Not on Track							% On Track						
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
<b>K</b>	77%	72.5%	44.8%	55.5%	53.3%	49.5%	51.5%	23%	27.5%	55.2%	44.5%	44.5%	50.5%	49.5%
<b>1</b>	60.5%	55%	52.7%	72.3%	76.5%	65.3%	51.7%	39.5%	45%	47.3%	27.7%	33.5%	34.6%	48.3%
<b>2</b>	75%	70.5%	56%	56.7%	61.9%	39.3%	40.2%	25%	29.5%	44%	43.3%	38.1%	60.7%	59.8%
<b>3</b>	81.5%	75.5%	39.5%	39.6%	48.2%	47.5%	36.3%	18.5%	24.5%	60.5%	60.4%	51.8%	52.5%	63.7%

Considering our on-track trends, it is evident to see that we are moving students since the implementation of evidence-based strategies learned this past year. The teachers began explicitly teaching and practicing phonological awareness with students. They also began to use a systematic phonics approach; although it was not stable until the end of the year. Even looking where our kindergarteners are 7 weeks into the school year, shows growth over years past. Since the implementation of evidence-based strategies, our current 1st graders have moved from 27.5 % on track last fall to 47.3% on track this fall. This year's current second graders have moved from 23% on track two years ago to 44% on track this year. Finally, our current third grades have moved from 39.5% on track two years ago to 60.5% on track this year. We are excited to see this growth. We expect it will only get stronger as teachers become more secure in the practices from last year and learn additional evidence-based practices this year.

The years following COVID, we have seen remarkable rebound to the growth we experience pre-pandemic. Our focus on refinement of assessment usage and instructional decisions based on data, have continued to be a focus area.

**STAR Fall/Spring 2018-2019      Aimsweb Fall 2019/Fall 2022**

Grade	On Track						
	Fall 2018	Spring 2019	Fall 2019	Winter 2020	Fall 2021	Spring 2022	Fall 2022
<b>K</b>	27.5%	74.5%	55.2%	74%	47%	81%	50.5%
<b>1</b>	45%	57%	47.3%	53%	28%	39.5%	34.6%
<b>2</b>	29.5%	57%	44%	65%	38.1%	50.7%	60.7%
<b>3</b>	24.5%	43.5%	60.5%	69%	51.8%	59%	52.5%

When we look at our spring 2019 scores, we see an even larger growth in grades K-2 than our fall scores 2019 show. Over the summer our students have limited access to books and reading, so we do experience the summer slide. We also changed screeners which may have had an impact. In moving to Aimsweb Plus for the fall of 2019, 1st grade is now required to do Oral Reading Fluency. This was an extreme challenge for many of our children. Our first graders know their sounds, but are not as skilled in applying this skill to reading a passage. National fluency tables do not have first graders doing Oral Reading fluency until mid year; which was the former practice of Aimsweb. We believe, however, that with the use of the Orton Gillingham strategies in the classrooms, our first graders will perform much better next fall with Oral Reading Fluency. Looking at Winter scores for this year, all grade levels have seen growth from the fall. All grade levels K-3 have more students on track than off track. We are seeing the results of the evidence-based practices put into effect. We expect this to strengthen even more as teachers become more comfortable in their practices. Looking at the chart below, it is evident that we are moving students out of Tier 3 and into Tiers 1 & 2. We predict that scores for the 2020-2021 fall to winter will not look the same. Remote learning has taken a toll on the practices we have been implementing and many students are not logging on and/or completing their work. Scores from 2021-2022 continue to show improvement. There is still a dip in achievement from Spring of kindergarten to Fall of 1st grade. We are continuing to strengthen ORF with our kindergarten students to bridge the dip in on-track status. **Beginning in the 22-23 school year, we began to refine instructional decisions on mastery and student proficiency of grade level standards. Through the introduction of proficiency scales and we are refining our instruction to focus on personalized mastery progression.**

19-20	Tier 1		Tier 2		Tier 3		Median School Percentile	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
K	23	48.8	17.1	19.25	59.8	29.9	16.5	34.5
1	31.65	38.2	13.3	18.4	54.9	43.7	11.5	18.5

2	27.6	25.7	17	14.5	55.3	50.1	14.5	20.5
3	39.5	46.6	17.8	20.2	42.7	33.4	22	26.5
4	40.9	44.5	19.5	23.2	39.6	32.4	28.5	30
5	35.9	44.4	18.1	14.9	46	40,8	20	26
6	46.2	44.5	20.5	20.4	35.1	38.4	32	30

**STAR Fall Benchmark 2017 and STAR Fall Benchmark 2018- AIMSweb 2019-2020**

Grade	% Not on Track				% On Track			Aimsweb Proficient	Winter	
	2017	2018	2019-15th	2019-44th	2017	2018	2019-16th		2019-45th	2020 16th
4	73.5	84.5	35	63	26.5	15.5	65	37	75	42
5	73	72.5	40	68	27	27.5	60	32	55	37
6	79	81.5	32	66	20.5	18.5	68	34	71	45
7	85	81	35	64	15	19	65	36	61	39
8	92	88	31	70	8	12	69	30	69	39

**Figure 3.12a**

Aimsweb data reveals that 34.5% of students grades 4th-8th are not on track. These students could not read well enough to receive a silent reading score and needed to take an oral reading fluency test. These students will need intensive intervention to bridge gaps in decoding skills. We have found that on-track/off-track does not necessarily equate to being proficient. In looking at the highest cut score that Aimsweb uses, this gives us a better predictor of proficiency. Let it be understood that the proficient column is based on Aimsweb not OST. The scores for fall 2019, show that 66.2% are not proficient. We predict that these scores will match more closely with our OST data from spring 2018 scores. The district is exploring how Aimsweb directly correlates with scores on the OST. Most grades increased the number of students on track and proficient. However, there is still a long way to go. We believe this is due to the fact that evidence-based practices are not secure in upper grades yet. There is a gap between the “knowing and doing”, Literacy Time Audit data later in this report will support our conclusion.

Grade	% Not on Track							% On Track						
	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
4	73.5	84.5	35	34.6	60	68.4	62.7	26.5	15.5	65	65.4	40	31.6	37.3
5	73	72.5	40	33.5	58	60.8	50.4	27	27.5	60	66.5	42	39.1	49.6
6	79	81.5	32	36	47.5	61.6	50.9	20.5	18.5	68	64	52.5	38.4	49.1

Fall 2020 data from the 30th percentile in grades 4th-6th does not look as bleak. Remote learning was more successful with our older students in the spring. Current cohorts in 4th, 5th and 6th grades showed a slight increase from where they were in the previous year. However, since the students took all of the test except the ORF portion at home, it is hard to determine if they received assistance or if it was done independently.

When looking at our state scores, the data reflects that in 2015-2016, 78% of students grades 3-8 were not proficient on the Ohio State Test. In 2016-2017, 73% of students grades 3-8 were not proficient on the Ohio State Test. In 2017-2018, 67 % of students grades 3-8 were not proficient on the Ohio State Test. In 2018-2019, 65.75% of students in grades 3-8 in Mt. Healthy were not proficient on the Ohio State test. (Figure 3.13). Over the past four years on average, the district has seen a 12.25% decrease in the amount of students who are not proficient. While Mt. Healthy's state scores have shown improvement over the past four years; there are still a large number of students who are scoring below proficient levels in both informational and literary texts. Writing scores continue to be low as well. However, individual grade levels have seen up to a 18.6% increase over the same four years indicating that the district is on the right path to closing the gap in literacy. With full implementation of the RAP, we expect to see significant growth in our literacy scores over the next five years. Grade 3 saw an increase in ELA scores from 31.7% proficient in 2018 to 37.7% proficient in 2019. We believe this is due to an increased awareness of and attention to phonological awareness and phonics. However, grades 4 -6 had a decrease in scores. This is due, partly, to teacher turn-over in grades 4 and 6. Grades 4 and 6 also had three man teams which made a 90 minute ELA block an impossible task. In addition, the new learning of LETRS was a greater demand on these teachers who had no prior knowledge of phonological awareness, phonics, and advanced phonics. After looking at the data, we wonder if the lack of proficiency is a result of our students having limited vocabulary, limited access to literature, real life exposures and experiences beyond their everyday world. The research on vocabulary discusses the Matthew Effect...students with poor vocabulary continue to get poorer. Explicit instruction in vocabulary is one of the evidence based practices that we expect will have an impact on student proficiency rates.

The lack of proficiency in Mt. Healthy's students with disabilities are even greater. 21% of Mt. Healthy's student population are students with disabilities. In 2015-2016, 94% of SWD were not proficient, in 2016-2017, 95% were not proficient, in 2017-2018, 93% were not proficient, and in 2018-2019, 96.6% were not proficient. (Figure 3.13). The district's English Language learners are not performing well either. In 2015-2016, 81% were not proficient on the Ohio State Test, in 2016-2017, 91% were not proficient, in 2017-2018, 78% were not proficient and in 2018-2019, 96 % were not proficient. Mt. Healthy's EL population is growing and has increased 25% over

the last 4 years. Mt. Healthy provides 100% of their student population free and reduced lunch, so our economically disadvantaged scores are our district scores. Mt. Healthy continues to lag behind the state averages by significant numbers. According to information in *Ohio's Plan to Raise Reading Achievement*(ODE, 2020, January, p.13) our district is performing where expected. They state, "Ohio's disadvantaged students are overrepresented among the state's struggling readers. Among those students not proficient on the English language arts assessments, 71.4% are economically disadvantaged."

With the cancellation of Spring OST's , the district is not able to determine if growth would have been evident. We believe that our scores would have reflected the change in instructional practices that our teachers are implementing in their classrooms.

According to the 2020-21 OST results, we show progress in grades 5-7, but see less than expected progress in grades 4 and 8. We attribute this dip to the lack of consistent instruction due to Covid and remote learning.

In the 21/22 school year, while our students are not meeting state proficiency levels, their growth was substantial. In ELA, several grades demonstrated more than expected growth. This was a celebration for the district as we were still in and out due to COVID.

During the 22-23 school year, continued progress is evident in all of our ELA grade levels. There was an implementation impact of shifting to a new core reading curriculum that is expected to improve in the upcoming year.

### 2022-2023 School Year Progress

Progress Details									
These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.									
Test Grade	Progress								
	English Language Arts		Mathematics		Science	All Tests			
All Grades	Green		Orange		Red	Orange			
4th Grade	Green		Green		Grey	Green			
5th Grade	Green		Dark Blue		Red	Green			
6th Grade	Green		Dark Blue		Grey	Dark Blue			
7th Grade	Green		Green		Grey	Green			
8th Grade	Dark Blue		Red		Green	Orange			

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School	Red	Red	Red	Grey	Grey	Red	Red	Dark Blue

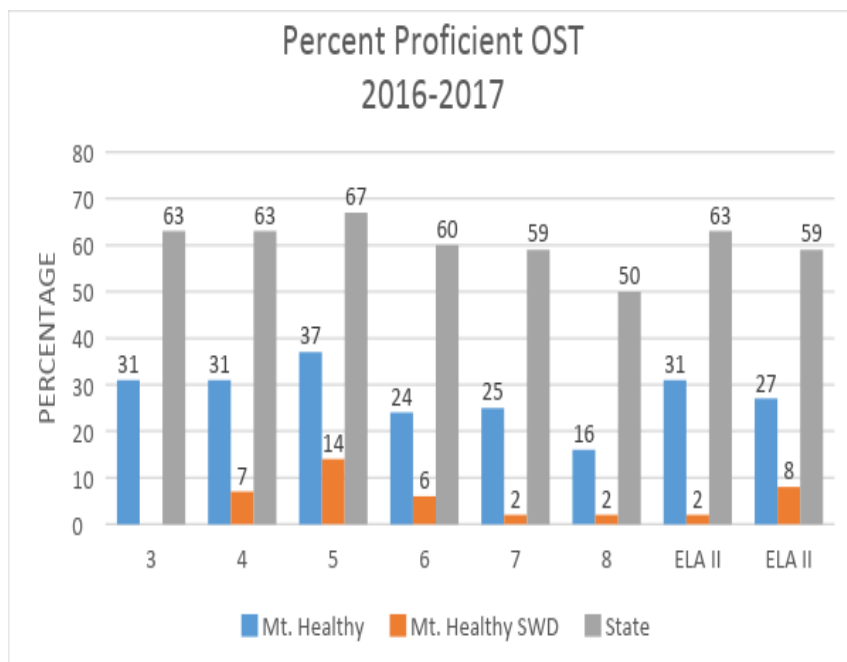
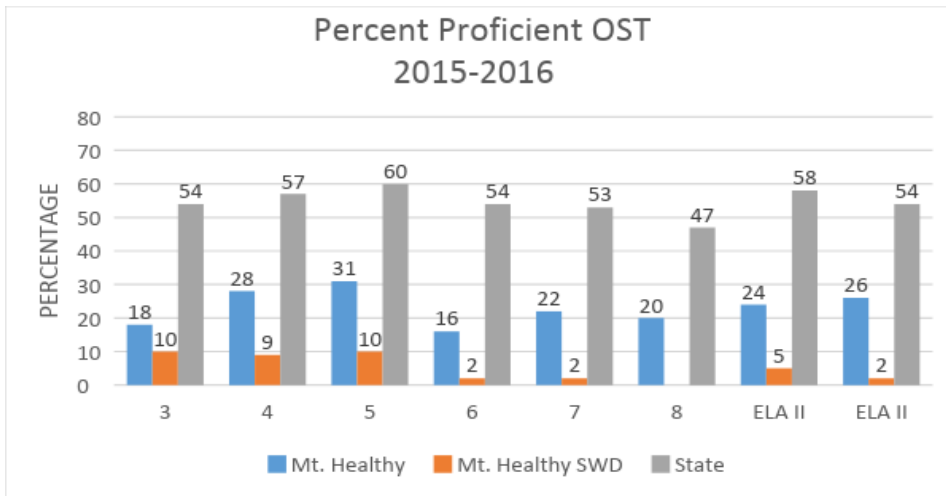
### 2021-2022 School Year Progress

### Progress Details

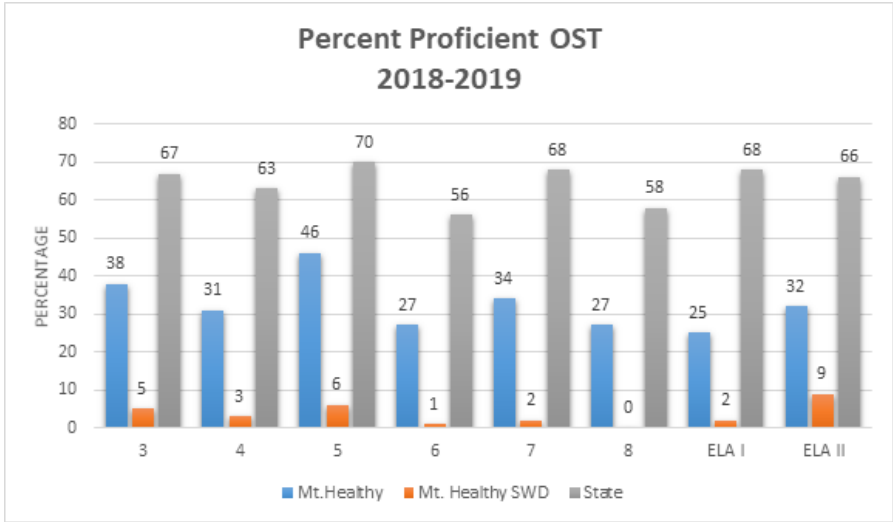
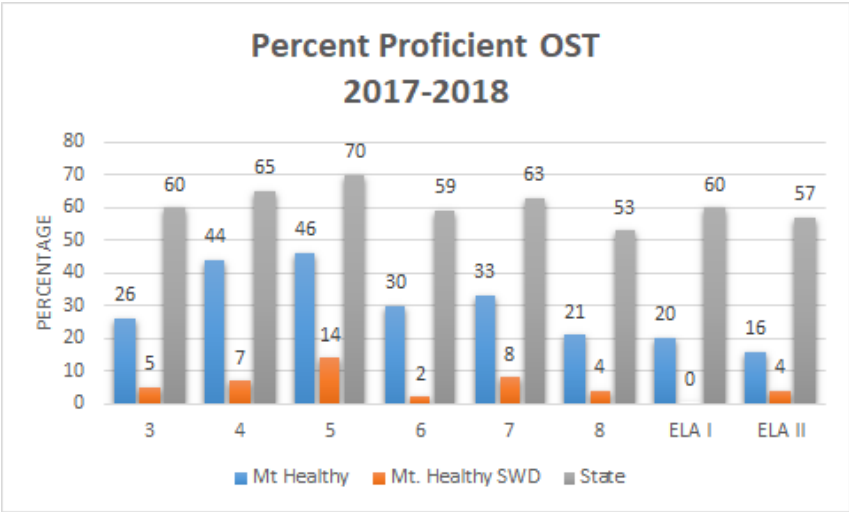
These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

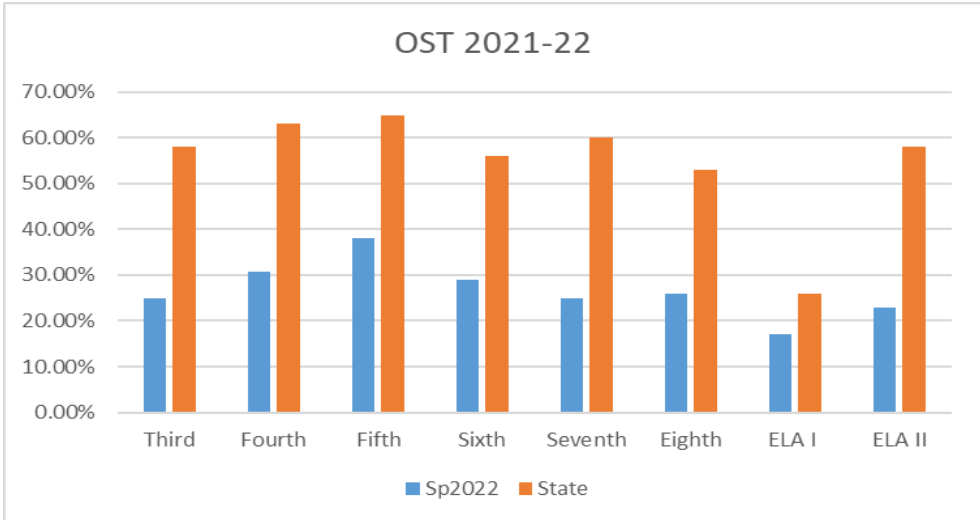
### Grades 3rd-12<sup>th</sup> –ELA AIR Spring OST Data/ HS End of Course Exams







**Percent Proficient OST 2021-22**



### Percent Proficient 2022-2023

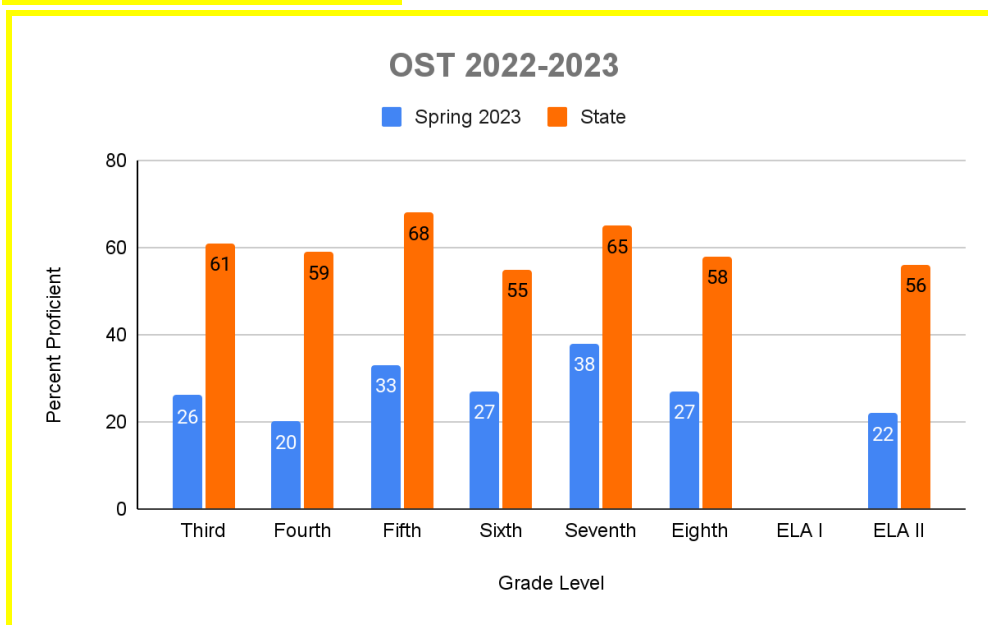


Figure 3.13

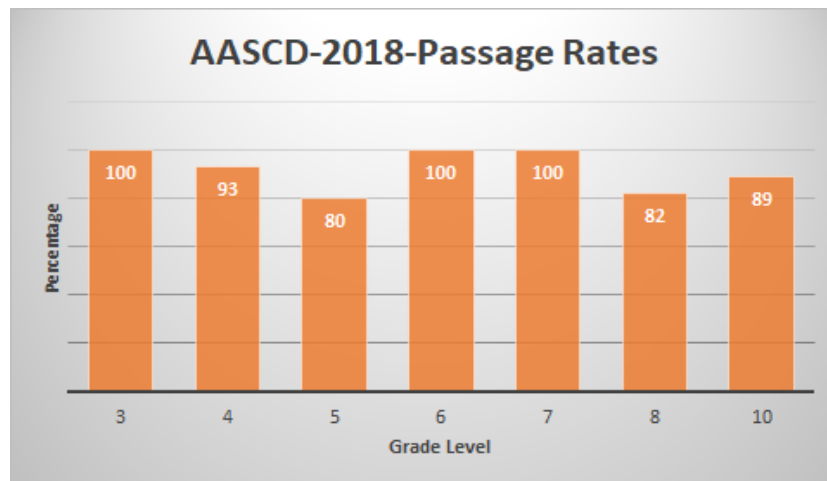
### Graduation Rates

Our graduation rate has increased significantly over the last few years. While the state does not finalize rates until the calendar year after a given school year, our most recent numbers for 22-23 indicate that we graduated 86.5% of students in four years, which is only slightly below last year's state average of 87.3%. Our 2023 four-year graduation rate for black, non-Hispanic, students was 92.8%, which is higher than the state average of 86.4%. The 2023 rates mark an improvement from years past and a drastic improvement from 20-21, when Covid precautions significantly reduced our rates.

In the 2017-2018 school year, Mt. Healthy graduated 79.3% of its students in four years, compared with 84.1% as the state-wide average. However, 80.7% of the district's students with disabilities graduated above the state benchmark of 78.8% or better. In 2018-2019, Mt. Healthy graduated 79.8% of its students in 4 years and 86.5% in five years. Our four year rate still lags behind the state average of 85.3%, but our five year rate is above the state average of 85.9%. Two of our largest subgroup categories exceeded the state graduation goal. The state goal for black; non-hispanic was 70.3%; Mt. Healthy reached 84.1% in this subgroup. The state goal for economically disadvantaged was 75.7%; Mt. Healthy reached 81.6% in this group. In 21-22 graduation rates (20-21) plummeted for Mt. Healthy. The Senior High was fully remote in 20-21 and did not return to the building until February of 22. Most of our senior high students did not engage in remote learning despite having a district chromebook at home and access to internet hot spots if needed. Our graduation rate of 68.8 reflects how disastrous the pandemic was for our students.

### Alternatively Assessed

In the 2016-2017 school year, 94% of our alternately assessed students showed proficiency on the ELA portion of the Alternative Assessment for Significant Cognitive Disabilities. In the 2017-2018 school year, 92% of our alternately assessed students showed proficiency on the ELA portion of the AASCD. In 2018-2019, 86% of our alternately assessed students showed proficiency on the ELA portion of the AASCD (Figure 3.14). These are scores the district can take pride in. In the 21-22 school year, 50% of our alternately assessed students showed proficiency on the ELA portion of the AASCD. This is the lowest the district has ever scored and another reflection that our students were not successful as remote learners. During the post-pandemic years, 2022 and 2023, we are continuing to exceed the state passage rates in all elementary areas.



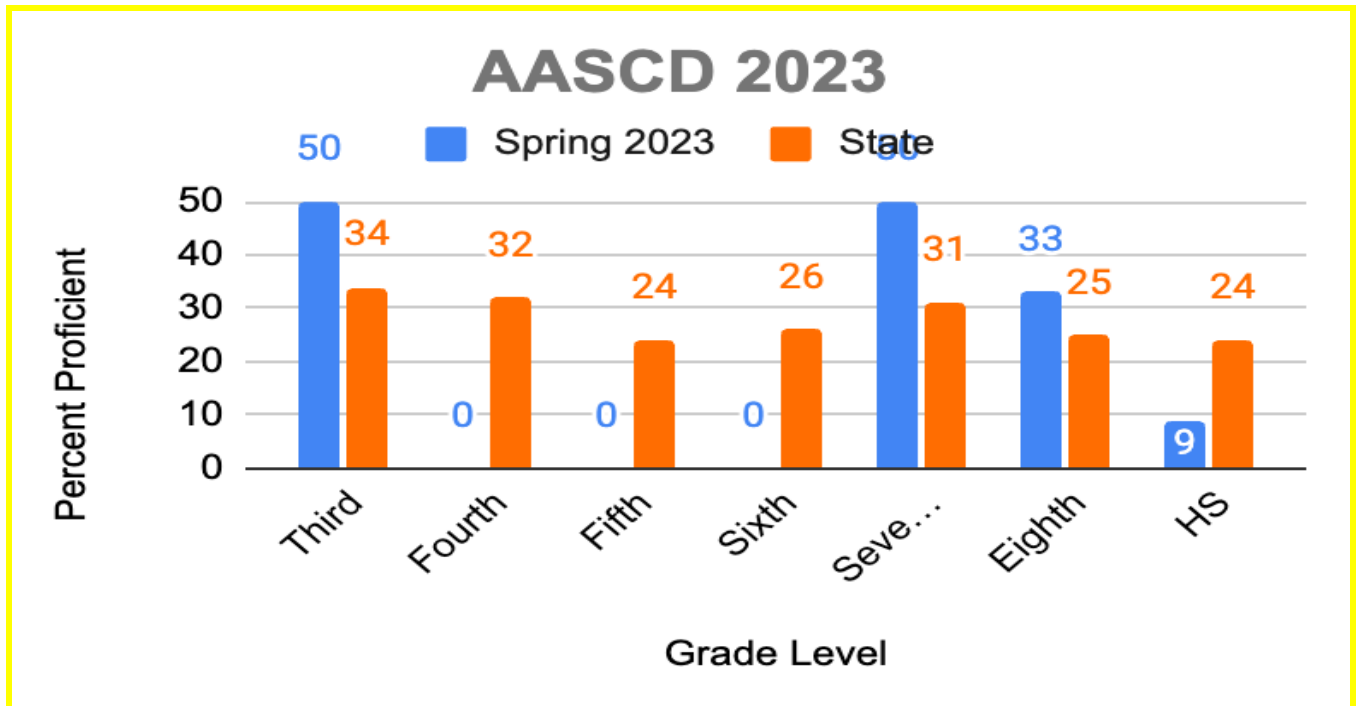
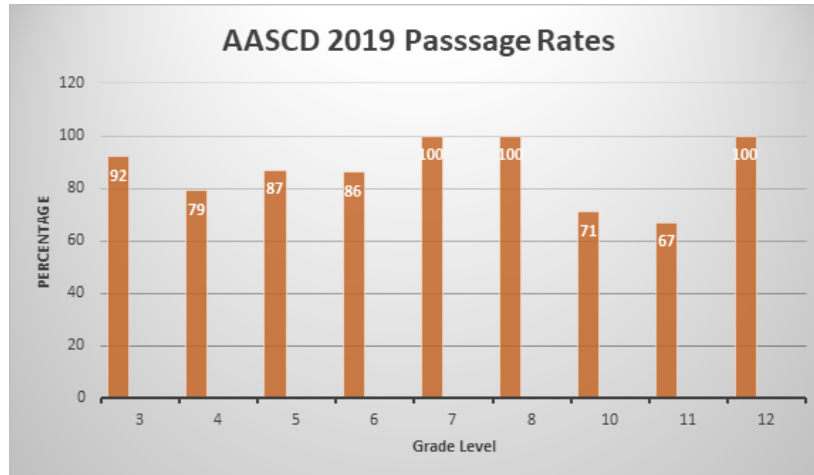
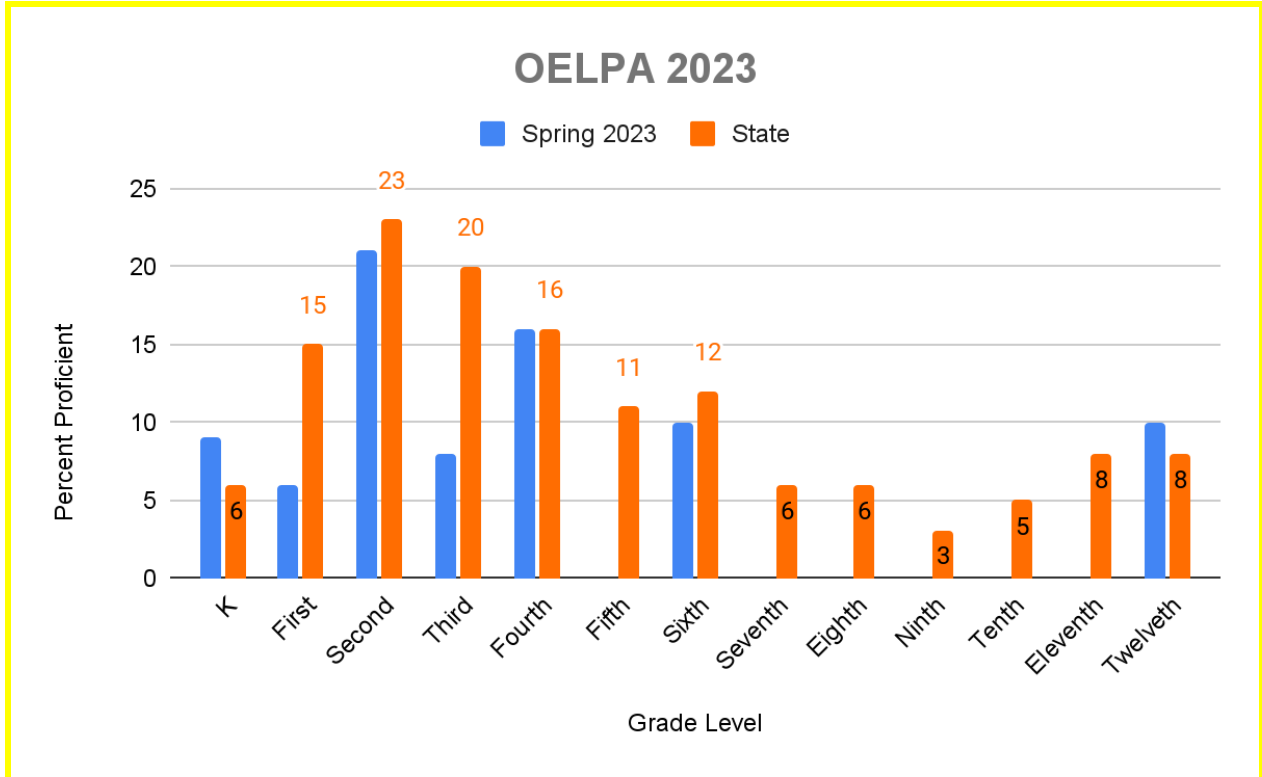


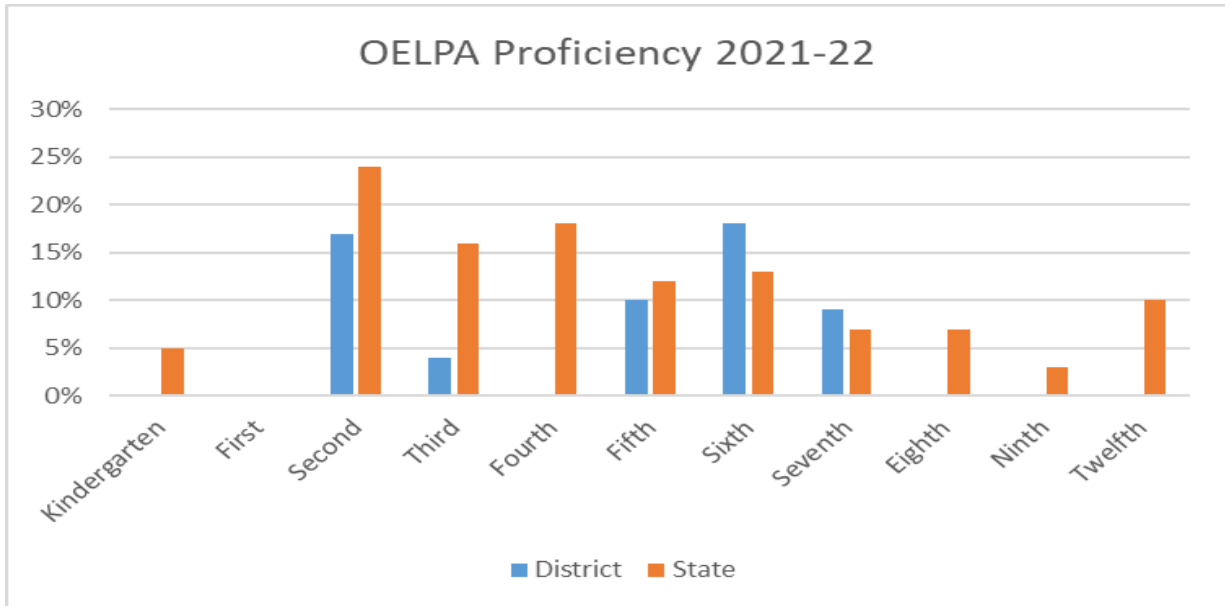
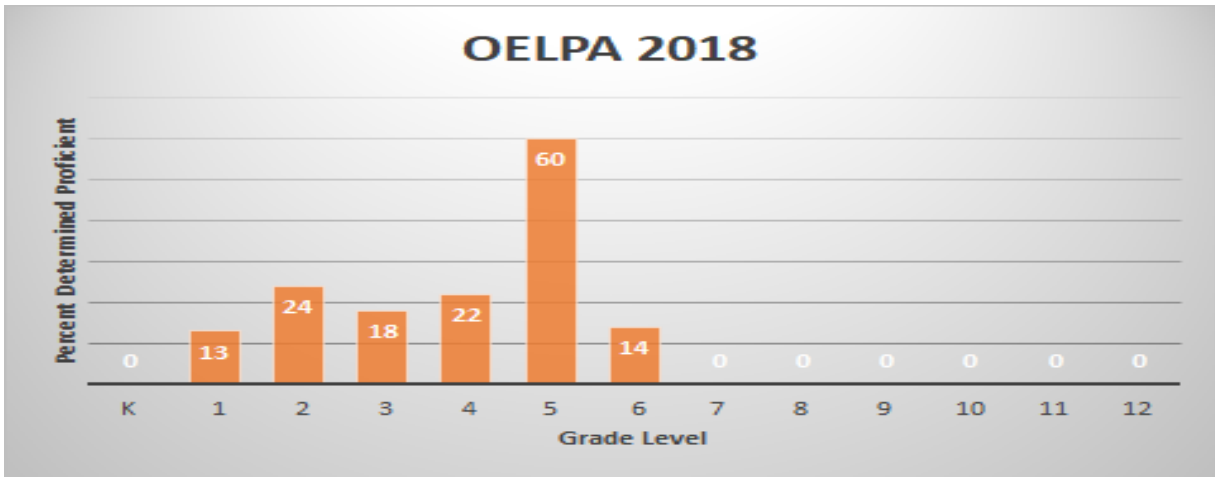
Figure 3.14

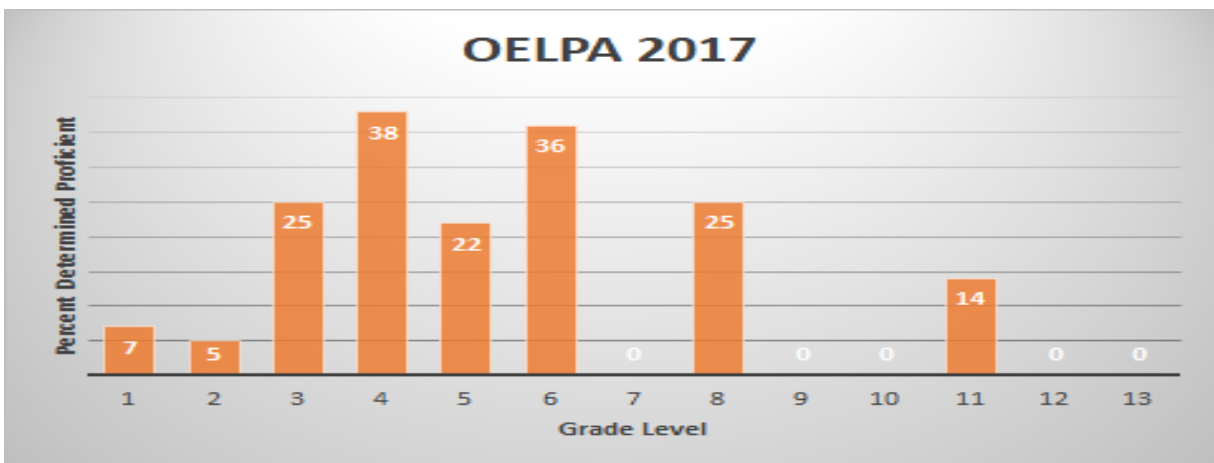
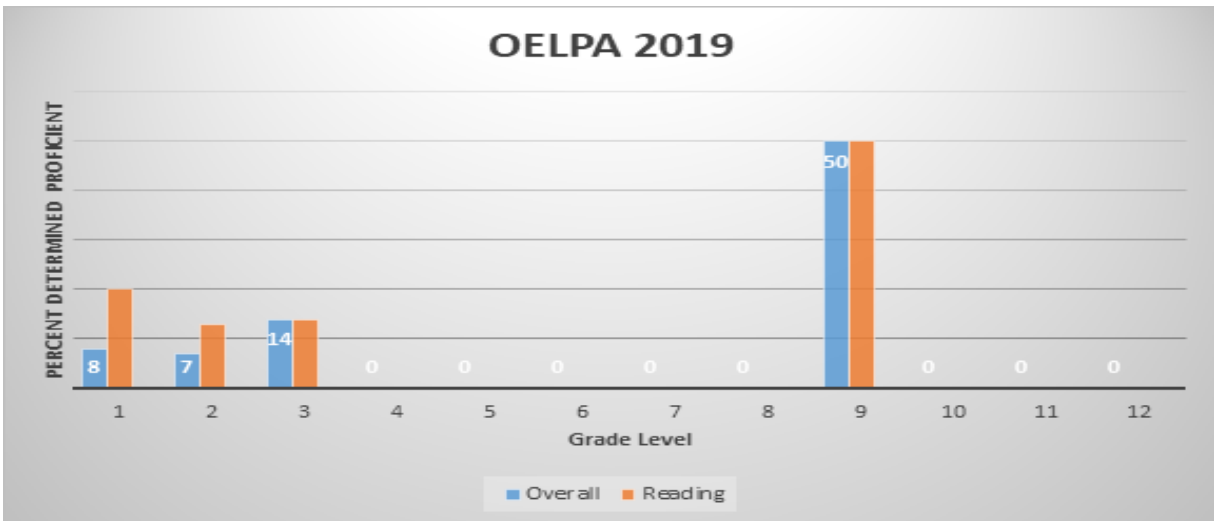
**OELPA**

In the 2016-2017 school year, approximately 118 students took the Ohio English Language Proficiency Assessment test. 13% of students grades K-12 were determined to be proficient. In the 2017-2018 school year, approximately 117 students took the Ohio English Proficiency Assessment Test. 12% of students grades K-12 were determined to be proficient. In the 2018-2019 school year, approximately 127 students took the Ohio English Proficiency

Assessment Test. 4% of students grades K-12 were determined to be proficient. In the 2016-2017 school year, an additional EL teacher was added to support students. In 2017-2018, an EL coordinator was added to provide support. In the 21-22 school year, 210 students participated in the Ohio English Language Proficiency Assessment test. 6% of the students K-12 were determined to be proficient. Two grade levels were above the state percentage. 6th grade and 7th grade exceeded state averages. During the 22-23 school year, 245 students participated in the Ohio Language Proficiency Assessment. 8% of the students were considered to be proficient with three grade levels exceeding state averages.







**Section 3 Part B: Analysis of Factors Contributing to Low Reading Achievement**

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

In Mt. Healthy we have many other mitigating factors that contribute to our low reading scores. The lack of preschool experience, poverty rates, teacher turnover, lack of aligned curriculum, homelessness, student behavior, and instructional practices are only a few of the concerns listed below.

1. Perhaps the most relevant factors are those mentioned before and born out by research. “Extensive research has conclusively demonstrated that children’s social class is one of the most significant predictors—if not the single most significant predictor—of their educational success. Students who start behind, stay behind” (Garcia & Weiss, 2017, para. 1).
2. As a district 96% of our students are classified as economically disadvantaged with 100% of our students receiving free and reduced breakfast and lunch. The median household income in Mt. Healthy proper is \$33,321 which is substantially less than the state average of \$49,429. Extensive studies, such as those done by Eric Jensen, suggest that students living in poverty exhibit concerns with restlessness, lack of motivation, distractibility, oral language, vocabulary development and working memory (Jensen, 2009). Studies also show that there is up to a 30-million-word gap by 4 years old for children living in poverty (Hart & Risley, 1995). In addition, the Matthew Effect reflects the “progressive decline of slow starters, as well as, the widening gap between slow and fast starters in reading (Stanovich, 1986). We address all these areas of concern on a daily basis.
3. Our district has seen an increase in our homeless population, and we continue to serve a transient population. 20.6% of our students in 2018-2019 did not spend the majority of the school year with Mt. Healthy, either because of moving in or moving out. Only 1 of 9 districts in the enrollment range of 3,000 – 4,000 students have a higher Homeless enrollment percentage than Mt. Healthy City School district (MTHCS); the average in other similar districts is 2.12%; MTHCS percentage in the fall of 2019 is 5%. The district’s percentage of homeless students continues to rise. In 20-21 8% of our students were homeless.
4. The majority of our students lack exposure to preschool which impacts kindergarten readiness. Our students start behind in kindergarten and they then remain behind in subsequent years. The data reflects that 31% of our students have received some type of preschool/daycare experience, but only 11.5% have received Mt. Healthy’s 5-Star Preschool. The need for more literacy and social emotional support services at the preschool level are of the utmost importance if we want to make an impact on future language and literacy success (Figure 3. 15). We do not have the data for the last two years as we are not collecting this data any more.

**Percent of Students with Preschool Experience**

	<b>15-16</b>	<b>16-17*</b>	<b>17-18</b>
Preschool More than 1 year	20%	10%	32%



Preschool 1 year or less	10%	4%	16%
Mt. Healthy City Schools Preschool **	6%	3%	8%
<p>*In 2016-2017 Mt. Healthy had fewer parent surveys returned, so this data may be skewed.          Additionally, this data also includes 'daycare' and not necessarily a rated preschool program          **Mt. Healthy City Schools Preschool percentages are already included in the percentages above.</p>			

**Figure 3.15**

5. Until the 2016-2017 school year, the district did not have a district adopted core reading curriculum aligned to the new state standards. Prior to the 2016-2017 adoption, teachers were supplementing the old adopted curriculum with whatever resources they could locate. In 2022, the district adopted a rigorous new curriculum that will provide rich texts and build background knowledge and vocabulary.
6. Teachers approach literacy instruction from various viewpoints and educational backgrounds. As a district, in the past we lacked a consistent systematic approach to literacy that took into account current evidence based research that met the needs of our diverse student population and remediated prerequisite skills. These factors, coupled with the lack of core curriculum, caused inadequate Tier 1 instruction. However, with the implementation of the Simple View of Reading as our framework we are gaining ground in this area. Teachers in grades K-6 are participating in extensive professional development. The increase in average points from the pretest to post-test shows their knowledge of the science of reading is growing.

Avg Pretest Score	Avg. Post-test Score	Percent of Increase
57.5	82	42.6

While we still have much work to do, our literacy time audit tool is showing improvement in the implementation of evidence-based practices for instruction.

This data shows in the majority of the grades, they do not have the instructional minutes needed. In grades K-3, their reading block should be 120 min. long. In upper grades, the literacy block should be 90 minutes long. The teachers may need support in classroom management.

Grade Level	Phonological Awareness	Phonics	Vocabulary	Comprehension	Students Reading Text	Explicit Writing Instruction	Practicing Writing Strategies
K	Fall 2018	11.5	10	N/A	8.5	N/A	N/A
	Spring 2019	13	20	2	0	1	3
	Fall 2019	10	23.5	17.5	15	N/A	5
1	Fall 2018	9.5	1	N/A	N/A	N/A	0
	Spring 2019	10	10	6	8	10	0
	Fall 2019	11.5	10.5	6	2	8.5	1
2	Fall 2018	12	3	N/A	26	N/A	N/A
	Spring 2019	10	12.5	5	1	10	2.5
	Fall 2019	10	13	13	10	3.5	0
3	Fall 2018	9	N/A	6	6	14.5	0
	Spring 2019	5	2.5	7	0	20	0
	Fall 2019	8	15.5	11.5	17.5	10	1.5
4	Fall 2018	N/A	4.5	6	11	0	0
	Spring 2019		9	10	20	0	0
	Fall 2019		17	15	15	0	0
5	Fall 2018	N/A	3.5	0	6	0	0
	Spring 2019		4	10	20	0	0
	Fall 2019		28.5	13.5	13.5	0	10
6	Fall 2018	N/A	0	0	7.5	0	0
	Spring 2019		0	0	15	0	0
	Fall 2019		2.5	5	2.5	0	2.5

\*Minutes shown in median.

This data shows that while instructional minutes for the components of the Simple View of Reading are getting better, they are not where they need to be. Lower grades are doing well in phonological awareness and phonics which is being reflected in their Aimsweb data. Upper grades are still learning about explicit instruction in vocabulary, comprehension, and writing. They have not internalized the evidence-based practices yet. We still need coaching support in classrooms to help evidence-based practices to become solid and routine.

7. High teacher turnover rates have resulted in a limited experienced staff, which may negatively impact instruction. In addition, time and resources allocated for focused professional development do not net desired results in our students' achievement because teachers and their training leave the district.
  - a. 80 of our teachers are noted as inexperienced in the equitable access report
    - 41.25% of these teachers are no longer employed at Mt. Healthy
    - South Elementary had the highest number of inexperienced teachers-52.9%

8. District absenteeism rates affect quality instruction. In 2018-2019, 37% of teachers working with primary students were absent 5% of the school year or more. 95% or less days being present are considered to have an impact on student learning.
  - Since COVID staff absenteeism has skyrocketed. Often there are 10-15 teachers out daily. The mental health of our staff is being taxed daily.
9. The limited technology exposure that students have impedes their academic learning. This lack of exposure is seen students struggle to take online formative assessments scoring lower on an online test in comparison to an identical paper pencil test. The district's scores showed an immediate decline when the state transferred to online testing. Compounding the problem: a student mindset exists that technology is for enjoyment versus a tool for learning. The district has moved to 1 to 1 technology K- 12 to help address the lack of technology exposure and skills.
10. Behavioral data from fall of 2017-2018, reflects a significant number of reports and referrals. Behavior data from fall of 2018- 2019, reflects a reduction in the number of reports and referrals. Behavior data from the fall of 2019-2020, reports a significant reduction in reports and a slight rise in referrals. The data reveals what the focused and consistent implementation of PBIS supports and interventions across the district can achieve. Our initial efforts have significantly reduced out of school suspensions and expulsion while increasing the amount of time students spend in teacher's classrooms. When students spend more time in their teacher's classroom, the possibilities for improving academic performance is considerable. This data is shared in teacher based team (TBT) meetings, building leadership team (BLT) meetings, and district leadership meetings (DLT). In these meetings, staff review data and "drill down" into the numbers to determine what interventions and supports work best with what students at what grade levels. This process helps PBIS school teams to determine what supports and interventions work and which don't. (Figure 3.6)

Building level examination of the data from previous years has revealed that 75 to 80 percent of our student population has 0 to 1 referrals. The top 10 percent of our building populations are repeat offenders, thus causing our numbers to look high. Ten percent is approximately one hundred students per building. Administrators spend a great deal of their limited time handling these situations, thus losing time for instructional coaching, analyzing academic data, and creating action plans to further enhance the academic instruction of our students.

2017-2018 1 <sup>st</sup> Quarter	Reports	Referrals
North and South Elementary	1,945	273
2018-2019 1st Quarter	Reports	Referrals
North and South Elementary	932	440
2019-2020 1st Quarter	Reports	Referrals
North and South Elementary	710	447
2020-2021 1st Quarter	Reports	Referrals
North and South Elementary		
2021-2022 1st Quarter	Reports	Referrals

North and South Elementary		
2022-2023 1st Quarter	Reports	Referrals
North and South Elementary		

**Figure 3.16**

11. In the fall of 2010, Mt. Healthy City School District consolidated 5 elementary schools into 2 brand new elementary campuses. This more than doubled the number of students attending a building. With the large population of students, it has adversely affected the school community. Relationships between staff, administration, students, and parents are hindered due to sheer numbers. The district sees this in a lack of parental and community investment in the schools. The loss of ease of mobility in the buildings results in valuable instructional time being lost. Much time has been spent planning how to transition students to minimize the loss of instructional time. We still continue to struggle with minimizing transition times and have had to accept that the buildings are large and will require more time to get from point a to point b.

12. Until the development of the Reading Achievement Plan, Mt. Healthy had no supports to monitor or implement literacy strategies and systems in the buildings. With the use of the RTFI we are improving in these areas. The elementary buildings are further along as they have been the focus for the last two years. RTFI data for 2020-2021 actually shows a decline in several areas. This reflects a better understanding of the questions and a critical eye to what needs to occur to improve and impact Tier 1 instruction. 2021-2022 RTFI data shows all buildings and the district feeling secure in the area of teams. As the buildings are gaining a better understanding of effective literacy structures, they are rating themselves harder. This year showed an increase in most areas in all buildings with the Jr High making great strides due to the intentionality of their work.

13.

	North 2018	North 2019	North 2020	North 2021	South 2018	South 2019	South 2020	South 2021	Jr. High 2019	Jr. High 2020	Jr. High 2021	Dist 2019	Dist 2020	Dist 2021
<b>Teams</b>	70%	70%	80%	<b>90%</b>	100%	100%	80%	<b>80%</b>	58%	50%	<b>92%</b>	68%	65%	<b>84%</b>
<b>Implementation</b>	75%	<b>92%</b>	75%	<b>75%</b>	58%	83%	83%	<b>67%</b>	50%	17%	<b>75%</b>	63%	48%	<b>70%</b>
<b>Resources</b>	75%	75%	75%	<b>83%</b>	75%	92%	83%	<b>75%</b>	60%	30%	<b>10%</b>	59%	54.5%	<b>53%</b>
<b>Evaluation</b>	35%	70%	60%	<b>60%</b>	60%	95%	70%	<b>94%</b>	39%	33%	<b>56%</b>	57%	52%	<b>61%</b>
<b>Total</b>	59%	76%	70%	<b>74%</b>	70%	<b>93%</b>	78%	<b>78%</b>	50%	33%	<b>60%</b>	62%	54.5%	<b>67%</b>

14. Unfortunately, the district needs to add another factor that is heavily impacting literacy achievement: chronic absenteeism. For the 21-22 school year, the district sat at 54.7% chronic absenteeism. Since COVID chronic absenteeism has changed from 12-13% in the elementary schools to 48%. The Jr High was 56% in 21-22. Our most vulnerable

subgroups: homeless & students with disabilities were at 79.7% & 63.3% respectively. The reality is that you cannot teach children who are not here and for some of these students we fear this will have a lifetime impact.

## **Section 4:**

### **Literacy Mission and Vision Statement**

*Describe the district or community school literacy mission and/or vision statement. This statement may include a definition of literacy. You may want to state how the district's literacy vision to the early literacy definition of the Ohio Department of Education Vision of the organization*

#### **Mission**

The Literacy Mission of Mt. Healthy City Schools is to create a school community in which literacy is the foundation for lifelong learning.

#### **Vision**

Mt. Healthy City Schools seek to create a safe, caring, engaging learning environment within which all students can learn to read widely, think critically, and communicate effectively. Through high quality literacy programs designed to maximize each student's potential, a highly skilled, professional staff, and investments of parents and the community, we can pave the way for future employment, enlistment or enrollment towards a rewarding life. Mt. Healthy has made the commitment to ensure all learners, regardless of subgroup identification, are engaged in high-quality and effective instruction within the framework of Formative Instructional Practices. Additionally, all teachers in Mt. Healthy are viewed as facilitators of literacy instruction and the strands of literacy are woven throughout all content areas.

Mt. Healthy's Reading Achievement Plan promotes language and literacy proficiency for all students PK-12. For the 2019-2020 school year, the plan will focus on PK-8. The practices/strategies we have started in these grades still need time to become secure in order to move students to proficiency. The RAP acknowledges the reality that there is a cumulative effect for struggling readers. "Students who are not proficient in reading by third grade are three times more likely than their proficient peers to not graduate on time" (ODE, 2020, p13).. Honored in the plan is our district's mission, philosophy, and other improvement plans currently in place. The plan advances our belief that the focus of every educator includes language and literacy development regardless of their content area. In addition, the need to teach social emotional skills play a crucial role in the district's efforts for literacy success. Highlighted in the plan is the importance of all stakeholders partnering together to support literacy efforts in the district. A critical component of the RAP is the necessity to provide our teachers' additional training in all components that fall within the MTSS umbrella, so they will have the tools required to impact student literacy outcomes. Inherent in the plan is growing teachers professionally, promoting teacher leadership, and intentionally fostering collective teacher efficacy. The RAP aligns with the district's 5-year strategic plan, Education Destination. The focus of Education Destination and the Reading Achievement Plan are:

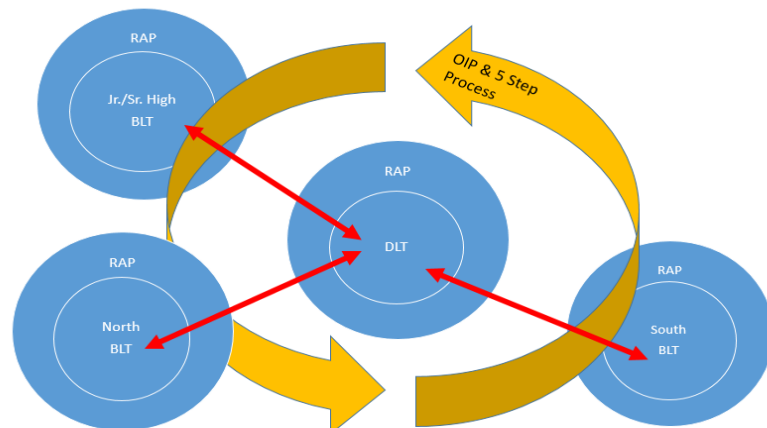
5. Ensure all students are engaged in high-quality and effective instruction within the framework of Formative Instructional Practices (FIP).

6. Meet the needs of our student population with an emphasis on Multi-Tiered System of Supports (MTSS).
7. Identify and meet the evolving and complex needs of our district's diverse population, to reduce barriers to education, and increase community/parental involvement and support.

The first component of the plan focuses on ensuring that all students are engaged in high-quality and effective instruction and intervention. Guaranteeing this commitment requires shared leadership, evidence-based practices and strategies, and solid professional development for district administration, building administration, teacher leaders, and teachers. Leadership at all levels is crucial to the success of Mt. Healthy's plan. Dr. John Maxwell, leadership guru, states that everything rises and falls on leadership, (Maxwell, 2007). The district is committed to cultivating and growing district administration, building administration, teacher leaders, and classroom teachers to drive the work of raising student language and literacy achievement. This pledge will be accomplished by honing leadership skills and supporting the implementation of a continuum of evidenced-based strategies and practices in language and literacy core instruction and intervention. Shared leadership, from district, building, and classroom levels, will work to implement with fidelity, evaluate and grow systems that monitor and communicate language and literacy progress. Shared leadership will be the driving force to sustain a clear focus on language and literacy achievement for the district. Mt. Healthy utilizes the structures of the Ohio Improvement Process, the DLT, BLTs, and TBTs, to ensure shared accountability for data-driven strategic planning, implementation, feedback, and adjustments. (Figure 1.1) The district receives additional support from State Support Team 13 consultant, Holly Sampson, who attends DLT, BLTs, and TBTs in designated buildings. Information will flow in both directions to make certain all stakeholders stay informed of progress, and are effectively evaluating the impact of instructional changes. The district acknowledges W. Edwards Deming's (1993) quote that, "a bad system will beat a good person every time." Therefore, regular evaluation of the systems to support language and literacy improvement will occur, and subsequent targeted professional development needs will be identified and provided. The district will use the OIPIR Implementation Criteria and Rubric as one measure to determine the effectiveness of teams. This rubric also informs decisions around the 5-step process, assessments, standards and instruction (Appendix A).

### Shared Leadership Model

Figure 1.1



The buildings use the RTFI (Reading Tiered Fidelity Inventory) to assess whether they have structures in place

to promote language and literacy development. High-quality and effective instruction can only be accomplished with a prioritized focus on evidence-based language and literacy strategies and interventions intended to promote development in reading, writing, and oral language. The Simple View of Reading will drive future instructional decisions across the language and literacy development continuum to support all learners. Additionally, teachers will continue to work within the Formative Instructional Practices framework of clear learning targets, effective feedback, collecting and documenting evidence, and student ownership of learning to positively impact student growth, engagement and motivation (Figure 1.2). The district's Education Destination, Objective 1 teams, function at both the building and district levels and support high quality effective instruction. Building teams will meet monthly, at BLT's to look at adult implementation indicator data, obtained from the Learning Walk Data Tool, Literacy Time Audits, or RTFI and determine how to support effective instruction in the classroom. Smart goals will be set with action steps and the BLT will revisit these action steps to monitor implementation. Representatives from building level teams will serve on the district level team to engage in professional dialogue, determine next steps and plan professional development to meet the individualized needs of each building. Both building and district level Objective 1 teams interact with TBTs, BLTs, and the DLT in a reciprocal manner. Buildings will bring data and place it on an OIP data profile sheet for the district to evaluate if practices are being effective. The Objective 1 team will partner with TBTs, BLTs, and the DLT to identify, plan, train and execute evidence based strategies and interventions to expand learner literacy and language development. Literacy coaches will be used to strengthen the delivery of core instruction and differentiation strategies (Tier 1) to meet the complex needs of all learners through whole group, small group and stations. Implementation of both the FIP framework and a continuum of evidence- based language and literacy strategies will be documented through the district's Learning Walk Data Tool, Literacy Time Audits, and the RTFI.. Data collected through these tools will be scrutinized at DLT, BLTs, and TBTs so that recommendations and action steps can be formulated and communicated to all stakeholders.

**FIP Components**



Figure 1.2 (ODE & Battelle for Kids, 2013)

Additionally, the 5-Step process will be used to evaluate the effectiveness of evidence-based strategies.(Fig. 1.21) Teachers will use formative assessments within the 5-Step Process to identify crucial needs of learners, explore reasons for these gaps, research and select an evidence based strategy, plan how this will be carried out, implement and monitor the effectiveness of the strategy and then reflect and adjust if student performance is not successful. General education teachers, intervention specialists, coaches and administrators take part in these discussions to determine what is best for learners. .

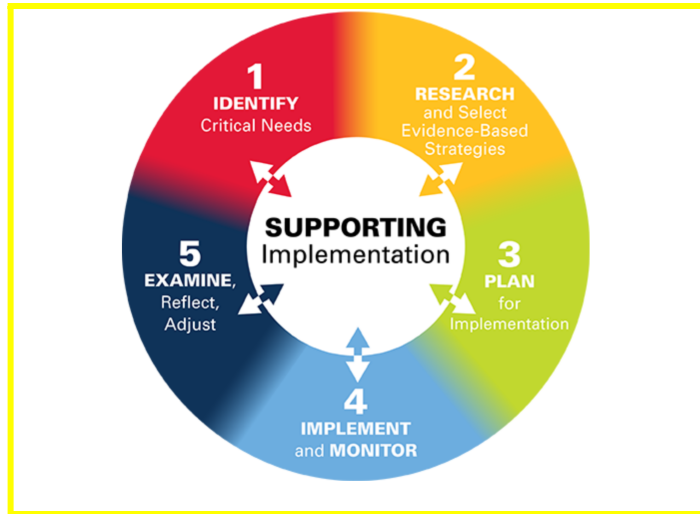


Figure 1.21

Professional development, as outlined in the Reading Achievement Plan, is a crucial need for all stakeholders in order to improve student language and literacy achievement. Sustainability is a primary focus and will be accomplished by employing train-the-trainer models. Leadership from all levels including district administrators, building administrators, instructional coaches, and other teacher leaders, will engage in professional learning that allows them to effectively lead this critical work and successfully support implementation of Mt. Healthy’s Reading Achievement Plan. Shared leadership will engage in systems coaching to develop knowledge skills and abilities in the infrastructures to support high-quality use of language and literacy practices. Building teacher capacity is essential, and the district’s professional development plan for teachers will seek to address, ‘the chasm that exists between the scientific research knowledge-base on literacy development, and classroom instructional practices’ (Moats, 1999, p.17). Mt. Healthy teachers are engaging in training on the Simple View of Reading (Gough & Tunmer, 1986) addressing each essential component of reading instruction, to further their understanding of how children learn to read. Many of them did not receive effective training in the science of reading in their college preparatory classes, thus professional development is needed to strengthen teachers’ knowledge and implementation of evidence-based literacy and language practices and interventions. In addition, our teachers need to advance their professional expertise in the diagnostication of the root causes of student struggles in order to successfully match an evidence-based practice or intervention to the diverse and complex needs of our student population. Professional development efforts will utilize regional support staff, outside trainers, as well as principals and teacher leaders. Coaches, peer mentoring, modeling, and embedded PD will be used to sustain professional learning.

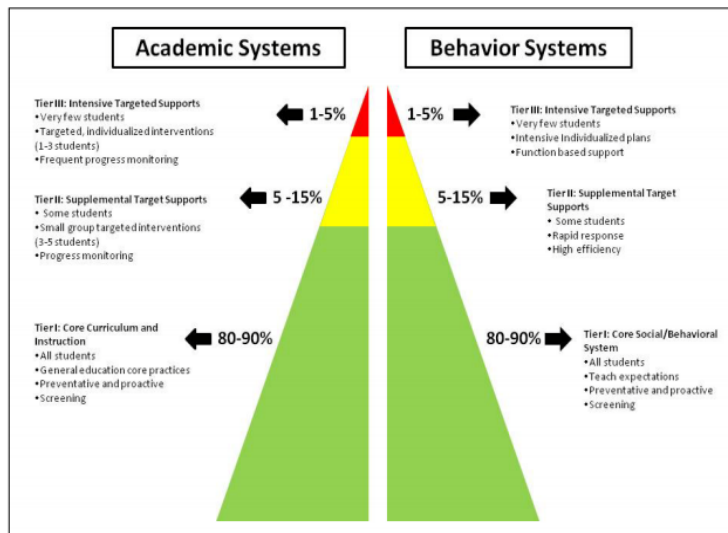


The second component of the Reading Achievement Plan focuses on meeting the complex and diverse needs of our student population with an emphasis on Multi-Tiered System of Supports (MTSS). The Reading Plan supports the need to strengthen understanding of the MTSS structure, and ensure practices chosen for core instruction and interventions for both behavior and academics, meet ESSA's tiers of evidence. The use of a universal screener for academics, a PBIS self-assessment survey, along with discipline data for behavior, will serve as baselines to identify tiers of need. The district uses the three-tiered model for instruction and intervention,

The three-tiered model is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (Tier 1). However, not all students will respond to the same curricula and teaching strategies. As a result, some students with identified needs receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a few students with the most severe needs receive intensive and individualized behavioral and/or academic support. (University of South Florida, 2011, p.7)

## MTHCS Response to Intervention

Figure 1. Response to Intervention Schoolwide Systems of Prevention for Academics (e.g., math, reading, writing) and Behavior.



Note: Both sides of the triangle feature the same levels of prevention and support: Core, Supplemental, and Intensive Supports. Figure 1 was adapted from the *Handbook of Positive Behavior Support* (Sailor, Dunlop, Sugai & Horner, 2008, p. 739).

Learning Walk Data, along with disciplinary data from Abre will be reviewed at TBTs, BLTs, and the DLT to determine behavior intervention needs and next steps. Diagnostic information, progress monitoring, and formative and summative assessment data will be used to make individual academic student decisions and to evaluate whether evidenced-based practices and interventions are closing the academic gap. Every 6-8 weeks, TBTs review progress monitoring, benchmark and other diagnostic data to determine the effectiveness of interventions documented on the RIMP (Reading Improvement Monitoring Plan) and make necessary

adjustments. Teachers use data to decide whether to stay with an intervention longer, to exit the intervention, or to change interventions. Entrance and exit rules defined in the district's RTI document will guide educational decisions (Appendix B). Teachers are guided through a decision tree to help identify the specific deficit, and then select an appropriate intervention. Teachers are reminded that if a student is not responding to intervention (at any level), the team should consider the following: does the intervention being provided match the student's deficit, is the intervention being implemented with fidelity and consistency, are there other factors that may be influencing the student's lack of progress?

The Reading Achievement Plan supports continuing and strengthening MTSS practices since the 2019-2020 school year when a revised MTSS plan was created and shared at both the administrator's retreat and the district's opening day professional development. All teachers were trained in the updated MTSS process and the essential components of the universal screener. Professional development has continued to focus on the implementation of evidence-based practices, specific RTI resources and their effectiveness in closing language and literacy gaps. In an effort to equip teachers to reach all students, PD offerings such as, transition curriculum training for multiple disabilities, SIOP, writing high quality IEP goals, IEP progress reports and progress monitoring occurred. Cultural competence, restorative practices, conscious discipline, partaking in cross culture experiential activities through communication, trauma informed care, and mindfulness professional development will support MTSS. The RAP addresses the need for extensive training promoting collaboration between general education and special education teachers, so that the needs of all students, no matter the complexity of the ability or disability, are met.

In 2019, the district began to add a tiered level of wrap-around services to address varying levels of mental health needs. The dedication to this practice has continued and expanded since our return to in person learning post COVID. All campuses partner with Best Point to provide care coordination, individual counseling, group counseling, and school based day treatment. In addition, the district also provides a full day option for students that need a higher level of behavioral support. In the 23-24 school year, we have added two BCBA's to assist with specific student behavioral interventions. The schools are currently working on developing a multi disciplinary team to look at specific needs of students using a wide variety of personal expertise.

When looking at the RTI process at the elementary schools, the district realized that there were still inconsistencies at the classroom level. A team was formed to revise and strengthen the decision trees and their use. The assessment matrix was revisited and tools were given specific criteria of use.

However, in 2023-2024 we have experienced a high turnover rate at the elementary schools with 44 new teachers, administrators, or support services. Our focus this year has gone back to Tier 1 alignment and instruction. Continuous training in both embedded coaching and professional development is occurring on a regular basis.

The Education Destination Objective 2 teams occur at both the district and building levels. These teams meet monthly to examine data and concerns in individual buildings. In 2017-2018 the Objective 2 teams focused primarily on implementation and training to effectively move PBIS strategies into the building and classroom structures. The teams have looked at discipline data along with survey data to develop plans and identify gaps in training and implementation. In 2019-2020, the PBIS team will implement the created plans to address the gaps that were identified. District and school based teams will use discipline, Self-Assessment Survey, the Tiered Fidelity Inventory, the School Climate Survey, and suspension data to drill down into specific behavior issues of students. Staff will determine what interventions are working and which are not and develop action steps to improve students' and staff outcomes. Staff will monitor student behavior, collect data, and provide proactive acknowledgement to students for engaging in behavior that demonstrates safety, kindness, and responsibility. Schools will use Classroom Dojo or Kickboard as well as other methods to document prosocial school behavior. "Owl Bucks or CHAMP Dollars" represent tangible rewards students can earn that show engagement in desirable school behavior. Mt. Healthy will outline behavioral expectations (**Tier One**), and explicitly teach students what those behaviors look and sound like. If students do not respond well to this "universal approach" for teaching a positive school behavior, small group and individualized interventions (**Tier Two & Three**) will be provided to ensure students have an opportunity to learn and practice positive behavior.

Through the MTSS framework, district staff provide the supports and interventions to offer our students a variety of opportunities to learn the behaviors necessary to be successful in school, at home, and in the community. Mt. Healthy believes that our commitment to social, emotional learning and the development of positive school climate contribute to the development of self-appraisal skills, positive decision making, and critical thinking needed for success in a college or career setting as well as reducing unnecessary exclusion from school. All building MTSS teams as well as the district level MTSS team collect, analyze and reports on student discipline data to determine the effectiveness of MTSS in meeting our district goals and its impact on student learning outcomes.

## Mt. Healthy City Schools - Multi-Tiered Systems of Support (MTSS) What lives under our MTSS Umbrella?

- **OIP Goal 1 - High Quality Instruction**
  - Literacy Focused
    - Simple View of Reading formula
    - Evidence-Based Practices
  - Formative Instructional Practices
- **OIP Goal 2 - Multi Tiered Systems of Support**
  - Response to Intervention (RTI)
  - Positive Behavior Interventions & Support (PBIS)
  - Social Emotional Learning
  - School, Family, & Community: Engagement & Collaboration
- **Reading Achievement Plan**
- **Professional Development**
  - LETRS
  - Components of Simple View of Reading
  - Cultural Responsiveness
- **Technology Tools**
- **Collaboration & Shared Leadership**
  - DLT / BLT / TBT
- **Using Data to Guide Instruction**
  - Aimsweb, Iready, formative and summative assessments
- **Curriculum Design**
- **Wrap-Around Services**



Figure 1.4 (Graphic: OnHand Schools, 2015)

The third component embedded in the plan focuses on meeting the evolving and complex needs of our district's diverse population, reducing barriers to education, and increasing community/parental involvement and support. The district recognizes the critical role parents play in the literacy development of our students and the district is committed to growing parental involvement in academic events in the buildings and also providing training to parents in ways they can support their child at home. Buildings will host a literacy night with activities and games created that parents can utilize to reinforce literacy skills at home. The district will look into hosting events at local venues in addition to the schools in hopes of gaining support and increasing parental attendance. The district will intentionally increase parents' access to quality literature for themselves and their children by creating a parent resource center, Scholastic book fairs on conference night and books included with the Sharing Tree program. In addition, the elementary schools will place a little library outside each of their buildings for parents and students to exchange books. Intentional actions being taken to increase parent-school connections include: home visits, newsletters, Class Dojo, and robo calls. Individual buildings have a parent liaison to assist and further grow parent/school connections. The buildings will have multiple before and after school programs that address students' social/emotional needs. This includes programs such as "I Have the Right to be the Best Me" Empowerment Program, Girls on the Run, The League of Extraordinary People and community mentoring and tutoring. Mt. Healthy realizes the need to equip families with appropriate strategies and resources to help support their students, and is dedicated to making this a priority in the next school year. The district and Dr. Joyce Epstein's Six Types of Parent Involvement has partnered the National

Network of Partnership Schools to help engage families in the important work of developing students with strong literacy skills. We have written a district plan and buildings will be writing theirs in May. The High School campus, through the use of a School Quality Improvement Grant, has funded a social worker to specifically support parents/families. Family participation is still an area of weakness for the district. Many offerings are made to bring parents in, but they are rarely well attended. The district hopes to make this a primary goal in 2020-2021 as we recognize the critical role parents/families play in student language and literacy development. Therefore, Mt. Healthy City Schools will work to develop a collaborative network inclusive of staff, families, and community members. Families will be invited to be members on district and building level teams as appropriate. Family input will be included whenever possible to build a literacy partnership. Training/workshops will be provided by a family/community facilitator to empower families as literacy partners. In response to family need and a shift in philosophy, trainings/workshops will expand to include: on campus, virtual and other community venues.

Mt. Healthy's literacy vision will employ evidence-based practices across the language and literacy development continuum as identified in the Ohio Plan to Raise Literacy Achievement (ODE, 2018, January, p. 22 & ODE, 2020 p. 21). Skills specific to each phase of the Language and Literacy Development Continuum (emergent, early, conventional, and adolescent) will be targeted and professional development for leaders, teachers, and coaches will occur. Since the majority of Mt. Healthy's students are identified as off track, progression through these phases will need to be individualized and differentiated to maximize growth and accelerate learning. Mt. Healthy has high expectations for all students and are confident that all learners have the capacity for great literacy growth and achievement.

## Language and Literacy Development Continuum



(ODE, 2018 p. 22)

Additionally, Mt. Healthy's vision is based on equitable education and access for all children. We believe that students need to connect with content in meaningful ways, and for our students that means that the instructional materials must have relevance to their own culture. Mt. Healthy will learn and employ practices of the Ready for Rigor Framework (Hammond, 2015). We believe in high expectations for all students and believe that all students can grow their skills and knowledge. We are committed to matching practices to beliefs, and "establishing an explicit approach to culturally responsive teaching" (ODE, 2020, p. 20). Securing and expanding this part of the vision will begin in earnest in the 2021-2022 school year. Due to the discrepancy between cultures of our staff and student backgrounds, the district realizes the need to be more purposefully aware. Therefore, we will start by building the staff's knowledge/awareness through research and PD on our culturally responsive practice. As Mt. Healthy builds our knowledge, we will establish a systematic approach to cultural responsiveness that will appreciate each student's unique background. Two cohorts are participating in *One Degree Shift* to begin exploring how our own cultural bias influences how we relate to our students. To assist with this endeavor, funds were used to purchase culturally responsive literature and other materials in order to cultivate teacher awareness, student motivation and increased literacy outcomes. Part of this work will include adopting a framework that puts rigor at the center of our culturally responsive teaching. Integrating these pieces involves creating new routines, processes, and structures in classrooms around how we engage students in conversation, give feedback and provide affirmation and validation. The new teacher meeting in the 22/23 school year already has this as an item on the agenda.

As stated previously, Mt. Healthy City Schools will use Gough and Tunmer (1986) Simple View of Reading as the framework for literacy instruction. "The Simple View of Reading differentiates between two dimensions of reading: Word recognition processes and Language comprehension processes. It makes clear that different kinds of teaching are necessary to promote word recognition skills from those needed to foster the comprehension of spoken and written language, which is the goal of reading" (Rose, 2006). The formula of the Simple View of Reading (SVR) will help teachers identify specific weaknesses in each dimension (decoding and

language comprehension), and target those skills in order to grow students' language and literacy skills. The equation brings understanding to why so many of our students struggle to learn to read. Not only do they enter school being severely deficient in phonological processing, but even when they catch up on this element and master other decoding skills, their extreme deficit in background experiences and vocabulary further hampers their ability to comprehend what they read. Armed with this knowledge, Mt. Healthy City Schools will address all components of the Simple View of Reading, thus being able to grow students in their language and literacy development. Mt. Healthy's original literacy plan was created to address the five big ideas of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) which are included in the Simple View of reading. However, expanding our focus by incorporating the remaining research-supported components of the Simple View of Reading will address needed areas of weakness that are reflected in students' reading comprehension competencies. By using the Simple View of Reading to drive our instruction, each key component involved in learning how to read will receive explicit instructional attention.

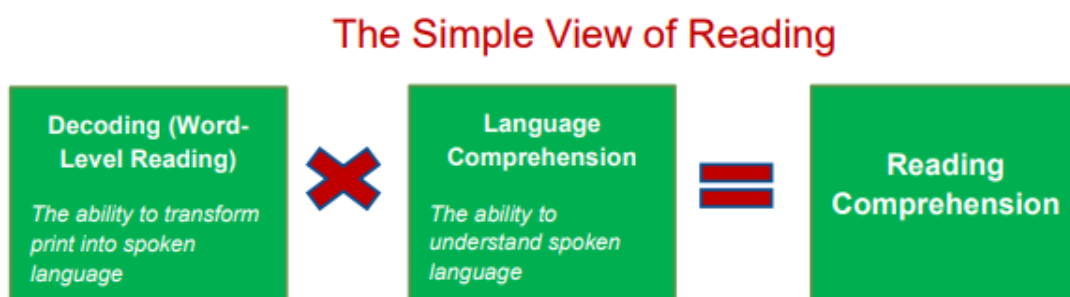


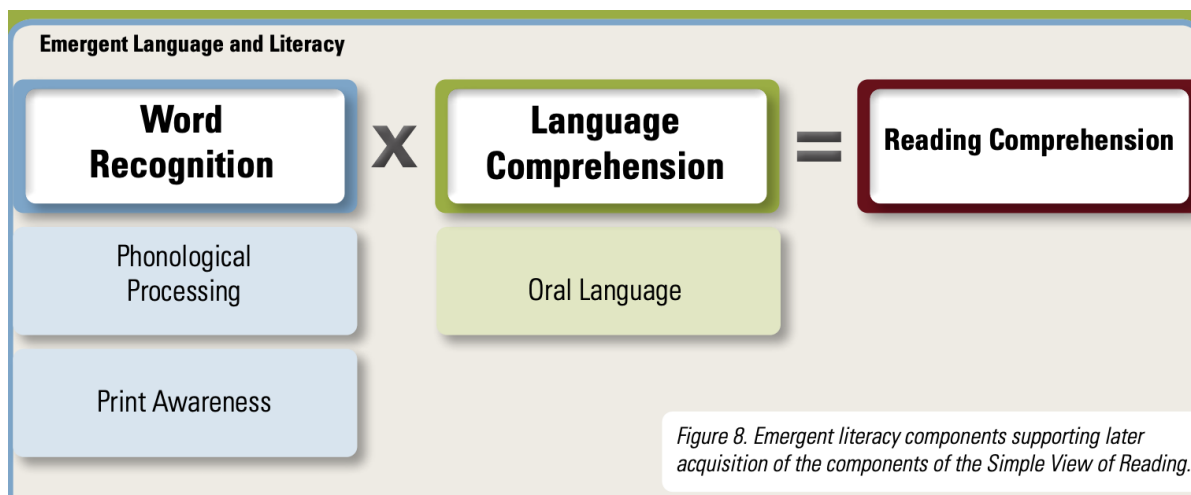
Figure 4.1 (Gough & Tunmer, 1986) (ODE, 2018, January, p. 21)

<b>Decoding (Word- Level Reading)</b>	<b>Language Comprehension</b>
decoding skills	background knowledge
print concepts	academic language skills
phonological awareness	academic vocabulary
phonics and word recognition	inferential language skills
word knowledge	narrative language skills

Mt. Healthy's literacy vision will address skills in each of the four phases identified in Ohio's Language and Literacy Development Continuum: Emergent Literacy, Early Literacy, Conventional Literacy and Adolescent Literacy.

Mt. Healthy's vision for Emergent Literacy focuses on three primary skills, phonological processing, print awareness, and oral language, as they are essential precursors to reading success. Phonological processing is assumed to be an underlying component of all language tasks encompassing the mental formation, retention, and/or use of speech codes in memory (Moats, 2010, p. 54). ELA results show that 100% of Mt. Healthy students enter preschool lacking age appropriate phonological awareness skills (Figure 3.2). In addition, the findings of the Thirty Million Word gap show the effects of poverty on students' vocabulary exposure and acquisition (Hart & Risley, 1995). Because of these factors, it is crucial that our preschool

students receive daily explicit instruction/practice in phonological awareness, are immersed in rich oral language experiences, and given the opportunity to develop an awareness of print. Phonological awareness instruction in our district will include providing the students with the opportunity to detect and manipulate sounds and structures of oral language (words, syllables, onsets and rhymes) and increase the working memory so that retrieval of phonological information becomes permanent. In order to increase an emergent literacy students' print awareness, direct/explicit instruction is necessary and will include the ability to distinguish letters and incorporate invented spelling/writing. Our instruction for oral language will include replacing kid language with academic language, reading aloud to students to increase vocabulary, immersing the classroom with words and explicitly teaching vocabulary. Mt. Healthy's adopted preschool curriculum is aligned with Ohio's Early Learning and Development Standards which address the skills stated above. However, because of the deficiencies mentioned above, supplemental resources will be used to address phonological awareness. Fifty percent of Mt. Healthy's preschool population is identified as having developmental delays. As such, every student in our preschool class has their own differentiated learning path so that specific needs and deficits can be addressed. In addition, because a limited number of students attend Mt. Healthy preschool or any quality preschool, it is imperative that this Emergent Literacy vision includes a partnership with parents. This would include holding preschool events, building relationships with area preschools and daycares, and providing information to parents on pre-reading skills that can be developed at home. In addition, transition activities to kindergarten are part of our literacy plan. Students will participate in Step Up days, jumpstart days, and will transition gradually into kindergarten with a few half day sessions before attending full day.

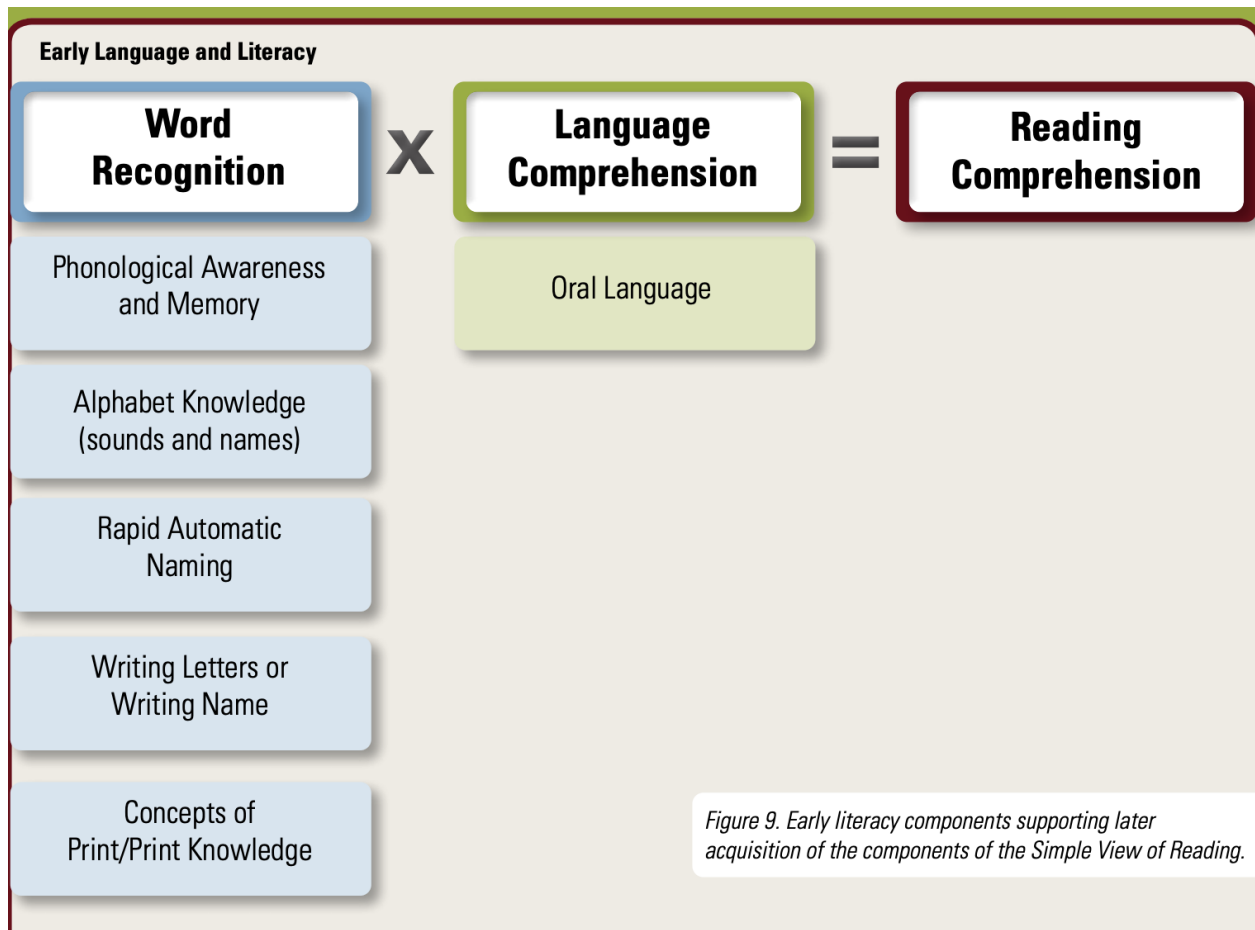


(ODE, 2020, p.23)

Mt Healthy's vision for Early Literacy instruction will focus on the components of the Simple View of Reading as the foundation for skills taught at this level; decoding (the ability to transform print into spoken language) and language comprehension (the ability to understand spoken language). In our district, Ohio's Learning Standards for Language Arts and Ohio's Extended Standards for English Language Arts will address these skills and be the learning targets for daily instruction. However, most students will still need to master the emergent literacy standards targeted in Ohio's Early Learning and Development Standards, as most of our



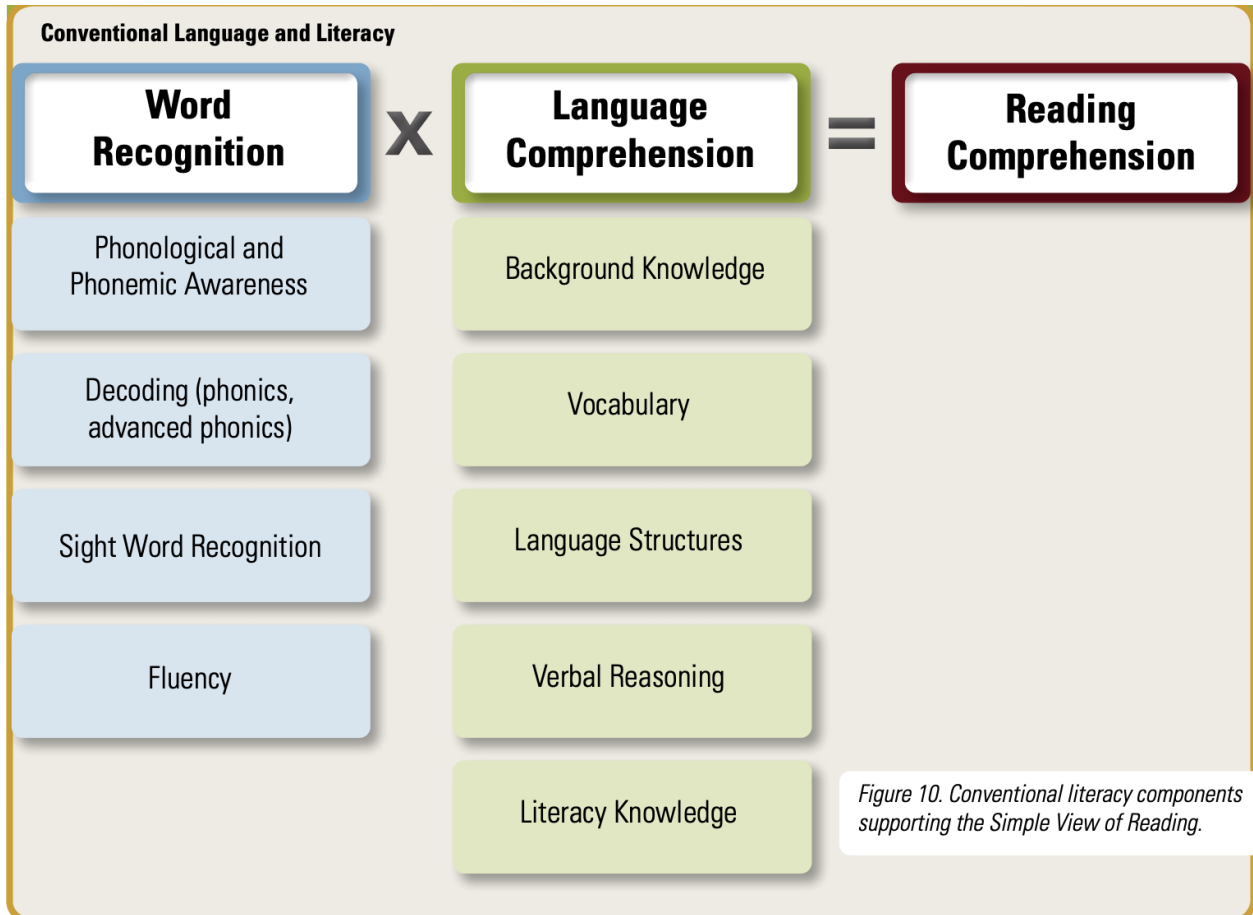
students enter formal school without pre-school experience. Our core curriculum and supplemental resources will include frequent, explicit and systematic teaching of the 11 skills that the National Early Literacy Panel has identified: alphabet knowledge, phonological awareness, rapid automatic naming, writing letters or writing name, phonological memory, concepts of print, print knowledge, reading readiness, oral language and visual processing. (ODE, 2018, January, Appendix H). Building background knowledge and exposure to rich oral language experiences, including student-to-student interactions, are crucial elements for our students at this level because of limited exposure in real life. Research has shown that “gains in oral vocabulary development predict growth in comprehension and later reading performance” (Elleman, Lindo & Compton, 2009; cited by Neuman & Taylor, 2013). Intentional teacher talk, thinking out loud, to bathe students in words will be practiced in classrooms. Handwriting instruction and practice will also be part of daily routine. By using the grade level standards, preceding standards and extended standards in core instruction and intervention, all students will have equal opportunity to succeed. Building partnerships with families to support literacy development at home is critical for student success. Multiple opportunities for parents to engage with literacy practices at school will be encouraged.



(ODE, 2020, p.25)

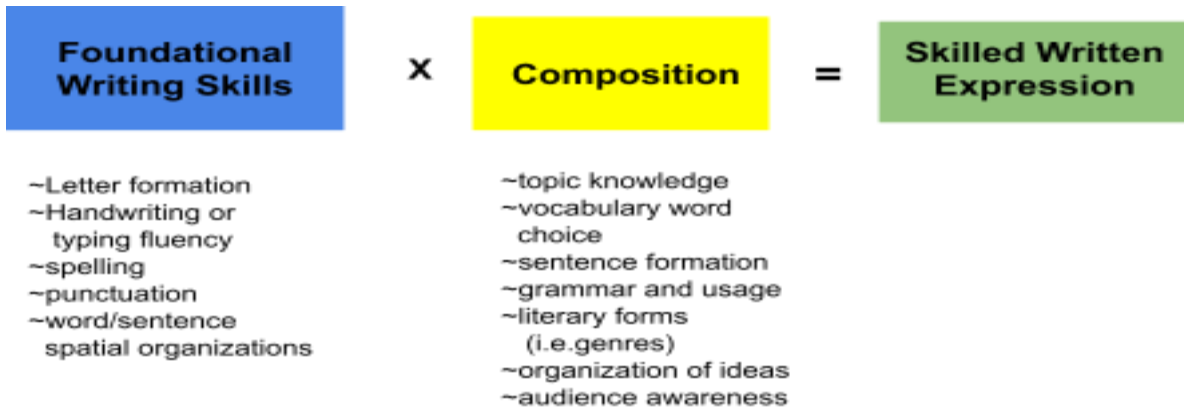
Mt. Healthy’s vision for Conventional Literacy instruction will include phonemic awareness, phonics, fluency, vocabulary and comprehension and fit within the framework of the Simple View of Reading. These are the Five Components of Reading identified by researchers as the focus

of elementary and secondary literacy learning (ODE, 2020, 26). In our district, the rigorous Ohio Learning Standards will address these skills and be the daily learning targets for instruction. These five components of reading will have a changing emphasis over time as outlined in the Changing Emphasis of the Subskills of the Five Components of Reading, Appendix I (ODE, 2018, January). Specific subskills within the Simple view of Reading will be explicitly taught and practiced. Phonemic awareness will begin with blending and segmenting sounds, while progressing to phoneme addition, deletion and substitution. Phonics will begin with letter-sound correspondence and blending then progress to word analysis skills of multisyllabic word and word studies. Mt. Healthy will use an explicit and systematic approach to teach phonics using strategies learned in LETRS and Orton Gillingham training. Fluency instruction will begin with sounds and words, moving to words and sentences, and finally to connected text. Fluency is defined as the ability to read text with accuracy, appropriate rate, and good expression (National Reading Panel, 2000) and directly affects comprehension. Vocabulary instruction will start with speaking and listening then progress into reading and writing. It will include both expressive and receptive words. Vocabulary instruction will also include explicit instruction of tier 2 words with examples and the use of new words in multiple contexts. Context, parts of speech and morphology will also be used to aid in the acquisition and understanding of vocabulary. Language structures, verbal reasoning, and literacy knowledge are all components necessary for comprehension of text and will be taught in the literacy block. Writing in Conventional Literacy needs to be explicit, giving students the opportunities to write with clear purpose and direction and allowing for peer editing as well as feedback from teachers. Ohio's Writing Standards will be used to focus our instruction. The Simple View of Writing will serve as a writing framework. Teaching both foundational writing skills and composition. As we mentioned in Early Literacy Skills, increasing background knowledge and academic vocabulary across these grade bands will be crucial for our students to be able to access the content within connected text. Beck et al., (2002) emphasize that, "Teachers can make Tier 2 words (the more sophisticated words that typically appear in more challenging texts) accessible to their students by building background knowledge in book talks, explaining the words, using them in conversation, and prompting students to use them as well." "The greater a learner's background knowledge, the more he or she will be able to understand and discuss topics beyond the immediate context (ODE, 2020, p.29). It is important that this development of background knowledge and academic vocabulary be across all content areas. Speaking and listening standards will explicitly be taught to ensure our students get the opportunity to master, retain and further develop oral language with peers and adults. Student-to-student interactions will be part of classroom culture. Our core curriculum, as well as supplemental resources, will be used to provide frequent practice of reading and writing strategies. By using grade level standards, preceding standards, and extended standards, all students will have equal opportunity to succeed. Parents will be encouraged to partner with the school in many ways to support literacy at home. Parents participate in the creation of their child's Reading Improvement Monitoring Plan if their child has been identified as "off track". The parent has to indicate what practices they agree to implement at home in order to help their student grow in their literacy skills. The schools will hold grade level specific literacy nights where literacy strategies that can be used at home will be shared.

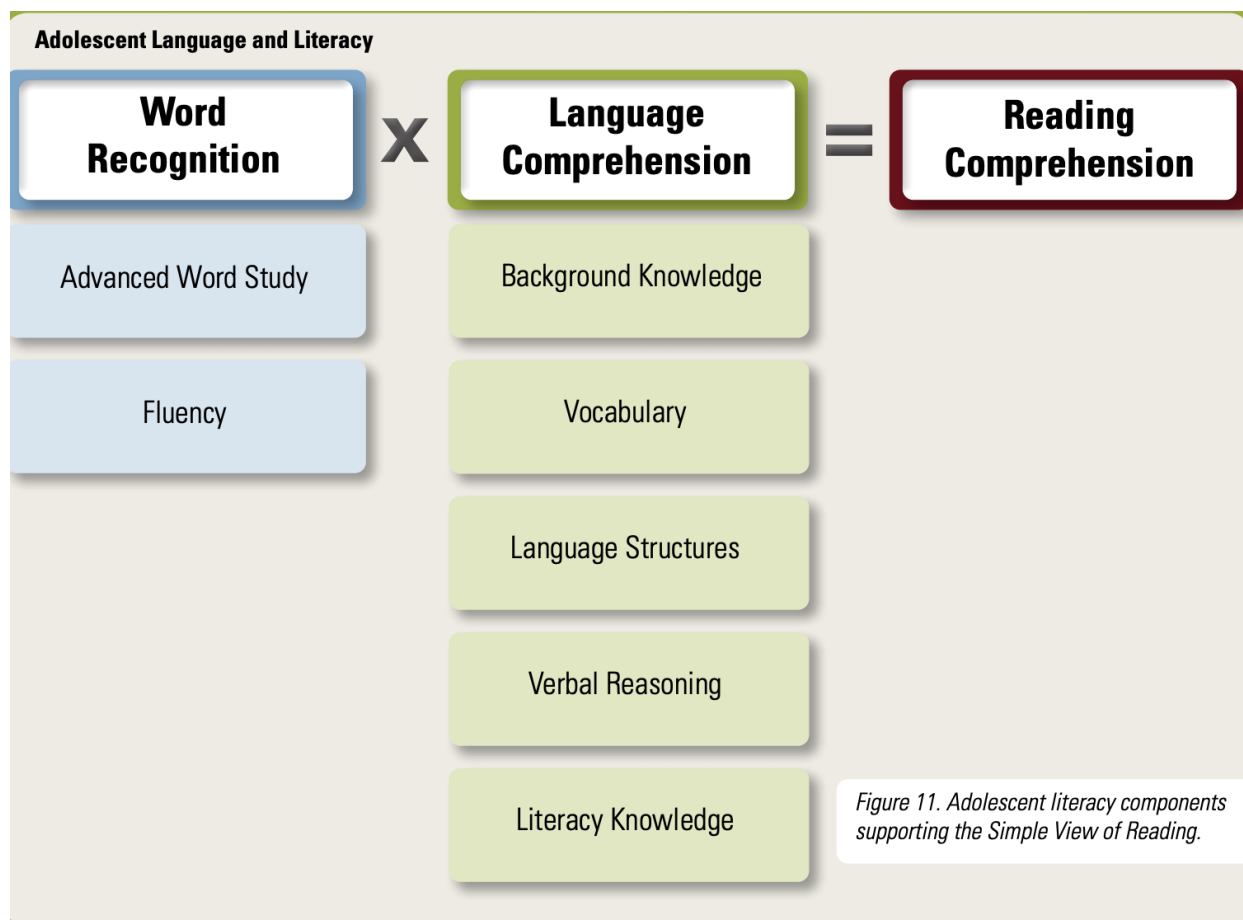


(ODE, 2020, p.26)

### Simple View of Writing (LETRS p.253)



Mt Healthy's vision for Adolescent Literacy will include instruction across content areas and disciplinary literacy. Adolescent Literacy builds on conventional literacy typically around grade four and continues through high school. In this grade band, the Ohio Learning Standards for English Language Arts, as well as the Literacy Standards included within other academic content standards, will be addressed and included in the daily learning targets for instruction. "These standards require the learner to use common literacy strategies and develop a sense of the specific strategies used to convey knowledge in that discipline"( ODE, 2020, p.33). Evidence-Based Practices for explicit vocabulary and comprehension strategy instruction will be incorporated frequently into instruction in all academic content areas. As stated in previous stages, our students have limited background knowledge and academic vocabulary, which negatively impacts their ability to access content. Learned, Stockdill and Moje (2011) state, "When students do not have the knowledge necessary to comprehend a particular text, such knowledge needs to be built; one cannot activate what is not there, and one cannot strategize about things one does not know." It is critical that instruction supports our students' acquisition of knowledge and increases students' opportunities to have conversations regarding meaning and interpretation of multiple texts across contexts. Students will have opportunities to participate in frequent student-to-student interactions. In Adolescent Literacy, "a shift occurs in the five components of reading of conventional literacy to the following five essential areas: advanced word study, fluency, vocabulary, comprehension, and motivation" (Roberts, et.al.2008). "These essential components must be integrated into all content areas and become the shared responsibility of all secondary educators and specialists who support learners across this grade range (ODE, 2020, p.32) Practices such as using evidence-based strategies across content areas, discipline specific literacy instruction, and individualized intensive intervention in reading will reach all learners and provide equitable opportunities. Using Appendix G from Ohio's Plan to Raise Reading Achievement, evidence-based practices will be used consistently across content areas. Writing in adolescent literacy needs to be explicit, giving students the opportunities to write with clear purpose and direction across content areas, and allowing for peer editing, as well as feedback from teachers. Ohio's Writing Standards will be used to focus our instruction. By using grade level English Language Arts and Content Literacy standards, preceding standards, extended standards all students will have equal opportunity to succeed. Mt. Healthy recognizes that the inability to read at grade level at the secondary level may be caused by a variety of factors. Any deficit in decoding, academic language, motivation, background knowledge, or comprehension or a combination of several of these must be remediated by explicit and direct instruction that focuses on the student's needs (ODE, 2020, p.33). Parents will be encouraged to partner with schools to support literacy at home by attending conferences, literacy nights, providing reading materials at home by encouraging a partnership with the library.



(ODE, 2020, p. 32)

Mt. Healthy's vision for students with disabilities will increase language and literacy skills and close the gaps in their development. Using the Ohio's Learning Standards for English Language Arts, Ohio's Learning Standards - Extended, core curriculum, and supplemental resources, students will receive systematic, explicit instruction across the Language and Literacy Development Continuum. These students will receive differentiated Tier 1 instruction that aligns to the science of reading and the Simple View of Reading. To raise achievement with our special education students, our general education practitioners will work collaboratively with our special education practitioners. This will be accomplished by participation of all members in grade level TBT meetings, where data is desegregated and discussed, and action steps are developed to meet the diverse needs of all the students within that grade level. This collaboration continues to the BLT where students with disabilities' data is part of the discussions. To further drive the collaboration between all practitioners and stakeholders, the literacy coach will help foster and develop a deeper partnership of working in unison to meet individualized student needs.

To foster the growth of all students, special educators alongside general educators will participate in LETRS, OG, Soliday and other ELA intervention support training and implementation planning. Grade Level Teams including the intervention specialist will have a common plan time to collaborate and they will have equal access to curriculum resources and materials. One of our Speech and Language Pathologists will teach, co-teach and provide

inservice training to general educators and intervention specialists utilizing EET in the K-1 classrooms. A number of co-teaching classrooms will continue, where SWD will receive Tier 1 instruction along with their individualized instructional goals in the general education setting. The district has a two-phase plan to move towards an increase of co-teaching classrooms using the co-plan/co-serve model. Through PD, embedded coaching, and conversation, skills that enhance cooperation will be nurtured between all staff members: general educators, special educators, classified staff, support services (EL, RTI, Speech, OT, PT), special areas and administrative leaders. The majority of our resource rooms will be in close proximity to their grade level classrooms. There will be a designated RTI block where students receive support in addition to tier one instruction. During this block of time, general educators, along with intervention specialists and RTI teachers will provide targeted reading intervention and supports. All staff who participate in the RTI block will make data driven decisions as to what skill deficits need to be targeted and match resources to match the designated needs. Mt. Healthy believes all students will succeed inclusive of students with disabilities. We believe that all learners have the right to actively participate and engage in high-quality instruction and assessment and to attain high standards of achievement.

Mt. Healthy's vision for literacy also includes families and the community. We recognize that we must do this together. Intentionality towards equipping parents to be literacy partners and engaging the broader community will result in increased success for our students. The district will explore programs that support families such as Sit Together and Read or The Thirty Million Words Project. Our goal is to build relationships and bridges for the betterment of our students.

## **Section 5:** **Measurable Student Performance Goals**

*Describe the measurable student achievement goals that the Reading Achievement Plan is designed to support progress toward.*

*Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.*

Mt. Healthy has chosen goals that align with other district improvement plans and address the need to develop and grow student language and literacy skills. Data shows that the majority of our students are not on track for reading proficiency. The first goal addresses closing that gap and will be accomplished by strong core instruction by using evidence-based practices. Our second goal addresses the need for safe and student-centered learning environments that maximize instruction. The third goal recognizes that the majority of students are identified as Tier 2 or 3 and are in need of additional explicit, targeted, intervention time aimed to address deficits.

Goal 1: By 2025, our goal is to continue to advance literacy knowledge, skills and development. These skills include pre-literacy skills, reading and writing for children from grades PK-12 as measured by:

- Exceed 1 year of growth in Reading K-8 as measured by the annual Benchmark Screener
- Increase by 15% per year over the next three years the number of students who meet or exceed proficiency on the OST ELA in grades 3-12
- Increase by 15% per year over the next three years, the percentage of students in grades PK-3 moving from “off track” to “on track” as measured by Aimsweb or the PELI
- Increase phonological awareness skills by an average of 30% from fall to spring as measured by a PA screener in PK and K

2. By 07/31/2025, we will improve the performance of all students by increasing the number of students who have 0/1 referrals by 3% per year for the next 3 years.

- PBIS Self-Assessment Survey will show a 30 % increase in implementation.
- The number of out of school suspensions will decrease by 30%.
- Every 183 days, PBIS - SAS of All Staff will be measured, with a final improvement of 5% per year of items identified as "in place" at the end of the plan.
- Every Semester, PBIS implementation - TFI of a sample of the staff will be measured, with a final improvement of 5 % per year at the end of the plan.

3. In the 2021-2022 school year, 100% of K-8 students, identified as Tier 2 or 3 by the fall universal screener, will continue to receive a minimum of 30 minutes of targeted intervention. By 2024-2025, 100% of 9-12 students identified as “at risk” by the EWS (Early Warning System) will receive a minimum of thirty minutes of intervention.

## Section 6: Action Plan Map(s)

*Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal that the plan is designed to address in the next year. Each plan must include at least one specific literacy goal.*

Goal 1: By 2025, our goal is to continue to advance literacy knowledge, skills and development. These skills include pre-literacy skills, reading and writing for children from grades PK-12 as measured by:

- Exceed 1 year of growth in Reading K-8 as measured by the annual Benchmark Screener
- Increase by 15% per year over the next three years the number of students who meet or exceed proficiency on the OST ELA in grades 3-12
- Increase by 15% per year over the next three years, the percentage of students in grades K-3 moving from “off track” to “on track” as measured by Aimsweb
- Increase phonological awareness skills by an average of 30% from fall to spring as measured by a PA screener in PK and K

Evidence-Based Practices:

- Develop awareness of the segments of sounds in speech and how they link to letters. –Tier 1 (Strong Evidence)
- Decode words and analyze word parts and write and recognize words. – Tier 1 (Strong Evidence)
- Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. – Tier 2 (Moderate evidence)
- Provide explicit vocabulary instruction. – Tier 1 (Strong Evidence)(Grades K-12)
- Provide direct and explicit comprehension strategy instruction – Tier 1 (Strong Evidence) (Grades 4-12)
- Teach students how to use comprehension strategies. – Tier 1 (Strong Evidence) (Grades K-3)
- Teach students to use the writing process for a variety of purposes- Tier 1 (Strong Evidence) (Grades 3-5)
- Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. Tier 2 (Moderate Evidence) (Grades K-5)
- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle-Tier 1 ( Strong Evidence)(Grades 6-12)
- Integrate writing and reading to emphasize key writing features Tier 2 (Moderate Evidence) (Grades 6-12)
- Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school. Tier 2 (Moderate Evidence) (Grades 6-12)

Components	Action Step 1: Build capacity of teachers and leaders in the understanding of the Simple View of Reading and evidence-based strategies.	Action Step 2: Students will be engaged in high quality instruction.	Action Step 3: Time for quality instruction will be created.
Timeline	2021 Academic School Year	2021 Academic School Year	2021 Academic School Year
Lead Persons	Teachers, coaches, building and district admin, outside professional trainers, Teaching and Learning Dept.	Learning Walk Team, TBT/BLT/DLT Teachers, Building/District Admin	Building/District Admin Teachers
Resources Needed	Professional development  Coaching	Aligned curriculum that supports components of the Simple View of Reading	Building Schedule  Shared value of a literacy rich environment.



	Funding	Supplemental resources that fill gaps in curriculum  Funding	
Specifics of Implementation	<p>Professional Development on the Simple View of Reading (inclusive of general education and intervention specialist).</p> <p>Professional Development on evidence-based literacy strategies grades PK-12 (inclusive of general education and intervention specialist).</p> <p>Professional Development on implementing the core curriculum effectively and how resources support the components of the Simple View of Reading (inclusive of general education and intervention specialists).</p> <p>Ongoing support from Literacy coaches to ensure implementation of evidenced-based strategies</p> <p>Collaboration among teachers</p> <p>Systems coaching as needed for building leadership</p> <p>Literacy Academy for Building Leadership and District Leadership</p> <p>Simple View of Reading shared with all stakeholders</p> <p>RTFI conducted at all campuses</p> <p>Literacy strategies taught to parents at after school hour</p>	<p>State indicators for each grade level are to be taught with student friendly learning targets posted and communicated</p> <p>The Simple View of Reading will serve as the reading framework.</p> <p>Teachers will implement the district adopted curriculum as the main reading program</p> <p>Coaches will support and monitor the teaching of the scope and sequence of the adopted reading curriculum series.</p> <p>Evidence-based practices will be utilized with core and supplemental curriculums</p> <p>Teachers will implement the components of Formative Instructional Practices (FIP).</p> <p>Instruction in developmentally appropriate Emergent/ Early literacy skills</p> <p>Instruction in developmentally appropriate Conventional Literacy Skills (phonemic awareness, phonics, fluency, vocabulary, comprehension where emphasis changes over time)</p> <p>Instruction in developmentally appropriate Adolescent Literacy skills.</p>	<p>120 minutes daily uninterrupted language and literacy instruction grades K-3</p> <p>90 minutes dedicated to language and literacy instruction grades 4-6</p> <p>90 minutes of language and literacy instruction grades 7 &amp; 8 starting in the 2020-2021 school year</p> <p>Schools will review schedules to identify and remove obstacles to a language block (K-6)</p> <p>Transitions will be accounted for when creating language blocks</p> <p>When instructional time is interrupted and/or limited instructional priority will be literacy. (K-3)</p>

	<p>events to promote literacy at home.</p>	<p>Differentiated Tier 1 instruction for all students in the core curriculum</p> <p>Families will be encouraged to be partners in supporting literacy efforts at home.</p> <p>Weekly Learning Walks focused on literacy</p> <p>Explicit Writing instruction will occur grades K-12</p> <p>PD on differentiation strategies</p>	
Measures of Success	<p>coaching logs</p> <p>Learning Walk Data collection tool</p> <p>PD attendance</p> <p>RTFI results</p> <p>Adult scores on new learning</p> <p>Adult performance on application of concepts (evidence based practices) (K-6)</p> <p>Literacy Walk Throughs (K-12)</p> <p>Literacy Time Audit Tool (K-6) (2022-2023 7-12 will be added to time audits)</p>	<p>Learning Walk Data collection tool</p> <p>Step 3, Step 4 and Step 5 in the 5-step process</p> <p>Growth in Universal Screener and progress monitoring scores.</p> <p>Accelerated Reader Report</p> <p>Formative Assessments based upon the reading program</p> <p>Increased family attendance at conferences and school academic events</p> <p>Formative Writing Assessments</p>	<p>Master Building Schedule</p> <p>Classroom Schedules</p> <p>Instructional Time Audits</p>

Check-in/ Review Date	Monthly DLT  Monthly BLT  Monthly Coaches  Professional Development ongoing	Learning Walk Cycles  5 step process check in quarterly.  Benchmark data- September, January and May  Monthly Accelerated Reader Reports beginning in October	Master Building Schedule by August 1, 2022( all campuses)  Classroom Schedules by September, 2022 (Elementary campuses)  Instructional Time Audits will be done at least bi-annually.
-----------------------	---	---	---

By 07/31/2025, we will improve the performance of all students by increasing the number of students who have 0/1 referrals by 3% per year for the next 3 years.

- PBIS Self-Assessment Survey will show a 30 % increase in implementation.
- The number of out of school suspensions will decrease by 30%.
- Every 183 days, PBIS - SAS of All Staff will be measured, with a final improvement of increase 5.00 % per year of items identified as "in place" at the end of the plan.
- Every Semester, PBIS implementation - TFI of a sample of the staff will be measured, with a final improvement of increase 5.00 % per year at the end of the plan.

Evidence-Based Practice

- Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate – Tier 1 (Strong Evidence) (K-6)
- Increase student motivation and engagement in literacy learning – Tier 2 (Moderate Evidence) (Grades 4-12)
- Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - Tier 2 (Moderate Evidence) (Grades 7-12)
- Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school. - Tier 1 (Strong Evidence) (Grades 7-12)

Components	Action Step 1 Implementation of district approved PBIS program/strategies	Action Step 2 Focus on engaging learning opportunities	Action Step 3 Create, implement, and monitor behavior plans for tier 2 and 3 behavior students
Timeline	2021 Academic School Year	2021 Academic School Year	2021 Academic School Year
Lead Persons	District/ Building, PBIS teams, BLT/DLT, Teachers, Lead Behavior, Teaching and Learning Dept.	Teachers, Learning Walk team, Building Admin, BLT/DLT, Lead Academic, Literacy Coaches, Objective 1 team and Teaching and Learning Dept.	Classroom teacher, Social Worker, IAT, school psychologist

<p>Resources Needed</p>	<p>PD on PBIS strategies  PD on restorative practices practices  New teacher training on Conscious Discipline PK-2  Lessons and resources for teaching social/emotional skills  EWS (Early Warning System)  Self-regulation program  PD on self-regulation program  Funding</p>	<p>PD on engaging learning strategies and student to student interactions  List of student engagement strategies  Walk-through tool  Curricula and programs that connect schoolwork with college and career success  PD on curricula and programs that connect schoolwork with college and career success</p>	<p>Professional development  Wrap around services  Social worker  Social groups  District approved behavior plan template. (BIP/BAP)</p>
<p>Specifics of Implementation</p>	<p>Communicating, teaching and monitoring clear expectations for established routines/ activities  Explicit instruction of social emotional skills  Professional Development for PBIS strategies  Professional Development for Conscious Discipline  Embedded ongoing PD as determined by building need.  Additional Support/ plans for staff struggling with classroom management  PD on self-regulation program  Self regulation strategies directly taught  Systems coaching as needed for building leadership  Monitoring of EWS data quarterly</p>	<p>Professional development on engaging strategies and student to student interactions  Curricula and programs that connect schoolwork with college and career success  PD on curricula and programs that connect schoolwork with college and career success  Increased partner work and/or collaboration/ student-led collaborative groups  Increased time on task  Teachers will share strategies in grade level TBT/planning meetings  Teachers will record strategies in lesson plans  Walk through teams will look for strategies and provide feedback to teachers  Systems coaching as needed for building leadership</p>	<p>Professional development on writing behavior plans  Teachers will write plans for students after 3 office referrals for the same behavior. Plans may be written earlier if deemed necessary.  Plans will be created with parents as partners  Plans will be revisited every 6-8 weeks for effectiveness  Systems coaching as needed for building leadership</p>
<p>Measures of Success</p>	<p>PD Attendance  BLT/DLT notes</p>	<p>Walk through data  Step 3 and Step 4 in the 5-step process</p>	<p>Reduction in the number of referrals/reports for targeted students</p>

	PBIS meeting notes  Public Works Data Report More students on track for graduation	Professional Development attendance  Public Works Data  Lesson Plans	Completed Behavior Plan with data.  Reduction of targeted misbehavior
Check-in/ Review Date	BLT/DLT Building/District PBIS team monthly Public Works data quarterly EWS quarterly PBIS Self-Assessment Survey	PD is ongoing Completion of Walk Through Cycles 5 Step Process Quarterly	BIP/BAP reviews every 8-10 weeks BIP/BAP PD by September 2021 Public Works data quarterly

Goal Statement 3: In the 2021-2022 school year, 100% of K-8 students, identified as Tier 2 or 3 by the fall universal screener, will continue to receive a minimum of 30 minutes of targeted intervention. By 2024-2025, 100% of 9-12 students identified as “at risk” by the EWS (Early Warning System) will receive a minimum of thirty minutes of intervention.

Evidence-Based Practice

- Screen all students for potential reading problems at the beginning of the year and again at the middle of the year. – Tier 2 (Moderate Evidence) (Grades K-12)
- Provide intensive systematic instruction on up to three foundational reading skills in small groups who score below the benchmark score on universal screening. –Tier 1 (Strong Evidence) (Grades K-3)
- Personalize the learning environment and the instructional process. Tier 2 (Moderate Evidence) (Grades 7-12)
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. Tier 1 (Strong Evidence)(Grades 7-12)

Components	Action Step 1  Build collaborative communication between general education and intervention teachers.	Action Step 2  All staff including intervention specialists and RTI teachers will provide differentiated instruction based on the needs identified by the Benchmark Screener.  RTI instructional resources will correspond to the components of the Simple View of Reading and will address the students identified deficiencies.  Build Capacity of teachers to recognize students’ deficits in reading	Action Step 3  A 30 minute minimum time block will be devoted to an RTI block which utilizes all grade level and RTI staff grades K-8  Intervention/Enrichment Bell 9-12 by 2022-23
Timeline	2021 Academic School Year	2021 Academic School Year	2021 Academic School Year
Lead Persons	Literacy Coach, Internal Facilitators, Lead Intervention	Building Admin TBT/BLT/DLT/IAT	Building Admin and Teachers

	Specialist and Student Services Department.	Teachers	
Resources Needed	Training on how to build collaborative communication between general education and intervention teachers to support students. (co-plan/co-serve)	<p>Benchmark DATA</p> <p>District approved RTI resources</p> <p>Professional Development for RTI resources and benchmark reports</p> <p>Scheduled dates for discussion and review of data</p> <p>Funding</p>	Master Schedule and Classroom Schedule
Specifics of Implementation	<p>Training on collaborative practices</p> <p>Ongoing coaching</p> <p>Voluntary book study</p> <p>Systems coaching as needed for building leadership</p>	<p>Initial RTI groups will be formed by September</p> <p>Groups will be revisited/adjusted every six to eight weeks based on Progress Monitoring Data and teacher input.</p> <p>Professional Development on Universal Screener</p> <p>Professional Development with district approved RTI resources prior to RTI services</p> <p>Before/after school tutoring as finances allow</p> <p>Creation and Monitoring of RIMPs (K-3)</p> <p>PD on intensive and individualized interventions and how to identify student deficits</p>	<p>Master schedule will include a RTI block per grade level at elementary and middle school</p> <p>Master Schedule will include an intervention block for 9-12 (2021-2022)</p>
Measures of Success	<p>Increased achievement for special education students as measured in growth in Universal Screener scores.</p> <p>Progress Monitoring as documented on RIMPs.</p>	<p>Growth in Universal Screener scores</p> <p>Progress Monitoring as documented on RIMPs.</p> <p>RTI spreadsheet</p> <p>PD attendance</p> <p>RtI Walkthroughs</p>	<p>Master Building Schedule</p> <p>Classroom Schedules</p> <p>Instructional Time Audits</p>

Check-in/ Review Date	Updated RIMPs 8-10 weeks	RTI spreadsheet created by September and updated at end of each cycle  Updated RIMPS 8-10 weeks  Professional Development ongoing	Master Building Schedule by August 1, 2018  Classroom Schedules by September, 2018  Instructional Time Audits will be done bi-annually.
-----------------------	--------------------------	---	---

## Section 7: Plan for Monitoring Progress

***Describe how progress toward goals will be monitored, measured and reported, consistent with all applicable privacy requirements***

Ongoing monitoring towards goals will take place to ensure data-driven decision making occurs. The universal screener will be used as our baseline data to determine and evaluate student growth. Throughout the year, data points (learning walk data, quarterly Education Destination updates, observation templates, completed 5 Step processes, coaching logs, meeting notes, discipline data, benchmark data, OST data, and RIMPs) will be analyzed by the shared leadership of TBTs, BLTs, and the DLT reciprocally to determine if evidence-based practices are having a positive impact on student language and literacy achievement. BLTs and DLTs will look at benchmark data, specifically the student performance measures that coincide with the SMART goals detailed in section 5. Universal Screening and progress monitoring scores, and 3-8 English Language Arts OST (Ohio State Test) scores will be examined to see if student language and literacy skills and development are advancing, if students are moving from off-track to on track and the SGP is increasing. Public School Works data reports will be examined to see if there is a reduction in the number of reports, referrals and suspensions. If there is a need for a revision, discussions will occur to determine if it is a system problem or an issue with instructional practice. Additional coaching/PD will be provided to the necessary stakeholders.

The district will use a benchmark screener three times a year. Initially, in September to obtain baseline data and as a diagnostic to determine on track/not on track students as required for the Third-Grade Reading Guarantee. After the universal screeners, teachers will identify the language and literacy deficit area if needed additional diagnostic testing will be done to make sure students are placed into the correct intervention. Then teachers will create targeted Reading Interventions & Monitoring Plans (RIMP). Homogeneously differentiated student groups will be identified, instructed and adjusted according to the results of progress monitoring and frequent assessments. Intervention/reteach, practice and enrichment plans will occur utilizing evidence based practices and strategies. Teachers will progress monitor Tier 2 & 3 students twice a month or weekly respectively. RTI meetings will look at the progress monitoring data to ensure the differentiated groups of students are all showing adequate progress. If students are not showing progress, adjustments will be made to RTI groups. TBTs will meet weekly to discuss and analyze data from the benchmark, progress monitoring, assessments in the district's adopted literacy curriculum, or formative assessments using the 5-step process and

make adjustments to core instruction if the percentage of mastery was not met based on the smart goal. Additionally, grade level teams will share evidence based instructional strategies that support students becoming proficient readers. Individual student RIMPS will be reviewed/updated every 8-10 weeks documenting student progress and making decisions about what to do next to advance their language and literacy skills. Based on the newly obtained data, specific students may receive additional decoding/fluency surveys to determine additional needs. Attendance and discipline data will also be considered to determine if there is a correlation with lack of student performance. Adjustments will be made to interventions, both academic and/or behavioral if necessary. These students will be offered additional support such as after school tutoring, mentoring, or wrap around service supports from outside providers. The benchmark will be given again in January and May.

Several data points will be analyzed to monitor adult implementation of the evidence-based practices or interventions. Administrators and lead teachers will conduct weekly learning walks using the district created Learning Walk Tool (Google Form) emphasizing literacy practices. Feedback will be shared with teachers by administrator/lead to strengthen the instruction of evidence-based practices. Feedback and modeling will ensure effective implementation occurs with fidelity. Discussions will occur at TBTs, BLTs and the DLT around the effectiveness of the adult implementation of evidence-based practices. Literacy Time audits will occur twice a year to determine if time requirements are being met, and if evidence-based strategies relevant to the phase on the development continuum are being implemented. Also, coaches will conduct observations using the application of concepts tool and meet with teachers individually to give feedback on adult implementation of evidence-based strategies and to set goals for improvement if needed. The OIPIR will be used to evaluate the effectiveness of system and team structures, as well as, the BLT rubric. The RTFI will be conducted annually to assess how well MTSS for reading is being implemented in the schools. Buildings will set goals for improvement. Literacy coaches, the Teaching & Learning Department, and State Support team 13 will assist leaders and provide additional coaching on using the Ohio Improvement Process structures to support high-quality use of language and literacy practices. Building OIPs will be analyzed at BLTs and DLTs to check the fidelity of the action steps being applied to language and literacy efforts. BLT's will also look for progress on RTFI building goals and Literacy Time Audit components and share out at TBT's and with the DLT.

If progress is not being made towards our learner performance goals, an analysis will be made to determine if there is a flaw in our structures that support implementation. By evaluating the OIP systems of TBTs, BLTs, and DLT, we identify weaknesses in monitoring and support. Additional coaching and training will be provided internally by Central Office personnel as well as by Hamilton County Service Center state support 13 personnel.

## **Section 8: Expectations and Supports for Students and Schools**

### **Section 8 Part A: Strategies to Support Students**

Describe evidence-based strategies that will be used to meet specific student needs and improve instruction. This must include a description of how these evidence-based strategies support students on reading improvement and monitoring plans.



## **1. Develop awareness of the segments of sounds in speech and how they link to letters (also referred to as phonological awareness). ESSA Tier 1**

**Evidence:** The evidence-based practice of phonological awareness is identified as meeting ESSA Tier 1 (strong evidence). “The WWC identified 17 studies that examined intervention to help students develop awareness of segments of sound and letter-sound correspondence” (IES, 2016, p.15). All 17 studies included diverse students, most of whom were kindergarten and 1st grade, and showed positive effects on letter names and sounds and phonology outcomes (IES, 2016, p.67).

**Rationale:** Mt. Healthy’s ELA results show that 100% of Mt. Healthy students enter preschool lacking age appropriate phonological awareness skills (Figure 3.2) and over half of our kindergarteners (56%) are not on track in their language and literacy skills. In early grades, foundational skills including phonological awareness are a fundamental part of the reading curriculum. English uses an alphabetic writing system in which the letters, singularly and in combination, represent single speech sounds. People who can take apart words into sounds, recognize their identity, and put them together again have the foundation skill for using the alphabetic principle (Lieberman, Shankweiler, & Lieberman, 1989; Troia, 2004) . Without phoneme awareness, students may not understand the print system and how it represents the spoken word. EL instruction will need to take into consideration that some phonemes may not be present in their native language, so practice will need to take place within words they are familiar and include the phonemes that exist and do not exist in the native language (Antunez, 2002).

**Struggling Learners:** The ELA data reveals that when our students enter school none of them have mastered the phonological skills needed to be ready for school. As a result, the majority of our students past first grade, still need a focus on remediation on phonological awareness skills. Targeting these foundational skills is critical for our disadvantaged and diverse population. Students identified by the universal screener as having a deficit in phonemic awareness are placed on a RIMP and receive additional support for a portion of the RTI block. Mt. Healthy City schools will have an RTI block that is at least 30 minutes, 5 times a week per typical week that provides intensive, systematic instruction on up to three foundational reading skills in small groups. Utilizing data, all teachers including general educators, intervention specialists, EL and RTI teachers, will work together to identify deficits, so that all teachers can provide differentiated instruction and intervention to develop these Emergent, Early and Conventional Literacy skills. Striving students and students with disabilities will require explicit and systematic instruction that follows a carefully planned scope and sequence and that intentionally includes a focus on building conceptual understandings. “There are several key elements to providing systematic and explicit instruction. These include instructional sequencing, modeling, and explaining the task, scaffolding, and providing corrective feedback.” (Phillips et al., 2008). Scaffolding supports will occur in whole group, small group, one on one as part of core instruction and RTI services.

## **2. Teach students to decode words and analyze word parts and write and recognize**

## **words. ESSA Tier 1**

**Evidence:** The evidence-based practice of decoding words and analyzing word parts and writing and recognizing words (phonics) is identified as meeting ESSA Tier 1 (strong evidence). WWC identified 18 relevant studies that examined the effects of teaching students to decode words, and analyze word parts, and write and recognize words. Thirteen studies had positive effects on word reading and/or encoding outcomes. The studies were conducted on diverse student populations in grades kindergarten through third grade (IES, 2016, July, p.23). Teaching students to decode and recognize words and word parts was one of the effective instructional techniques identified by the National Reading Panel (NRP, 2000).

**Rationale:** Scientific studies have found that explicit systematic phonics instruction is the most effective way to teach children how to read. It is important to teach letter sounds in a systematic way, beginning with simple letter sound rules and then moving onto more complex associations. “Systematic and explicit phonics instruction improves children word recognition, spelling, and reading comprehension, and is most effective when it begins in kindergarten and first grade” (NRP, 2000). Gough and Tunmer (1986), identify two basic processes necessary for learning to read: learning to convert letters into recognizable words and comprehending the meaning of print. The first process can be taught through phonics and can lead to students comprehending the meaning of text (Vaughn & Linan-Thompson, 2004, pp. 31-32). Phonics and word analysis skills span mid-kindergarten through the end of grade 3. Until students have the building blocks of alphabetic knowledge and phonemic awareness, it will be difficult for students to move onto the more complex skills of this practice. A strong systematic phonics component taught in a meaningful context will be included in each primary classroom. Phonics instruction will be taught as articulated in the district-adopted reading program and with supplemental materials as needed. Training will build teacher capacity to instruct this component of the Simple View of Reading. Additional phonics instruction will take place in core reading small groups and in the RTI block. “Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways, will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy and comprehension” (IES, 2016, July, p. 22).

**Struggling Learners:** our Almsweb data, 58% of our second graders and 53% of our third graders cannot apply grade-level phonics and word analysis skills in decoding words. Even though students will receive systematic, explicit instruction of these skills through the primary grades, additional differentiated instruction will need to occur as students move through the trajectory of skills. Research from the NRP (2000) revealed that, “Systematic synthetic phonics instruction (teaching students explicitly to convert letters into sounds and then blend the sounds to form recognizable words) had a positive and significant effect on disabled readers' reading skills. This type of phonics instruction benefits both students with learning disabilities and low-achieving students who are not disabled as well as low SES students.” According to studies done on the findings of the NRP (2000) on EL students, systematic phonics instruction can be very effective in teaching them how to decode words. However, it is most effective when phonics skills practice is embedded with a print rich environment to ensure that decoding skills do not progress beyond the students' ability to comprehend the text (Irujo, n.d.).

Intervention/remediation of these skills may occur at any grade level K-8 where deficits in decoding are identified. Students identified by the universal screener as having a deficit in phonics are placed on a RIMP (K-3) or CAP (4-6) and receive additional supports for a portion of the RTI block. Per typical week, the RTI block is at least 30 minutes, 5 times a week. Differentiation may occur in whole group, small group, one on one as part of core instruction and RTI services. Utilizing data, all teachers including general educators, intervention specialists, EL and RTI teachers will work together to identify deficits, so that all teachers can provide differentiated instruction and intervention to develop phonics skills.

### **3. Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. ESSA Tier 2**

**Evidence:** The evidence-based practice of reading connected text every day to support reading accuracy, fluency, and comprehension is identified as meeting ESSA Tier 2 (moderate evidence). The majority of evidence, as cited in *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade* (IES, 2016, July), shows a positive effect on word reading, oral reading accuracy and fluency and/or reading comprehension outcomes. Although many studies relevant to this recommendation met WWC group design standards and showed positive effects, there was not a consistent pattern of effects across all relevant outcomes (IES, 2016, July, p. 33). According to WWC, out of the 22 studies that examined the effectiveness of this recommendation, 18 showed positive effects on word reading, oral reading accuracy and fluency, and/or reading comprehension outcomes. However, eight of these studies only showed positive effects in one of the components mentioned above. Additionally, one study showed a negative effect of one outcome and three studies showed no effect on any outcome (IES, 2016, July, p. 82). Although qualified as Tier 2, additional research indicates that fluency is one of the critical blocks of reading because fluency development is directly related to comprehension. (“What is fluency”, 2018).

**Rationale:** Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly. Fluency provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means. Fluency has been identified as one of the critical building blocks of reading because of its impact on students’ ability to comprehend. Research over the past two decades has identified repeated reading as the key strategy for improving students’ fluency skills (NRP, 2000). Hudson, Lane and Pullum (2005), define fluency this way, ‘Reading Fluency is made up of at least 3 key elements: accurate reading of connected texts at a conversational rate with appropriate prosody or expression.’ Reading connected texts accurately, fluently, and with appropriate phrasing and comprehension spans mid-kindergarten through the end of the 3rd grade, and should begin as soon as students can identify a few words. Fluency will be explicitly taught by repeated, monitored, oral reading practice. Students will be given many opportunities to read the same instructional passage orally. They will engage in choral reading as well as echo reading of text. Teachers will model what fluid reading sounds like as well as demonstrating the need to adjust fluency with the genre and purpose for reading.

**Struggling Learners:** According to our Needs Assessment, AimsWeb data shows 56% of second and third grade students did not meet benchmark for oral reading fluency. This data shows the need for strategic instruction for reading connected texts fluently. As students begin their journey to read connected text, it should reflect students' ability, the purpose of instruction, and the degree of scaffolding and feedback needed. Teachers will model strategies, scaffold and provide feedback to support reading accuracy, fluency and comprehension. Fluency for ELs will be difficult because of their lack of proficiency in English. Fluency should not be practiced before they have reached fluency in speaking, and when they do start it should begin with familiar text. (Erujo, n.d.). Repeated readings paired with listening passage preview would be the most effective strategy for improving fluency for students with reading disabilities. According to an article in the *Journal of Learning Disabilities* (2015, Sept.), "39 independent effect sizes indicated positive effects of repeated readings on gains in reading fluency for students with reading disabilities, especially at the elementary grade level." Scaffolding supports for all students will occur in whole group, small group, one on one as part of core instruction and RTI services. Utilizing data, all teachers including general educators, intervention specialists, EL and RTI teachers will work together to identify deficits, so that all teachers can provide differentiated instruction and intervention. Students identified by the universal screener as having a deficit in fluency are placed on a RIMP and receive additional supports that include fluency strategies, for a portion of the RTI block. Per typical week, the RTI block is at least 30 minutes, 5 times a week.

#### 4. Provide explicit vocabulary instruction. ESSA Tier 1

**Evidence:** The evidence-based practice of explicit vocabulary instruction is identified as meeting ESSA Tier 1 (strong evidence). According to What Works Clearinghouse the recommendation of strong is based on 6 randomized controlled experimental studies, three well designed quasi-experiments and six additional studies with weaker designs. This research was conducted with diverse students in upper elementary, middle and high school (IES, 2008, August, p.11). The NRP's synthesis of vocabulary research identified eight findings that provide a scientifically based foundation for the design of rich multifaceted vocabulary instruction. One of those eight include providing direct instruction of vocabulary words for a specific text. (Buenger et al. 2010, p.1) In 2006, Biemiller and Boote conducted a study with grades K-2. They concluded that 10 percent gains were made when word explanations were taught directly during the reading of a story book.

**Rationale:** Students living in poverty lag behind their peers in vocabulary acquisition. Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis to build and extend their own vocabulary. They learn to apply word analysis to build and extend their own vocabulary. According to Vaughn & Linan-Thompson (2004, p. 74),

Oral and written vocabulary instruction is a valuable component of reading because student understanding of word meanings and how words are used in texts contributes

significantly to general reading comprehension. Although understanding the meaning of words is not the only contributing factor to reading comprehension, it is a significant one. Vocabulary knowledge is the tool that unlocks the meaning of text.

“In the early stages of reading, most of the words in grade level text are familiar to students as part of their oral vocabulary. However, as students’ progress through the grades, print vocabulary increasingly contains words that are rarely part of oral vocabulary” (IES, 2008, August, p.11). As students’ progress through the grades vocabulary becomes increasingly specialized to content specific subjects. According to Baumann et al. (2003) and Bos & Anders (1990), “Research has shown that integrating explicit vocabulary instruction into the existing curriculum of subject areas such as Science or Social Studies enhances students’ ability to acquire textbook vocabulary.” Vocabulary development will be intentional and meaningful. Teachers will demonstrate a conscious and ongoing effort to systematically teach word study. Word walls, word sorts, visuals will be used to teach vocabulary both directly and indirectly. In addition, word attack skills, sight words, using context cues, and structural analysis cues will be taught. Teachers will incorporate read alouds using close reading strategies to enhance and build student vocabulary. Additionally, students will read books at their IRL (Independent Reading Level) followed by AR to help broaden their vocabulary.

**Struggling Learners:** According to vocabulary Almsweb data 41% of our students in grades 2-6 did not meet benchmark. This data shows the need for explicit vocabulary instruction. According to Hart and Risley (1995), by the end of age 3, children from low-socioeconomic backgrounds had heard 30 million fewer words than their more affluent peers. It is extremely apparent that early intervention and differentiation is critical for our student demographics. Our students’ limited oral vocabulary negatively impacts their ability to comprehend grade level text, even if they can decode the words. Vocabulary interventions for ELs will have to be intensive and they will need to learn more new words than students who are native to the English language. Vocabulary instruction should include “contextual support through real objects, pictures or drawings, gestures, examples, demonstrations, or experiments that accompany the verbal explanations” (Irujo, n.d.).

Vocabulary learning research with students with learning disabilities over the last 25 years has repeatedly reported that teachers should provide students with (1) explicit vocabulary instruction, (2) repeated exposures to new words, (3) sufficient opportunities to use words in activities such as discussion and writing, and (4) strategies to help determine word meanings independently (Farstrup & Samuels, 2008). Differentiated supports will occur in whole group, small group, one on one as part of core instruction and RTI services. Students identified by the universal screener as having a deficit in vocabulary are placed on a RIMP and receive additional supports that include vocabulary instruction, not in isolation, during the RTI block. Per typical week, the RTI block is at least 30 minutes, 5 times a week. Teachers will assess, plan, teach, reassess and then adjust and remediate in whole and small group instruction.

**5. Provide direct and explicit comprehension strategy instruction (4-6), Teach students how to use reading comprehension strategies (K-3) Both ESSA Tier 1**

**Evidence:** The evidence-based practice of providing direct and explicit comprehension strategy instruction is identified as meeting ESSA Tier 1 (strong evidence). According to the IES panel, this recommendation is based on five randomized experimental studies, additional evidence from a single subject design study, and a body of research supported by numerous other studies (IES, 2008, August, p. 16). In an additional study, the IES panel “identified ten studies that demonstrated that teaching reading comprehension strategies to primary grade students had positive effects on comprehension when measured by standardized tests and researcher-created measures” (IES, 2010, September, p. 10). Even though there are research findings that suggest explicit teaching of specific comprehension strategies is powerful, their research did not indicate that teaching one strategy is better than the other. It did appear however, that “multiple strategy training” gives better comprehension results than teaching a single strategy in isolation (IES, 2008, August, p. 17).

**Rationale:** Students develop and learn to apply strategies that help them to comprehend and interpret literary and informational texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and stay engaged with texts. Beginning readers develop basic concepts about print, and then move to strategic readers who learn to analyze and evaluate texts to demonstrate their understanding. Students learn to monitor their comprehension by asking and answering questions about the text and self-correcting errors. They learn to apply these strategies to text, assigned and self-selected, read in and out of the classroom. According to Pressley & Afflerbach (1995), “The evidence is growing that elementary children can be taught to use the comprehension strategies used by excellent, mature comprehenders. Moreover, when they learn such strategies their comprehension improves.” Comprehension skills and strategies will be explicitly taught in order for students to self-monitor comprehension, use visualization, answer and generate questions, recognize text structure, use reference skills, make inferences, retell and summarize texts. Teachers will explain the strategy, model it, give guided practice with the strategy, allow repeated opportunities to apply and use these strategies as they work through the text (Gradual Release of Responsibility Model). Early reading strategies will also include constructing meaning by way of background knowledge. Teachers will incorporate read alouds and think alouds using close reading strategies to enhance and build student comprehension skills. Additionally, students will read books at their IRL (Independent Reading Level) followed by AR to further develop their comprehension skills.

**Struggling Learners:** According to comprehension Almsweb data, 41% of our students in grades 2-6 did not meet benchmark. 2018-2019 OST scores however, show 64% of students 3-6 were not proficient on their state test. This data shows the need for direct and explicit instruction in comprehension strategies. Reading comprehension is directly affected by the development of decoding and language comprehension skills. Therefore, it is essential for teachers to monitor all factors of the Simple View of Reading and provide remediation as needed, even when the focus is explicit comprehension strategy instruction. During regularly scheduled TBT and BLT meetings, teachers will collaboratively determine comprehension strategies to target. Differentiated instruction will follow and include explaining and modeling strategies, scaffolding and providing feedback, and employing guided and independent practice to support the targeted comprehension strategies. Research has shown that instruction “in

reading skills instruction, text enhancements, and questioning/strategy instruction—including those that incorporated peer-mediated instruction and self-regulation” have shown positive effects for students with reading disabilities. (Berkeley, Scruggs, & Mastropieri, 2008, December). Typical classroom instruction in comprehension strategies with additional support are effective for EL students. They will benefit from more frequent questioning as well as building background knowledge, using picture walks, and outlines to scaffold instruction (Breiseth, n.d.). Scaffolding supports will occur in whole group, small group, one on one as part of core instruction and RTI services. Utilizing data, all teachers including general educators, intervention specialists, ELL and RTI teachers will work together to identify deficits, so that all teachers can provide differentiated instruction and intervention. Students identified by the universal screener as having a deficit in comprehension are placed on a RIMP and receive additional supports that include a wide range of comprehension strategies during the RTI block. Per typical week, the RTI block is at least 30 minutes, 5 times a week.

6. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. Tier 2 (Moderate Evidence) (Grades K-5)
7. Teach students to use the writing process for a variety of purposes- Tier 1 (Strong Evidence) (Grades 3-5)
8. Integrate writing and reading to emphasize key writing features Tier 2 (Moderate Evidence) (Grades 6-12)
9. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle-Tier 1 ( Strong Evidence)( Grades 6-12)
10. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school. Tier 2 (Moderate Evidence) (Grades 6-12)

#### **11. Increase student motivation and engagement in literacy learning. ESSA Tier 2**

**Evidence:** The IES panel considers the level of evidence to support this recommendation to be moderate on the basis of “two experiments and one quasi experimental study that had no major flaws to internal validity” (IES, 2008, August). 11 more studies of weaker design and low external validity provided additional evidence to support this recommendation.

**Rationale:** According to Eric Jensen (2009), students living in poverty often need more help engaging in the classroom. Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. Instructors who adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone successfully, achieve the learning targets. According to WWC (2008, August), “teachers should provide a supportive environment that views mistakes as an opportunity to grow, encourages self-determination, and provides informational feedback about the usefulness of reading strategies.” Teachers will provide engaging learning opportunities. Active learning requires students to interact in class, as opposed to only sitting and listening quietly. Strategies include, but are not limited to, brief question-and-answer sessions,

discussions integrated into the lecture, impromptu writing assignments, hands-on activities, student to student interactions, 5 E lessons and experiential learning events. Jensen (2009) also suggests physical activity, music, drama, collaboration, partner work, and positive affirmations. Motivation strategies include, providing a positive learning environment that promotes student autonomy, setting student goals, self-directed learning, collaborative learning, and making literacy experiences more relevant to student interest (IES, 2008, August). Additionally, Teachers will incorporate state changes at age appropriate intervals.

**Struggling Learners:** WWC states that correlational evidence exists that suggests motivation to read school-related texts decreases as students move through elementary to middle school, especially with struggling readers (2008, August). Creating “hooks” that pique student interest is one strategy to motivate these students. Additionally, stressing performance outcomes, setting goals, and fostering a growth mind-set aides in fostering student motivation for students with low reading proficiency. It is also critical that content area teachers acknowledge and teach the reading strategies and thinking processes that accompany specific academic disciplines to keep students engaged and promote motivation to read content.

## **12. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. ESSA Tier 1**

**Evidence:** The IES panel rated the level of evidence of this recommendation as strong, based on five randomized controlled trials and three single subject research studies. (IES, 2008, September) These studies examined the effectiveness of teaching and reinforcing new appropriate behaviors and skills to students with problem behaviors. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011).

**Rationale:** WWC has strongly recommended that “teachers actively teach students socially and behaviorally appropriate skills to replace problem behaviors using strategies that focus on both individual and the whole classroom.” (IES, 2008, Sept p. 29) Jensen (2009) reminds us that socioeconomic and corresponding social relationships affect behavior more than we realize: “Children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance.” 96% of Mt. Healthy’s students are classified as economically disadvantaged. The effects of poverty on behavior are seen routinely in our classrooms. It is imperative that we teach students the appropriate behavioral skills they lack. Using PBIS structures can help students with behavior problems. Teachers will provide supports in teaching students how, when and where to use positive replacement behaviors and adaptive skills. Under the framework of PBIS, behavior expectations are explicitly taught and lesson plans to teach specific skills are created.

**Struggling Learners:** According to Mt. Healthy’s 2017-2018 data, a significant number of behavior reports and referrals were submitted (Figure 3.16). About 10 percent of elementary students are repeat offenders, receiving multiple referrals. This equates to approximately 100



students per building. Around 50% of preschoolers and a little more than 50% of kindergarteners coming into our schools, lack the social foundational skills to be able to learn. For the majority of our students this is a lack of skill sets. Creating behavior plans for tier 2 and 3 students will help target specific executive functioning skills that students may lack, and help them focus on adjusting specific behaviors one at a time.

13. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - Tier 2 (Moderate Evidence) (Grades 7-12)

14. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. - Tier 1 (Strong Evidence) (Grades 7-12)

**15. Screen all students for potential reading problems at the beginning of the year and again, at the middle of the year. ESSA Tier 2**

**Evidence:** The IES panel rated the level of evidence this recommendation to be moderate based on “a series of high quality correlational studies with replicated findings that show the ability of measures of reading proficiency administered in grades 1 and 2 to predict students’ reading performance in subsequent years.” IES, February, 2009). It should be noted however, that few of the studies used to obtain this tier adequately represented the U.S. population. Because of this, the panel suggested doing another screening mid-year when the results are more valid. This screening is to identify which students may need additional support in their reading instruction. It is recommended that the students be progress monitored at least monthly to see if they are making gains. It is recommended that screeners meet 3 criteria: “First is classification accuracy—a good screen accurately classifies students as at risk or not at risk for reading failure. Second is efficiency—the procedure must not be too costly, time-consuming, and cumbersome to implement. Third is consequential validity—overall, the net effect for students must be positive” (Messick, 1989).

**Rationale:** The majority of our students enter school off track. It is especially important in the earliest of years to identify student deficits in order to match them with the appropriate intervention. In Mt. Healthy City School district, we use Aimsweb Plus universal screener to identify students who are on track and off track. The benchmark universal screener is given three times a year and allows the district to see if students are making inadequate, typical or aggressive growth. WWC (2009, Feb., p.11) states. “Universal screening is a critical first step in identifying students who are at risk for experiencing reading difficulties and who might need more instruction” Students that are identified as Tier 3 are progress monitored every other week and Tier 2 students are progress monitored monthly. Additionally, WWC (2009, Feb. p. 14. ) gives suggestions on what specifically should be monitored at different grades: Kindergarten students should have a screener that measures letter knowledge, phonemic awareness, and expressive and receptive vocabulary; first grade should measure phonemic awareness, decoding, word identification, and text reading and by the second semester of first grade, these measures should include speed as an outcome; second grade measures should include word reading and passage reading that are timed.

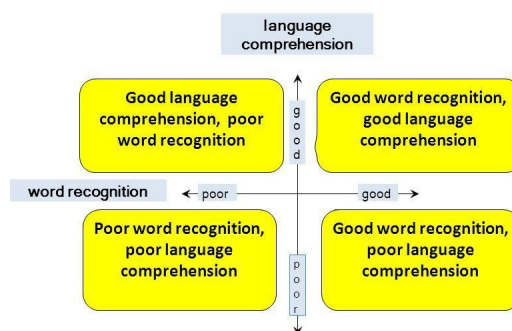
**Struggling Learners:** According to our data 48.5% of students K-3 are off track. (Figure 3.6). The use of a beginning universal screener, allows us to determine who is off track for reading proficiency, and in need of intervention support. The State of Ohio requires that all students K-3 be screened at the beginning of the year to determine if they are on track for reading. If they are determined to be off track, then a Reading and Monitoring Plan (RIMP) is created, in partnership with parents, to determine the main area of concern and how the district will intervene. The screener allows us to match student deficits with appropriate interventions. It is important to use the universal screener to measure growth from the beginning to mid-year in order to track their growth and adjust interventions if adequate progress is not being made or if they can exit the intervention because of sufficient progress.

**16. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes. ESSA Tier 1**

**Evidence:** The IES panel rated the level of evidence for this recommendation as strong. (IES, 2008, Feb.). There were 11 studies that met WWC standards or met standards with reservations. These studies believe that teachers should focus on the crucial, foundational skills of phonemic awareness, decoding, reading comprehension, and fluency at appropriate grade levels. The studies showed little difference between providing these interventions one-to-one or small group, so the recommendation is to provide it in small group for practical reasons. In addition to the type of skills intervention should target, they also recommend that the delivery should be explicit instruction.

**Rationale:** In the Mt. Healthy City School district we will utilize an RTI process that will take place 5 days a week for at least 30 minutes per typical week. Utilizing data, all teachers including general educators, intervention specialists, EL and RTI teachers will work collaboratively together to identify types of reading difficulties, so that all teachers can provide differentiated instruction and intervention to develop the components in the Simple View of Reading. Based on the results of students' scores on universal screening and other diagnostic assessments along with the formula of the Simple View of Reading, teachers will identify a student's deficit as being word reading, language comprehension or mixed reading difficulty. Figure 8.1

**The Simple View of Reading**



**Figure 8.1**

**Struggling Learners:** The recommendation states that instruction should be explicit which is important to close the gap with students with reading deficiencies. Explicit instruction means that teacher statements and behaviors make it very clear to the students both “what they are being asked to do and what it looks like when accomplished” (success criteria) (Phillips et al., 2015). Struggling learners also need to use new skills in multiple ways repeatedly to gain mastery of those skills. Systematic review and adjusted pacing are additional supports that can be offered to these students.

17. Provide academic support and enrichment to improve academic performance. Tier 2 (Moderate Evidence) (Grades 7-12).

18. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. - Tier 2 (Moderate Evidence) (Grades 7-12)

19. Personalize the learning environment and the instructional process. Tier 2 (Moderate Evidence) (Grades 7-12)

## **SECTION**

### **8 PART B: Ensuring effectiveness and improving upon strategies**

***Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching etc.)***

***Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.***

Mt. Healthy district and building leadership will offer support of the implementation of the identified evidence based practices by creating a culture that recognizes the importance of language and literacy skills in all disciplines across content areas. The implementation of the evidence based practices will be monitored and supported through the structures of Mt. Healthy’s shared leadership. TBTs, BLTs, and the DLT will look at student outcomes using data from benchmark reports, Learning Walk reports, Public School Works discipline reports, and other assessments recorded in the 5-Step process to see if the practices are positively affecting student growth.

The district will promote awareness of and commitment to the Simple View of Reading and evidence-based practices as the formula for the teaching and learning of language and literacy development. As part of the fundamental expectations surrounding literacy instruction, the Teaching and Learning Department will include the Simple View of Reading as the framework and the implementation of identified evidence based practices in yearly non-negotiables. Expectations will be rolled out to staff before the school year begins. To advance and support the use of the Simple View of Reading and evidence-based practices, awareness of and commitment to this effort will be built throughout our school community. All PK-8 teachers, specialists, and administration will increase their competent use of evidence-based early literacy and language core instruction and interventions. Support will be provided by professional development and implementation of the framework of the Simple View of Reading and evidence-based practices. Additionally, at least four teachers per year will receive

Orton-Gillingham training to specifically target our Tier 2 and Tier 3 students. A cohort of staff will gain additional training and certification to support OG implementation. These certified staff will provide supplemental training, if needed, to strengthen OG strategies and instruction in classrooms. Creating a common understanding of the Simple View of Reading and evidence-based practices across our schools can ensure that these practices are implemented with fidelity. In order to further support teacher learning and fidelity of implementation, Literacy Coaches will provide job embedded PD on implementing the components of the Simple View of Reading along with targeted evidence-based practices.

Throughout the school year, all teachers will receive training as well as coaching to implement evidence-based practices and the components of the Simple View of Reading. Simultaneously, the district will be aligning curriculum, instruction, learning tools, and assessments. There are a number of other leadership strategies that will be utilized to ensure implementation of the plan, fostering advancement of our district's goal of increasing language and literacy development.

Leadership will support teachers by: establishing professional learning targets with teachers about which literacy practices are the focus; communicating to teachers, learners, and parents what the Simple View of reading is and how it will be used to move learning forward for all; modeling and/or providing feedback on evidence-based literacy practices (done by literacy coaches); being explicit about the targets in staff meetings, professional development, and other appropriate situations; working with teachers, administration, and coaches to make sure that evidence of student learning and student reading efficacy is increasing; monitoring implementation throughout the year to make sure that all teachers are making progress by creating a learning walk tool with specific look for strategies; formally and informally assessing teacher learning/understanding during meetings, professional development, and other appropriate situations to determine next steps and opportunities for teacher learning and implementation based on the evidence collected; and analyzing evidence of implementation with TBTs and BLTs after classroom observations to provide effective feedback. Additionally, student progress will be monitored using the universal screening (3 times a year), progress monitoring (as needed), and formative assessment data in order to reflect and adjust practices. Discipline data will also be taken into account .

Ongoing monitoring of the RAP will take place to ensure data driven decision making occurs. The universal screener, SGP and OST data will be used as our baseline data to be able to determine and evaluate growth for the RAP. Periodically throughout the year, data points will be analyzed by TBTs, BLTs, and the DLT to determine if the RAP is having a positive impact on student language and literacy achievement. The structures of shared leadership will reciprocally share their findings. If there is a need for a revision, discussions will occur to determine if it is a system problem or an issue with instructional practice. Additional coaching/PD will be provided to the necessary stakeholders.

The first five evidence based practices used to support students are contained within the Simple View of Reading. These practices will be improved upon from previous years by incorporating these components, along with the remaining components of the Simple View of Reading as the framework for our literacy block. In the past, we have relied heavily on standards while using outdated resources. Now that we have aligned curriculum with the new Ohio Learning Standards, and a clear understanding of the progression of the five big Ideas contained within the Simple View of Reading, our focus will be on strengthening Tier 1 instruction. The staff will utilize this progression along with board-adopted curriculum and supplemental resources to address the identified learning gaps. The effectiveness and progress of these strategies will be monitored by student benchmarks, progress monitoring, and formative assessment data.

Additionally students are monitored through specific RTI program assessments/check points to measure the program's effectiveness. Adult implementation will be monitored through lesson plans, time audits, and observation templates to ensure fidelity of the first five evidence based practices. Effectiveness of strategies will be addressed and documented in TBTs when focusing specifically on steps 3-5.

Evidence-based practice six will be improved upon in a number of ways. In the past based on feedback, specific teachers have received professional development on student engagement practices such as Kagan. Student engagement as well as student-to-student interactions will now be core focuses for Mt. Healthy City School district. The effectiveness and progress of these strategies will be monitored through the District's Learning Walk data tool. The data tool includes specific questions regarding student engagement and learning experiences that include student to student interactions. The results of the Learning Walk data are discussed and reviewed quarterly at BLT and DLT meetings.

The last three evidence-based practices used to support students surround the structures of support in a MTSS framework. Tiers of students will be identified and supported both academically and behaviorally. Instead of being treated as separate from each other, both will be considered when looking at individual students and their progress in language and literacy growth. Evidence-Based practice 7, will be improved upon as the district has strengthened its practices of PBIS. Teachers are having ongoing professional development on implementing these supports in their classroom. Mentoring for individual teachers who are struggling with these strategies will occur. The addition of training in how to write behavior plans for individual students will also impact this practice. Evidence-based practices 8 and 9 address academic layers of support. The district is improving the process of matching student deficits with interventions that address specific needs. This has been an area of weakness in the past, so as practices strengthen, growth should occur.

## **SECTION 8 PART C: Professional Development Plan**

***Insert a professional plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development.***

The district will use internal and external coaches and facilitators to support, improve, and sustain ideas/strategies outlined in the Reading Achievement Plan. Teachers will participate in professional dialogue to further their understanding and implementation of these ideas/strategies so they organically become part of the daily routines. The specifics of the plan are outlined in the templates below.

### **Professional Development Plan Template Part A**

<b>LEA/Early Childhood Provider or Consortium Lead Name:</b> Mt. Healthy City Schools
<b>IRN or ODE/ODJFS License Number:</b> 044412
<b>Professional Development</b>
<b>Contact Name/Phone Email:</b> Jana Wolfe ( <a href="mailto:jwolfe@mthcs.org">jwolfe@mthcs.org</a> ) 513-728-4696

**Goal:** Goal 1: By 2025, our goal is to continue to advance literacy knowledge, skills and development. These skills include pre-literacy skills, reading and writing for children from grades PK-12 as measured by: Exceed 1 year of growth in Reading K-8 as measured by the annual Benchmark Screener Increase by 15% per year over the next three years the number of students who meet or exceed proficiency on the OST ELA in grades 3-12. Increase by 15% per year over the next three years, the percentage of students in grades K-3 moving from “off track” to “on track” as measured by Aimsweb. Increase phonological awareness skills by an average of 30% from fall to spring as measured by a PA screener in PK and K

**Evidence-Based Practice or Intervention:** To increase the capacity of teaching staff to effectively implement evidence based instructional practices (to increase the level of growth and proficiency) in the following areas: 1) how to develop student awareness of the segments of sounds in speech and how they link to letters, 2) how to teach students to decode words and analyze word parts and write and recognize words, 3) ensure all students read connected text daily to support reading accuracy, fluency and comprehension, 4) provide explicit vocabulary instruction, 5) provide direct and explicit comprehension strategy instruction (4-8), and 6) teach students how to use reading comprehension strategies (K-3).

(Check all that apply for each activity)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. All PK-12 <sup>th</sup> teachers will receive PD on the Ohio's Plan to Raise Literacy Achievement	X	X	X	X	X	X	X
2. New teachers to the district K-4 will receive Orton Gillingham training. (Comprehensive) New 4-6 teachers (4 per year) will receive Intermediate Orton Gillingham training.	X	X	X	X	X	X	X
3. All teachers will receive professional development on the evidence based practices by an external facilitator.	X	X	X	X	X	X	X
4. MTHCS literacy coaches will provided embedded PD on	X	X	X	X	X	X	X

evidence based strategies							
5. External facilitators and MTHCS literacy coaches will provide training on using curriculum materials effectively (PK-12) and on how the materials support the components of the Simple View of Reading particularly the evidence-based practices listed above.	X	X	X	X	X	X	X
6. All 4-8 teachers will receive training and embedded PD by literacy coaches on strategic evidence-based practices and academic language across content areas and how to provide instruction and support that is discipline specific.	X	X	X	X	X	X	X
7. Building/District Leadership will attend the yearly Literacy Academy to increase their knowledge of implementing and supporting evidence-based practices and the Simple View of Reading	X	X	X	X	X	X	X
8. Systems Coaching will be provided as needed to develop knowledge, skills, and abilities in the infrastructures to support high-quality use of language and literacy practices.	X	X	X	X	X	X	X

Resources Required	Outcomes/Evaluation
<p><b>1.</b> MTHCS will provide training on Ohio's Plan for Raising Literacy Achievement for all teachers PK-12<sup>th</sup> grade. There will be no cost to the project budget for this training</p>	<p><b>1.</b> The training will introduce the "Simple View of Reading" to district staff and promote awareness among teachers of the evidence based practices that align with teaching the Simple View of Reading. MTHCS will adopt the Simple View of Reading as their framework for Language and Literacy development. Staff will be surveyed on the value, understanding and questions regarding the training and the concepts introduced.</p>
<p><b>2.</b> The district will use our in-district trainer to train new K-4 teachers in comprehensive OG and 4-6 teachers in Intermediate Orton-Gillingham (OG) method teachers each year</p>	<p><b>2.</b> MTHCS Teachers will be engaged in learning OG strategies. OG was selected for its alignment with the district adopted evidence based practices and its alignment with teaching the Simple View of Reading. Evaluation will occur during literacy time audits.</p>
<p><b>3.</b> All PK-6 teachers will receive professional development on the evidence based practices listed above by an external LETRS facilitator for PK. Internal facilitators for K-6</p>	<p><b>3.</b> Teachers and coaches will be trained on the district adopted evidence based practices that align with the Simple View of Reading and lead to improved student language and literacy performance. Staff will be surveyed on the value, understanding and questions regarding the training and the concepts introduced. Learning walks will provide data on how well teachers are implementing the evidenced based practices.</p>
<p><b>4.</b> MTHCS literacy coaches will provide embedded PD on vocabulary and comprehension.</p>	<p>Literacy coaches will support teachers in the district adopted evidence based practices that align with the Simple View of Reading and lead to improved student language and literacy performance. Coaching log and Learning walks will provide data on how well teachers are implementing the evidenced based practices.</p>
<p><b>5.</b> External facilitators and MTHCS literacy coaches will provide trainings on using curriculum materials effectively (PK-12) and on how the materials support the components of the Simple View of Reading particularly the evidence-based practices listed above.</p>	<p>All stakeholders will grow their skills in utilizing the adopted core curriculum instruction to support Ohio Learning Standards and the components of the Simple View of Reading reflected by a rise in benchmark and OST scores. Attendance reports and coaching logs will be kept to document participation in professional learning. Other data that will be reported will include: TBT/BLT/DLT notes, 5-step process and lesson plans</p>
<p><b>6.</b> All 4-8 teachers will receive training and embedded PD by</p>	<p>All 4-8 teachers will grow their skills in strategic evidence-based practices and academic language across content areas, and how to provide instruction and support that is discipline specific that supports</p>



literacy coaches on strategic evidence-based practices and academic language across content areas and how to provide instruction and support that is discipline specific.	Ohio Learning Standards and the components of the Simple View of Reading reflected by a rise in benchmark and OST scores. Attendance reports and coaching logs will be kept to document participation in professional learning. Other data that will be reported will include: TBT/BLT/DLT notes, 5-step process and lesson plans.
7. Building/District Leadership will attend the yearly Literacy Academy to increase their knowledge of implementing and supporting evidence-based practices and the Simple View of Reading	Building/District Leadership increase their knowledge of implementing and supporting evidence-based practices and the Simple View of Reading as reflected in a rise in benchmark and OST scores. Certificates of attendance will be kept to document participation in the training.
8. Systems Coaching will be provided as needed to building and district leadership to develop knowledge, skills, and abilities in the infrastructures to support high-quality use of language and literacy practices. (State Support 13 personnel)	District and building personnel will develop knowledge, skills, and abilities in the infrastructures to support high-quality use of language and literacy practices as reflected in positive movement along within the OIPIR Certificates of attendance will be kept to document participation in the training. BLT and DLT notes will document pertinent decisions and discussions. The RTFI will document growth in the structures that support literacy.

**Professional Development Plan  
Template Part B**

<b>Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.</b>
<p><b>Sustained: Taking place over an extended period; longer than one day or a one-time workshop.</b></p> <p>All training surrounding evidence-based practices will have initial training followed by ongoing, embedded PD by literacy coaches, or lead teachers. State support personnel will work with systems coaching on as needed basis throughout the school year. All levels of leadership, from district to classroom will engage in gaining knowledge on the Simple View of Reading and the evidence based practices contained within. This job embedded PD procures the sustainability of all trainings.</p>

**Intensive: Focused on a discreet concept, practice or program.**

All of the literacy PD will be focused on teaching the concepts of the Simple View of Reading and the evidenced based practices contained within across all content areas. All levels of leadership, from district to classroom will be focused on these practices.

**Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.**

The implementation of the MTHCS Reading Achievement Plan includes collaboration between in district and out of district partners including building leadership, district teachers, HCESC, Teaching and Learning Department, outside professional development providers, and literacy coaches. Collaboration will occur within the structures of our shared leadership model, TBTs, BLTs, and the DLT.

**Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.**

Adjustments will be made as necessary from district to classroom level driven by data decisions and supported by additional training. If needed, systems coaching will occur to reinforce skills and abilities in the infrastructures that support high quality language and literacy practices.

Support for the implementation of the RAP will include collaboration between building leadership, district teaching and learning department, and literacy coaches to ensure fidelity and effectiveness of the RAP and monitor its impact on student achievement.

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

Staff will be surveyed on the value, understanding and questions regarding the training and the concepts introduced. Learning walks will provide data on how well teachers are implementing the evidenced based practices. Data from the observation will be used to support the growth of adult implementation of needed additional professional development support. Benchmark and ELA OST data along with other formative assessments will be used to evaluate the impact of instruction on student learning. This data will be analyzed, using the 5-step process, at regularly scheduled TBT, BLT and DLT meetings. It may be decided that additional PD may be necessary based on this data.

**Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.** The district OIP is focused on advancing Literacy Instruction across the curriculum. The RAP will support this focus. All current PK-8 teachers will receive professional development on the Simple View of Reading and evidence based practices. Literacy coaches will support fidelity to implementation of these practices in the classroom by providing ongoing, embedded PD and individualized coaching, thus teacher capacity is raised and maintained. This practice will ensure that teachers will have the competencies to improve student performance.

**Professional Development Plan  
Template Part A**

**LEA/Early Childhood Provider or Consortium Lead Name:** Mt. Healthy City Schools

**IRN or ODE/ODJFS License Number:** 044412

**Professional Development**

**Contact Name/Phone Email:** Jana Wolfe ([jwolfe@nthcs.org](mailto:jwolfe@nthcs.org)) 513-728-4696

**Goal:** By 07/31/2025, we will improve the performance of all students by increasing the number of students who have 0/1 referrals by 3% per year for the next 3 years.

- PBIS Self-Assessment Survey will show a 30 % increase in implementation.
- The number of out of school suspensions will decrease by 30%.
- Every 183 days, PBIS - SAS of All Staff will be measured, with a final improvement of increase 5.00 % per year of items identified as "in place" at the end of the plan.
- Every Semester, PBIS implementation - TFI of a sample of the staff will be measured, with a final improvement of increase 5.00 % per year at the end of the plan.

**Evidence-Based Practice or Intervention:**

- Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate – Strong Evidence (Tier 1)

(Check all that apply for each activity)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Training will be given to all PK-12 teachers on effectively implementing PBIS strategies in their classroom and common areas to decrease student misbehavior.	X	X	X	X	X	X	X
2. Conscious Discipline training (SEL program) will be given for all new staff that support grades PK-2	X	X	X	X	X	X	X
3. All staff grades K-12 will receive training on how to develop behavior plans.	X	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
1. Existing PBIS Teams will deliver professional development based on building needs. Google Badges will be created for personalized	1. All stakeholders will grow their skills in providing positive behavior intervention supports within the classroom resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. Attendance reports and Google Badge certificates will be kept to document participation in professional						

learning plans centered on strategies for Social/Emotional development.	learning. Other data that will be reported will include: BLT/DLT notes, PBIS meeting notes, Public Works Behavior Reports.
2. Internal facilitators will provide initial and ongoing Conscious Discipline (SEL) PD to new hires and on an as needed basis.	2. All stakeholder grades PK-2 will grow in their capacity to provide SEL supports to students resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. Attendance reports will be kept to document participation in professional learning.
3. All teachers will receive PD on how to develop effective behavioral plans	3. All stakeholders will grow in their understanding of how to write an effective behavioral plan to support individual student's behavioral needs. This will result in a reduction of referrals and suspensions.

**Professional Development Plan  
Template Part B**

<b>Provide a brief description of how the <u>overall</u> plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.</b>
<p><b>Sustained: Taking place over an extended period; longer than one day or a one-time workshop.</b></p> <p>Initial and ongoing PD will occur throughout the year as necessitated by the needs of individual teachers and buildings. Facilitators for the PD are Mt. Healthy leaders and trainings can be provided when needed with limited to no cost. Job embedded PD procures the sustainability of this training.</p>
<p><b>Intensive: Focused on a discreet concept, practice or program.</b></p> <p>All of the trainings will focus on growing teachers' understanding and knowledge of implementing positive behavioral intervention supports and social/emotional learning for students.</p>
<p><b>Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.</b></p> <p>The implementation of PBIS strategies will include collaboration among teachers and support staff during TBTs, BLTs, staff meetings, and PBIS team meetings. Collaboration will occur with parents, administration, teachers and support staff with educational interest during IATs when addressing specific student needs.</p>
<p><b>Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.</b></p> <p>Adjustments will be made in training and support offered to all stakeholders as identified by individual and building needs. Additional training and support will be given by internal facilitators. If needed, system coaching will occur to reinforce skills and abilities in the infrastructures that support high quality PBIS. Support for the implementation of PBIS will include collaboration between building leadership, building and district PBIS team, building</p>

Behavioral Leads, and Coordinator of Student Services to ensure fidelity and effectiveness of the training and monitor its impact on student behavior.

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

Public School Discipline Reports will provide data on how well teachers are implementing PBIS strategies and students are learning the skills being taught. Individual student reports and behavior plans will be reviewed to determine the effectiveness of the interventions. This data will also be analyzed at BLT, DLT, IAT and PBIS team meetings. Staff will be surveyed on the value, understanding, and effectiveness of PD.

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

The District's OIP is focused on creating safe and student-centered learning environments so that student instructional time is maximized. Both the OIP and RAP will support this focus. All staff will receive PD on PBIS and reducing problem behaviors in the classroom. District and Building PBIS teams and the Behavioral Lead will support fidelity to the implementation of these practices in the classroom by providing ongoing embedded PD and individualized coaching.

**Professional Development Plan  
Template Part A**

**LEA/Early Childhood Provider or Consortium Lead Name:** Mt. Healthy City Schools

**IRN or ODE/ODJFS License Number:** 044412

**Professional Development**

**Contact Name/Phone Email:** Jana Wolfe ([jwolfe@mthcs.org](mailto:jwolfe@mthcs.org)) 513-728-4696

**Goal:**By 07/31/2025, we will improve the performance of all students by increasing the number of students who have 0/1 referrals by 3% per year for the next 3 years.

- PBIS Self-Assessment Survey will show a 30 % increase in implementation.
- The number of out of school suspensions will decrease by 30%.
- Every 183 days, PBIS - SAS of All Staff will be measured, with a final improvement of increase 5.00 % per year of items identified as "in place" at the end of the plan.
- Every Semester, PBIS implementation - TFI of a sample of the staff will be measured, with a final improvement of increase 5.00 % per year at the end of the plan.

**Evidence-Based Practice or Intervention:**

- Increase student motivation and engagement in literacy learning – Moderate Evidence

(Check all that apply for each activ

<b>PD Description</b>	<b>Begin/End Dates</b>	<b>Sustained</b>	<b>Intensive</b>	<b>Collaborative</b>	<b>Job-Embedded</b>	<b>Data-Driven</b>	<b>Classroom-Focused</b>
1. All staff grades K-8 will receive training on Engaging Learning Strategies.	X	X	X	X	X	X	X
2. All staff grades K-8 will receive training on Student to Student interactions.	X	X	X	X	X	X	X
<b>Resources Required</b>	<b>Outcomes/Evaluation</b>						
1. Internal facilitators will deliver professional development on engaging learning strategies.	1. All stakeholders will grow their skills in how to make classroom instruction engaging resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. In addition, the District's Learning Walks Tool will measure both students' time on task and the engagement strategies utilized in the lesson. Attendance reports and Google Badge certificates will be kept to document participation in professional learning. Other data that will be reported will include: TBT/BLT/DLT notes, lesson plans, Objective 1 meeting notes, Public Works Behavior Reports.						
2. Existing Objective 1 Team will deliver professional development on student-to-student interactions.	2. All stakeholders will grow their skills in implementing effective student-to-student interactions resulting in fewer incidences of disruptive behaviors as reflected in the number of office referrals and reports. In addition, the District's Learning Walks Tool will measure the frequency and use of student-to-student interactions. Attendance reports and Google Badge certificates will be kept to document participation in professional learning. Other data that will be reported will include: TBT/BLT/DLT notes, lesson plans, Objective 1 meeting notes, Public Works Behavior Reports.						

**Professional Development Plan  
Template Part B**

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

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

Initial and ongoing PD will occur throughout the year. Facilitators for the PD are Mt. Healthy leaders and trainings can be provided when needed with limited to no cost. Job embedded PD procures the sustainability of this training.

**Intensive: Focused on a discreet concept, practice or program.**

All of the trainings will focus on growing teachers' understanding and knowledge of techniques and strategies to keep students engaged and actively participating in their learning.

**Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.**

The implementation of engagement strategies and student to student interaction will include collaboration among teachers and support staff during teacher team planning meetings, TBTs, BLTs, staff meetings, and Objective 1 team meetings. Professional development will include time for teachers to collaborate on strategies that have been effective or that they would like to implement.

**Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.**

Adjustments will be made in training and support offered to all stakeholders as identified by learning walk data, TBT data and BLT data. Additional training and support will be given by internal facilitators. Support for the implementation of student engagement strategies will include collaboration between building leadership, building and district Objective 1 teams, building Academic Leads, Literacy Coaches and Coordinator of Teaching and Learning to ensure fidelity and effectiveness of the training and monitor its impact on student behavior and learning.

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

Public School Discipline Reports and Learning Walk data will provide information on how well teachers are implementing strategies and the engagement level of students. This data will also be analyzed at BLT, DLT, and Objective 1 team meetings. Staff will be surveyed on the value, understanding, and effectiveness of PD.

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

The District's OIP is focused on creating safe and student-centered learning environments so that student instructional time is maximized. Both the OIP and RAP will support this focus. All staff will receive PD on student engagement strategies, one to one student interaction and reducing problem behaviors in the classroom. District and Building Objective 1 teams, Literacy

Coaches and the Academic Lead will support fidelity to the implementation of these practices in the classroom by providing ongoing embedded PD and individualized coaching.

Appendix A: OIPIR

MT. HEALTHY CSD (2015-16) (2016-17) (2017-18) (2018-19 ONLY COMPLETING SECTION A-C)

OIP IMPLEMENTATION RUBRIC (OIPIR) – DISTRICT LEVEL

SECTION A: EFFECTIVE TEAMS

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)
A1. Educators work in collaboration. Roles/responsibilities are not defined.	The team is at the forming stage of team development. Roles/responsibilities are not defined.	The team is at the storming stage of team development. Roles/responsibilities are not clearly defined.	The team is at the norming stages of team development. Roles/responsibilities are defined at each meeting. <b>Jr. High, Sr. High</b>	The team is at the performing and adjourning stage of team development. Roles and responsibilities are defined at each meeting and applied across the system. <b>South, North</b>
A2. Educators work in leadership teams and have regularly scheduled meetings to support their work.	Less than 25% of recommended members* participate on the team. Meetings are rarely held or not at all. Participants are present but lack engagement.	26-50% of recommended members* participate on the team. Meetings are scheduled but held occasionally. Participants are present and engagement is active or passive based on level of interest.	51-89% of recommended members participate on the team. Meetings are held according to the prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments. <b>Jr. High, Sr. High</b>	90-100% of recommended members* participate on the team. Meetings are held according to a prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments. <b>South, North</b>
A3. Teams meetings are purposeful.	Agendas are not provided during or in advance of the meeting. Teams have no clear data forms/protocols. Individuals do not come prepared.	Agendas are used but may not be provided in advance of the meeting. Agenda topics are not aligned to the plan. Teams inconsistently use team data forms/protocols. Individuals generally come prepared.	Agendas are used but may not be provided in advance of the meeting. Agenda topics are aligned to the plan. Teams consistently use team data forms/protocols. Individuals come to meetings prepared. <b>Jr. High, Sr. High, North</b>	Agendas are used and provided in advance of the meeting. Agenda topics are aligned and focused to achieve plan results. Teams consistently use team data forms/protocols to facilitate their work. Individuals come to meetings prepared. <b>South</b>
A4. Teams have a communication structure and approach.	Teams informally communicate within their own team.	Teams communicate within their own teams using formal means (e.g., minutes of meetings, forms/procedures). <b>South</b>	Teams communicate within and across teams using formal means (e.g., minutes of meetings, forms/procedures). <b>Jr. High, Sr. High, North</b>	Teams have forms/procedures for formally communicating their work within and across the system (district and building, horizontally and vertically, internal and external stakeholders – within all levels of the organization)

Section B: District Leadership Teams

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)
B5. The DLT identifies and prioritizes needs using reliable, valid and timely quantitative and qualitative data generated from completion of the Decision Framework (DF)/Building Decision Framework (BDF).	DF is completed with limited quantitative and/or qualitative data and priorities are selected on need. Only buildings that are in school improvement complete the BDF. Data are not organized and there is limited accessibility to all DLTLT/CSLT members.	The DF is completed and priorities are selected on need. Buildings in school improvement and some other schools but not all buildings in the district complete a BDF. Data are somewhat organized. <b>North</b>	The DF is completed using quantitative and qualitative data for all questions within the DF and priorities are selected on need. All buildings in the district complete a BDF. Data are organized and accessible to all DLTLT/CSLT members. <b>Jr. High, Sr. High, South</b>	Based on state and district data, the DF is completed and priorities are selected on need. All buildings in the district complete a BDF. Data are organized and easily accessible to all DLTLT/CSLT members.



OIP IMPLEMENTATION RUBRIC (OIPR) – DISTRICT LEVEL Mt. HEALTHY CSD (2015-16) (2016-17) (2017-18) (2018-19 ONLY COMPLETING SECTION A-C)

<p>B6. The DLT develops a <b>focused plan</b> with limited goals, strategies, and action steps.</p>	<p>Focused goals meet some but not all SMART requirements: Specific, Measurable, Achievable, Attainable, Relevant, Timely Strategies are not aligned to goals. Action steps are not aligned to district goals and strategies. Action steps are written in general terms. The CCIP and IMM are not completed with SMART goals, goal targets, strategies, indicators and action steps.</p>	<p>Focused goals meet all SMART requirements. Strategies and action steps are vaguely aligned to goals. Action steps are somewhat aligned to district goals and strategies. Action steps are written more specifically but may or may not lead to achieving strategies/goals. The CCIP and IMM are partially complete with SMART goals, goal targets, strategies, indicators and action steps.</p>	<p>Few, focused goals meet all SMART requirements. Few, research-based, tightly aligned strategies based on prioritized needs. Action steps are aligned to district goals and strategies. Action steps are specifically written and have the probability of achieving strategies/goals. The CCIP and IMM are fully complete with SMART goals, goal targets, strategies, indicators and action steps.</p>	<p>Few, focused goals meet all SMART requirement. Few, research-based, tightly aligned strategies based on prioritized needs. Action steps are clearly aligned to district goals and strategies. Action steps are written specifically and targeted to achieving strategies/goals. The CCIP and IMM are fully complete with SMART goals, goal targets, strategies, indicators and action steps.</p>
<p>B7. The DLT/BLT/CSLT <b>implements the plan</b> and ensures instruction and the learning process for students and adults is standards-based, evidence-based, accessible and high quality.</p>	<p>Few adults are held accountable for implementing the plan. Few students have full access to challenging curriculum content. Professional development is inconsistent with plan priorities. Teachers have discretion to participate in professional development. 25% or less implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).</p>	<p>Some adults are held accountable for implementing the plan. Some students have full access to challenging curriculum content. Professional development is consistent with plan priorities and the majority is job-embedded. Teachers are expected but not required to participate in professional development. 26-50% implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).</p>	<p>Most adults are held accountable for implementing the plan. Most students have full access to challenging curriculum content. Professional development is consistent with plan priorities, the majority of which is job-embedded for all teachers. Teacher behavior in the classroom has changed as a result of professional development. 51-89% implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).</p>	<p>All adults in the system are held accountable for implementing the plan. All students have full access to challenging curriculum content. Professional development is consistent with plan priorities, the majority of which is job-embedded for all teachers. Teacher behavior in the classroom has changed as a result of professional development. 90% or more implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).</p>
<p>B8. The DLT has <b>adult implementation indicators</b> (Cause Data) that are <b>monitored</b> to provide statistically verifiable and reproducible data that show progress toward goal and strategy accomplishment.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is randomly collected but is not easily accessible. Monitoring to include observation of classroom teaching occurs occasionally. Made some progress toward strategy indicators.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected but is not easily accessible. Monitoring to include observation of classroom teaching regularly occurs. Made substantial growth toward strategy indicators.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected and is easily accessible. Monitoring to include observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of instruction. Met strategy indicators.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected and is easily accessible. Monitoring to include observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of each teacher's instruction. Exceeded strategy indicators.</p>

**OIP IMPLEMENTATION RUBRIC (OIPR) – DISTRICT LEVEL**      **Mr. HEALTHY CSD (2015-16) (2016-17) (2017-18) (2018-19 ONLY COMPLETING SECTION A-C)**

<p>B9. The DLT/BLT/CSLT has <b>student performance indicators</b> (Effect Data) that are <b>monitored</b> to provide statistically verifiable and reproducible data that show progress toward goal and strategy accomplishment.</p>	<p>Data on the indicator is randomly collected but is not easily accessible. Made some progress toward annual growth goal. Indicators meet 25% or less of the descriptors.***</p>	<p>Data on the indicator is regularly collected but is not easily accessible. Made substantial growth toward annual growth goal. Indicators meet 26-50% of the descriptors.*** <b>Jr. High, Sr. High, South, North</b></p>	<p>Data on the indicator is regularly collected and is easily accessible. Met annual growth goal. Indicators meet 51-89% of the descriptors.***</p>	<p>Data on the indicator is regularly collected and is easily accessible. Exceeded annual goal target(s). Indicators meet 90% or more of the descriptors.***</p>
<p>B10. The DLT/BLT/CSLT <b>evaluates</b> the impact of the one focused plan.</p>	<p>Made some progress toward teaching goals and closing the achievement gap for all applicable subgroups. <b>South</b></p>	<p>Made substantial progress toward reaching goals and closing the achievement gap for all applicable subgroups. <b>Jr. High, Sr. High, North</b></p>	<p>Met goals and made substantial progress toward closing the achievement gap for all applicable subgroups.</p>	<p>Exceeded goals and closed the achievement gap for all applicable subgroups.</p>
<p>B11. The DLT/BLT/CSLT <b>engages the community</b> in continuous improvement.</p>	<p>Community is invited but engagement is minimal. <b>South, North</b></p>	<p>Community is involved in goal identification process. <b>Jr. High, Sr. High</b></p>	<p>Community is fully engaged with DLT/BLT processes.</p>	<p>Developing partnerships in addition to DLT/BLT processes focused on district goals</p>
<p>B12. The DLT/BLT/CSLT <b>manages resources</b> effectively and efficiently to ensure one plan implementation.</p>	<p>Vertical articulation is occurring between the DLT and BLTs as to how resources have been allocated and are working toward aligning resources to plan implementation. There are multiple, discrete plans that may or may not be aligned. <b>North</b></p>	<p>Vertical articulation is occurring between the DLT and BLTs and prioritizes the allocation of resources toward the plan goals. There are multiple, discrete plans that are aligned. <b>North</b></p>	<p>Vertical articulation is occurring between the DLT and BLTs and most resources are aligned to plan implementation. The DLT/BLT has chosen to seek funds that support plan implementation. There are a few discrete plans that are aligned. <b>Jr. High, Sr. High, South</b></p>	<p>Vertical articulation is occurring between the DLT and BLTs and most resources are aligned to plan implementation. The DLT/BLT has secured funds that support plan implementation. Resources across fund sources are leveraged and allocated to plan implementation. There is one plan.</p>

**SECTION C: TEACHER-BASED TEAMS**

CRITERION	1 (Beginning)	2 (Developing)	3 (Accomplished)	4 (Exemplary)
<p>C13. Step 1: Collect and Chart Assessment Data Aligned to Standards. Data is not assembled. Common formative assessment is not used. No rubric/scoring guides exist.</p>	<p>Some teachers bring data to meetings. Common formative data is used inconsistently. There are rubric/scoring guides with defined benchmarks but not agreed to by all team members. <b>Jr. High</b></p>	<p>Most teachers organize data prior to meeting using forms and protocols. Common assessments aligned to standards are given to ALL students at that level at least quarterly (e.g., SWD, ELL, Title I). There are rubric/scoring guides with defined benchmarks and agreed to by all members. <b>Sr. High, North</b></p>	<p>All teachers organize data prior to meeting using forms and protocols. Common assessments aligned to standards are regularly given to ALL students at that level (e.g., SWD, ELL, Title I). <b>South</b> There are rubric/scoring guides with defined benchmarks and used by all team members.</p>	<p>4 (Exemplary)</p>
<p>C14. Step 2: Analyze Student Work Specific to the Data. Student work is not analyzed to identify learning needs. No process is in place to select/use representative samples of student work.</p>	<p>Student work is analyzed but only on an individual, student-by-student basis. There is a process in place to select/use representative samples of student work.</p>	<p>Student work is analyzed for most groups of students.</p>	<p>Student work is analyzed for all groups of students. There is a process in place to select/use samples of student work that is representative of all students.</p>	<p>4 (Exemplary)</p>

OIP IMPLEMENTATION RUBRIC (OIPIR) – DISTRICT LEVEL

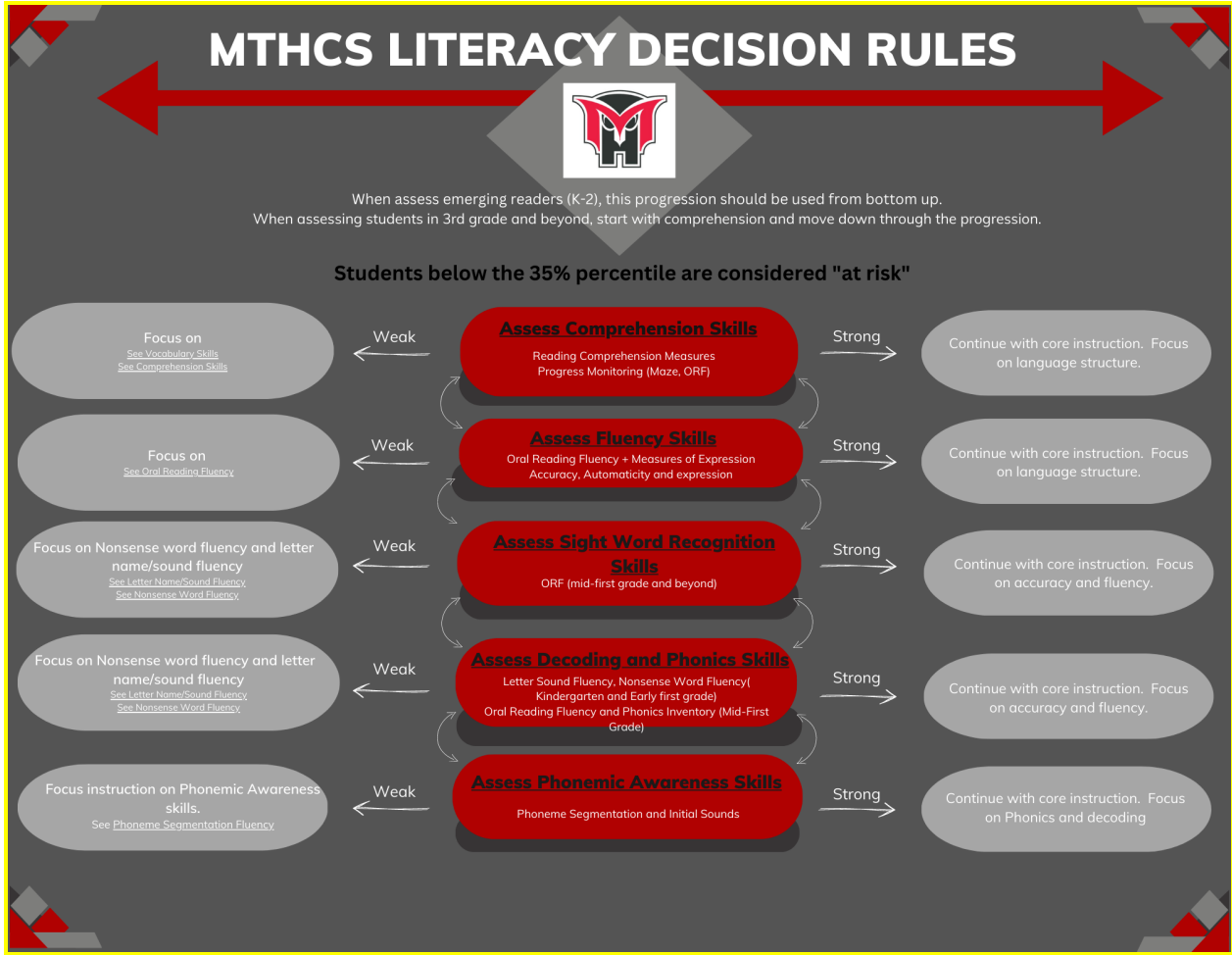
Mr. HEALTHY CSD (2015-16) (2016-17) (2017-18) (2018-19 ONLY COMPLETING SECTION A-C)

	<p>TBT makes little or no connection between data being analyzed and its connection to the building/district strategies/actions. TBT makes little or no connection between data being analyzed and its connection to benchmarks and grade level indicators (Standards).</p>	<p>TBT makes some connections between data being analyzed and its connection to the building/district strategies/actions. TBT makes some connections between data being analyzed and its connection to benchmarks and grade level indicators (Standards). <b>North</b></p>	<p>There is a process in place to select/use samples of student work that is representative of most students. TBT makes many connections between data being analyzed and its connection to the building/district strategies/actions. TBT makes many connections between data being analyzed and its connection to benchmarks and grade level indicators (Standards). <b>Jr. High, Sr. High, South</b></p>	<p>TBT makes consistent connections between data being analyzed and its connection to the building/district strategies/actions. TBT makes consistent connections between data being analyzed and its connection to benchmarks and grade level indicators (Standards).</p>
<p>C15. Step 3: Establish shared expectations for implementing specific effective changes.</p>	<p>Instructional practices are not identified. Differentiating instructional practices to meet academic levels and subgroup needs is not evident. Targets are not established. Job embedded professional development is not present.</p>	<p>Instructional practices to implement are identified but not based on common assessment data. Differentiating instructional practices to meet academic levels is somewhat evident. Established targets are academic or behavioral but may not be specific and measurable. Professional development is limited to traditional methods, e.g., workshops.</p>	<p>Instructional practices to implement are identified and based on common assessment data. Differentiating instructional practices to meet academic levels and subgroup needs is somewhat evident. Specific, measurable group targets reflect consideration of enrichment groups. Job embedded professional development is available to support teacher use of the instructional practices (modeling, coaching, demonstration, co-teaching). <b>Jr. High, Sr. High, South, North</b></p>	<p>Instructional practices are evidence-based on common assessment data and are timely and intervention based. Differentiating instructional practices to meet academic levels and subgroup needs is evident. Specific, measurable targets established for each academic level and/or subgroups. Job embedded professional development is systemically implemented to support teachers use of the instructional practices (modeling, coaching, demonstration, co-teaching).</p>
<p>C16. Step 4: Implement Changes Consistently.</p>	<p>25% or less of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with few identified groups of students.</p>	<p>50% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with some identified groups of students. <b>North</b></p>	<p>75% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with most identified groups of students. <b>Jr. High, Sr. High, South, North</b></p>	<p>100% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with all identified groups of students.</p>
<p>C17. Step 5: Collect, chart and analyze post-data.</p>	<p>Common post-test results are not analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are not documented, shared and duplicated. Course corrections are not discussed.</p>	<p>Common post-test results are inconsistently analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are occasionally documented, shared and duplicated. Course correction is discussed.</p>	<p>Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are generally documented, shared and duplicated. Course correction is discussed but not documented. <b>Jr. High, Sr. High, South, North</b></p>	<p>Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are always documented, shared and duplicated. Course correction is discussed, documented, defined and timely.</p>

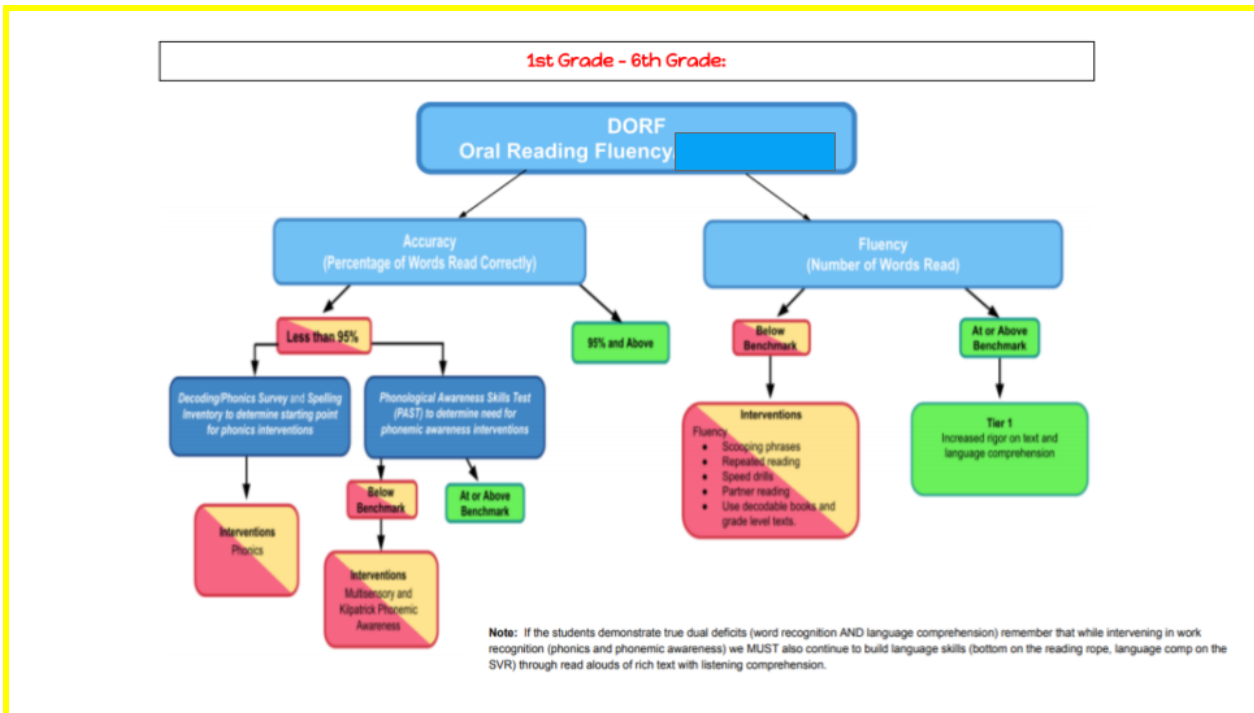
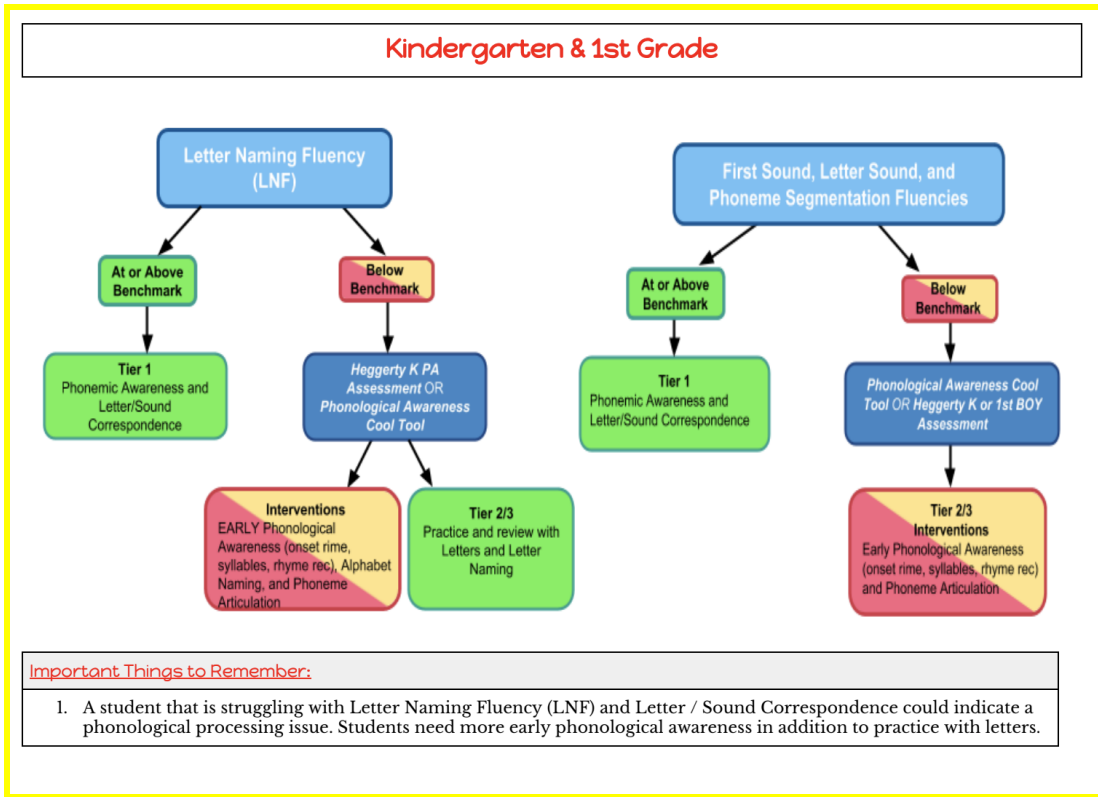
SECTION D-FORMATIVE ASSESSMENT

**Appendix B: RTI Framework**  
**Examples of Decision Rules and Pages from MTSS Framework**

Revised 2022-23



Prior 2022-23



## Important reminders when moving through the levels of intervention...

- Interventions do not replace core classroom instruction.
- Interventions must be delivered with fidelity and continuity.
- Students who show good response to an intervention (at any level) should not progress to a more intensive level.
- Once a student shows consistently good response to the intervention, as evidenced by performing consistently above the goal line, that student should move to a lower level of intervention.
- If a student is not responding to intervention (at any level) the team should consider the following: Does the intervention being provided match the student's deficit? Is the intervention being provided with fidelity and consistency? are there other factors that may be influencing the student's lack of progress?
- Students who consistently do not respond to an intervention (at any level), as evidenced by \_\_\_\_\_, should be recommended for more intensive levels of intervention.
  - A level 2 or level 3 intervention should be provided in addition to all lower levels of intervention. Higher levels of intervention do not replace lower levels of intervention.
- Students who show extremely poor response to intervention may be referred to the Student Level Team at an interim point for consideration of an early change in intervention level.
- Students should not be "fast-tracked" through intervention levels just to get to a referral for an evaluation for special education.

## At MTHCS we believe...



**Behavior is learned; therefore, it can be taught.**

Positive prevention strategies are more effective than punitive responses to discipline problems.

Effective PBIS uses achievement, attendance, and discipline data to guide decision making for improving student outcomes.

Families, students, and staff are actively involved in the decisions affecting the school.

**Teacher expectations and beliefs impact students' beliefs and performance.**

Social-emotional and behavioral skills are required for success in school, college and careers.

**Mt Healthy City Schools FY20 Decision Framework Focus Document**

**DATA**

**High Concerns**

District	Sr High	Jr High	South	North
<p><b>Achievement: Indicators Met</b> Below Proficient All Students ELA 4,5,6,7,8</p> <p><b>TREND- ALL Students</b> ELA I, ELA II ALG1, GEO</p> <p><b>PROGRESS</b> LOWEST 20% ELA I, ELAII ALG1 Science 5 Math 7,8</p> <p><b>GAP</b> *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p><b>Graduation Rate</b> *All students</p> <p><b>K-3 Literacy –</b> *Kg, 1,2,3 * At Risk K-3</p> <p><b>Prepared for Success</b> *yes /concern</p>	<p><b>Achievement: Indicators Met</b>  <b>TREND-ALL Students</b> ELA I ELA II ALG I GEO</p> <p><b>PROGRESS</b> Lowest 20% ELA I ELA II ALG I</p> <p><b>GAP</b> *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p><b>Graduation Rate</b> *All students</p> <p><b>Prepared for Success</b> *yes /concern</p>	<p><b>Achievement: Indicators Met</b> Below Proficient All Students ELA 7,8</p> <p><b>PROGRESS</b> Lowest 20% Math 7, 8</p> <p><b>GAP</b> *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p><b>Prepared for Success</b> *yes/concern</p>	<p><b>Achievement: Indicators Met</b> Below Proficient All Students ELA 4,5,6 Math 4,5</p> <p><b>PROGRESS</b> Lowest 20% Science 5</p> <p><b>GAP</b> *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p><b>K-3 Literacy –</b> *Kg, 1,2,3 * At Risk K-3</p>	<p><b>Achievement: Indicators Met</b> Below Proficient All Students ELA 4,5,6 Math 3,5,6</p> <p><b>PROGRESS</b> Lowest 20% Science 5</p> <p><b>GAP</b> *Chronic Absenteeism- ALL *Vulnerable Youth- Homeless</p> <p><b>K-3 Literacy –</b> *Kg, 1,2,3 * At Risk K-3</p>

## Appendix D- Literacy Leadership Action Plan

### Literacy Leadership Action Plan

<p><b>Problem Statement:</b></p> <p>Teachers, families and students need to cooperate in implementing common language and instructional practices that will ensure literacy competence in all students.</p> <p><b>Core Four Area: Pedagogy</b></p>	<p><b>Analyze</b></p> <ol style="list-style-type: none"> <li>1. Discuss and identify. Brainstorm causes of your problem.</li> <li>2. Share and organize. Determine the top three causes of the problem.]</li> <li>3. Revisit and finalize. Revisit your problem statement, redefine it if necessary, and come up with your final statement.</li> </ol> <p>Go deep. Analyze the problem you are trying to solve by reflecting on the root causes.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Cause 1: Lack of common literacy language and beliefs.</td> </tr> <tr> <td style="padding: 2px;">Cause 2: Have not identified best practices and non-negotiables for leaders, teachers and families surrounding literacy instruction.</td> </tr> <tr> <td style="padding: 2px;">Cause 3: We have not actualized beliefs/practices with our leaders, teachers and families. (Remove barriers for all stakeholders.)</td> </tr> </table>	Cause 1: Lack of common literacy language and beliefs.	Cause 2: Have not identified best practices and non-negotiables for leaders, teachers and families surrounding literacy instruction.	Cause 3: We have not actualized beliefs/practices with our leaders, teachers and families. (Remove barriers for all stakeholders.)
Cause 1: Lack of common literacy language and beliefs.				
Cause 2: Have not identified best practices and non-negotiables for leaders, teachers and families surrounding literacy instruction.				
Cause 3: We have not actualized beliefs/practices with our leaders, teachers and families. (Remove barriers for all stakeholders.)				
<p><b>Theory of Action Statement</b></p> <p>What do you want to accomplish? Create an If... then ....statement that describes how you will tackle your problem of practice.</p>	<p>If .... Then..... Statement</p> <p>If we create a common language, identify best practice and build capacity in all stakeholders then together we have built a sustainable system to ensure lifelong literate learners.</p>			



<p><b>Inputs:</b>  <b>Who are individuals you need to accomplish this action plan and how will you support them?</b></p> <p><b>Who:</b>  District Leaders  Building Administration  Teacher Leaders  Teachers  Students  Families  Communities  Instructional Coaches</p> <p><b>How:</b>  Develop a multi-tier professional learning pathway to build capacity in all <u>stake holders</u></p> <p><b>What resources will you need to make your idea a success?</b></p> <p>Time to plan.  Time for PD.  Books  Research and data collection of current practices and promising practices  Materials  Equipment  Technology  ??????</p>	<p><b>Actions: What are the main actions you will implement to respond to your theory of action?</b></p> <p><b>Common Language</b></p> <ol style="list-style-type: none"> <li>1. Develop a steering committee that includes district representation and representation from each campus.</li> <li>2. Create a survey to gather our current various stakeholders beliefs and barriers regarding literacy. We want to know the stakeholders views on literacy and who is responsible for ensuring literacy with our students.</li> <li>3. Define beliefs and values as it pertains to our literacy philosophy. Our literacy philosophy will be determined through current literacy research and guided by survey results.</li> <li>4. Develop a multi-tier professional learning pathway for leaders, teachers, families and community.</li> <li>5. Hold administration and teachers accountable for actions that support the agreed upon value system. Administration and Teachers will be held accountable through literacy walkthroughs.</li> <li>6. Support implementing common language with all stakeholders with resources that align with our belief system.</li> <li>7. Reduce barriers to increase parent partnership with literacy thus increasing participation/attendance of literacy events/planning.</li> </ol> <p><b>Identify Best Practices</b></p> <ol style="list-style-type: none"> <li>8. Develop systemic literacy framework.</li> <li>9. Identify (using data and evidence based practices) instructional foci.</li> <li>10. Align resources and professional learning pathways with instructional foci.</li> <li>11. Create phased-in approach for sustainable implementation of literacy plan/practices.</li> </ol>
---	--

<p><b>Outputs: What are the concrete tangible products or program activities and strategies?</b></p> <ul style="list-style-type: none"> <li>Create a survey and review results regarding the beliefs and practices of stakeholders.</li> <li>Develop a philosophy of literacy. (framework)</li> <li>Develop an outline that delineates a multi-tiered professional learning path.</li> <li>Develop a tiered system of literacy instruction and intervention with non-negotiables. (pre-K-12) (framework)</li> <li>Create a family and community engagement strategy to enhance literacy development at home.</li> <li>Develop a format for Formative assessments by grade level band.</li> <li>Develop a common format for non-evaluative literacy walkthroughs.</li> </ul>	<p><b>Outcomes:</b></p> <p><b>Short Term outcomes:</b></p> <ul style="list-style-type: none"> <li>Role clarity for steering committees.</li> <li>Shared vision for literacy.</li> <li>Start a shift in professional practice and mindset.</li> <li>Clear understanding of effective evidenced based best practices and non-negotiables.</li> <li>Engagement committee prioritizes literacy.</li> <li>Family engagement linked to literacy instruction.</li> <li>Build capacity around literacy instruction and best practices with all stakeholders.</li> <li>On going, on-site systemic professional development.</li> <li>Celebration of success</li> </ul> <p><b>Medium Term (2 YEARS):</b></p> <ul style="list-style-type: none"> <li>Effective literacy leaders: teachers and principals</li> <li>Improved literacy understanding and framework</li> <li>Celebration of success</li> </ul> <p><b>Long Term (Beyond 2 YEARS)</b></p> <ul style="list-style-type: none"> <li>Solid literacy understanding and framework</li> <li>Sustainable system to ensure lifelong literate learners</li> <li>Celebration of success</li> </ul>
---	--

## Appendix E- Ready Schools Plan

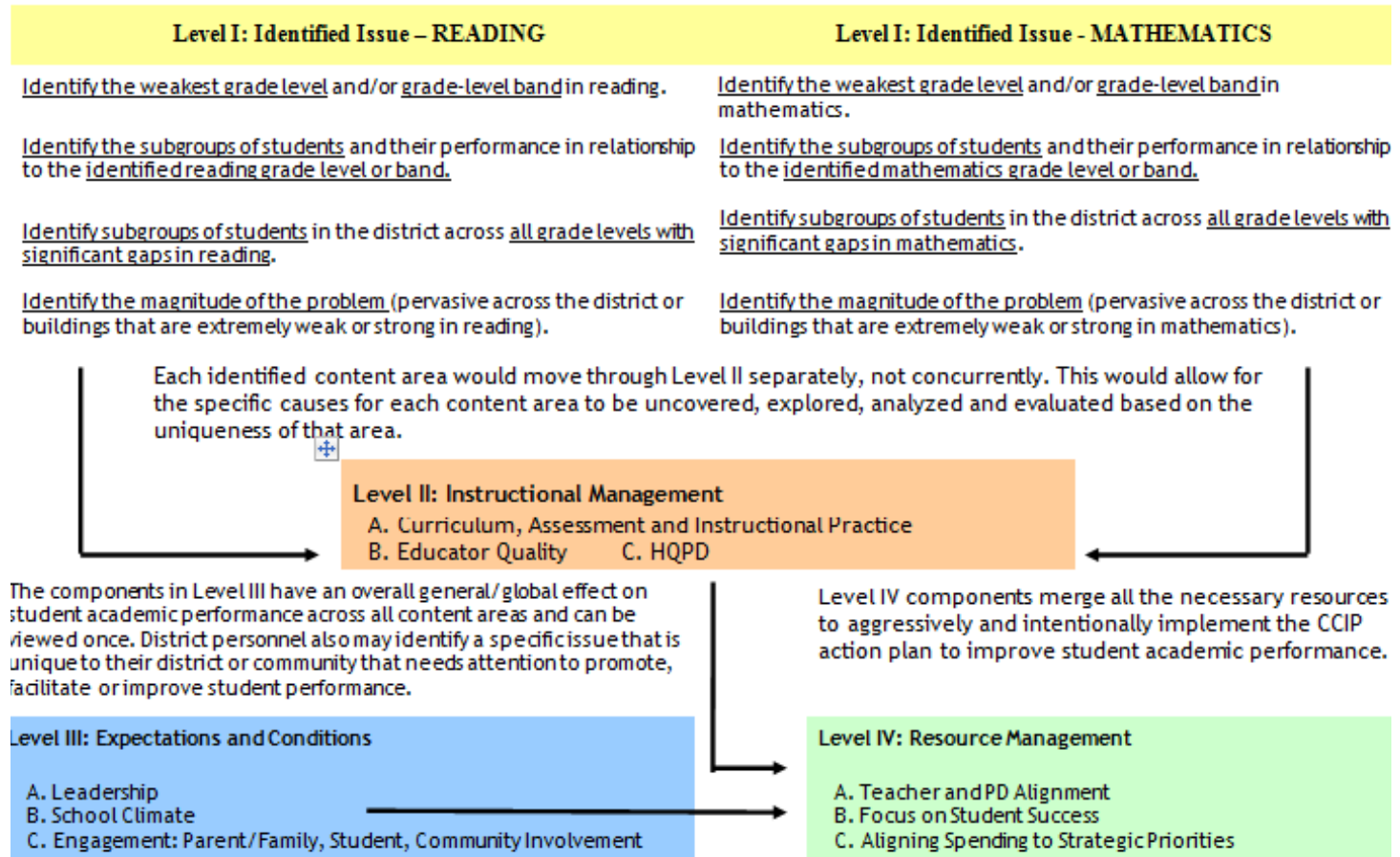
United Way of Greater Cincinnati  
 Hamilton County Ready Schools Collaborative  
**Action Plan  
 SY 2019**

School: Mt. Healthy South Elementary

School Year: 2019/2020

Goal	Tasks/Action Steps	Timeline	Person Responsible	Budget
We will assist preschool families with transitioning to kindergarten through defined activities.	<ol style="list-style-type: none"> <li>Identify potential pre-school and kindergarten families through school survey and visits to local daycares.</li> <li>Hold a "Step-up" day where preK students attend the kindergarten classroom and meet the teachers and tour the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>Jan-May 2019</li> <li>May 2019</li> </ol>	<ol style="list-style-type: none"> <li>Team</li> <li>Team / Johnson</li> </ol>	<ol style="list-style-type: none"> <li>None</li> <li>\$250</li> </ol>
We will orient new students through defined activities.	<ol style="list-style-type: none"> <li>Identify a subgroup of incoming kindergartners to invite to a Countdown to Kindergarten Camp.</li> <li>Design and implement Countdown to Kindergarten Camp, where a small group of kindergartners will come for one week, one hour per day and receive general orientation and literacy instruction.</li> <li>Hold JumpStart Day, where families and K students are invited to meet the teachers, tour the rooms, learn the expectations and hear about resources available to families.</li> <li>Prepare packs to distribute at JumpStart Day containing school supplies and/or other prep materials.</li> </ol>	<ol style="list-style-type: none"> <li>May 2019</li> <li>Aug 2019</li> <li>Aug 2019</li> <li>Aug 2019</li> </ol>	<ol style="list-style-type: none"> <li>Team/Johnson</li> <li>Team/Johnson</li> <li>Team/Johnson</li> <li>Team/Johnson</li> </ol>	<ol style="list-style-type: none"> <li>None</li> <li>\$1500</li> <li>\$1500</li> <li>\$750</li> </ol>

The flowchart on this page shows the flow of the DF/BDF once Level I is completed. Once Level II is completed for each academic area, the results are then analyzed in Level IV. Data on the academic areas of science, social studies and writing are also included in the DF/BDF and would follow the same analysis as Reading and Mathematics. Level III is completed independently and then analyzed in relation to Level I.



## Appendix G- 5 Star Rating for MTHCS Preschool



Ohio Department of Education  
Ohio Department of Job and Family Services

**On-Site Verification Summary**  
Program Name: North Elementary School



Program Number: 1000018680

Registration Type: SUTQ - Initial Registration

Reviewer: Krista Taylor

Program Type: Pre School

Date Submitted: 11/20/2017

Approver: Kristen Simmons

Report Version: Rating Assessment Complete

Date Created: 01/19/2018

Organization Name: Mt Healthy City

Organization IRN: 044412

Site IRN: 026658



Ohio Department of Education  
Ohio Department of Job and Family Services

**On-Site Verification Summary**  
Program Name: South Elementary School



Program Number: 1000018681

Registration Type: SUTQ - Initial Registration

Reviewer: Krista Taylor

Program Type: Pre School

Date Submitted: 11/13/2017

Approver: Kristen Simmons

Report Version: Rating Assessment Complete

Date Created: 01/19/2018

Organization Name: Mt Healthy City

Organization IRN: 044412

Site IRN: 016733

**REGISTRATION SUMMARY**

Domain	Star Rating	4/5 Points
Learning & Development	3	21
Administrative & Leadership Practices	3	18
Staff Qualifications & Professional Development	3	17
Family & Community Partnerships	3	8
Additional Ratio & Accreditation Points	Not Applicable	2& 5
<b>Overall Totals</b>	<b>5</b>	<b>71</b>

Rating Confirmed by Program at Registration: 5 Star Rating  
Recommended Desk Review Rating: 5 Star Rating  
Onsite Rating: 5 Star Rating

**DEFERRAL**

Rule	Standard Finding

Deferral Due Date:

**COMMENTS**

Goal 1: By June 2021, MTHCS, K-12-Ensure all students are engaged in high quality and effective instruction:					
1. Student performance on academic indicators will increase by 30% across K-3 At Risk Readers, and OST (Grades 3-8) and high school End of Course (EOC) exams 2. 100% of students will graduate college and/ or career ready (3E's: Enrolled, Enlisted, Employed)					
Strategy 1: Ensure all PreK-12 teachers engage students in high-quality and effective instruction and interventions, within the framework of Formative Instructional Practices (FIP).					
Action Steps	Monitoring Evidence & Data Sources	Person(s) Responsible	Progress		
			Not Started	In Progress	Completed
(1.1) Develop and utilize the four components of formative instructional practices	Learning Walks data, PDSA, student data folders, posted learning targets, rubrics, student work	Dist, admin, teachers		x	
(1.2) Implement & monitor MTHCS Reading Achievement Plan and Striving Readers Grant.	Reading Achievement Plan Document, LETRS PD, Orton-Gillingham PD, Learning Walks literacy look-fors, Literacy and Instructional Frameworks, Simple View of Reading	T & L, admin., teachers		x	
(1.3) Create a system to track and monitor student progress towards mastery.	Student data folders, PDSA, Formative Assessments, <a href="#">Abe</a> , <a href="#">Google</a> , Classroom, RtI	Admin, teachers, obj #1		x	
(1.4) Conduct Learning Walks to monitor teaching and learning	Learning walk tool (District and school)	Admin, teachers		x	
(1.5) Utilize the 5-step process to analyze data and adjust instruction.	DLT, BLT, TBT, PBIS	Admin, teachers		x	
(1.6) Implement a system of assessments and assessment evaluation. <ul style="list-style-type: none"> <li>Administer district approved common formative assessments to monitor student progress towards proficiency across academic indicators (task for 1.6)</li> </ul>	Formative assessment data, TBT, BLT, DLT reports			x	
(1.7) Implement K-12 strategies to improve literacy in all classrooms; Task: Provide PD on instructional strategies for teaching literacy across the curriculum-evidence	K-12 Reading Framework (CCSS), Reading Achievement Plan, Literacy PD, Literacy Look-Fors, RTFI, Learning Walks Tool, Job-embedded PD,	T&L, admin, teachers,		x	
(1.8) Promote and implement the use of digital curricula and tools to enhance student learning Develop literacy look-fors and determine evidence to collect for proof of implementation	Devices, Classroom Dojo, Google Classroom, <a href="#">Abe</a> , Plato, Apex, <a href="#">Aimsweb</a> , Go Math, <a href="#">ProCore</a> , <a href="#">Kahoot</a> , PD, agendas, meetings Learning walks, RTFI, Instructional Audits	Dist., Admin, teachers T&L		x	
(1.9) Develop, implement, and monitor an effective Response to Intervention (RtI) system for Grades K-12.	RTI schedule, student data, aligned resources, progress monitoring tool, RtI Framework	Admin., teachers, T&L		x	

## Appendix H- 5 OIP

Goal 2: By June 2021, 100% of Mt. Healthy City Schools will focus on creating safe and student-centered learning environments:					
<ul style="list-style-type: none"> <li>PBIS Self-Assessment Survey will show a 30 % increase in implementation.</li> <li>The number of out of school suspensions will decrease by 30%.</li> </ul>					
Strategy # 2: Create a safe and supportive environment for students and teachers with a proactive, consistent implementation of Positive Behavioral Interventions and Supports (PBIS).					
Action Steps	Monitoring Evidence & Data Sources	Person(s) Responsible	Progress		
			Not Started	In Progress	Complete
(2.1) Implement Tier 1 PBIS supports and interventions with fidelity in 80% or more of district classrooms.	Review & analyze data from PBIS Self-Assessment Survey, Tiered Fidelity Inventory, School Climate Survey, district discipline referral, classroom walk-throughs.  Monitor the implementation of Conscious Discipline, Restorative Practice, morning meeting, and/or SEL programming delivered to district students for the year.	District & bldg. administrators, teachers, SS & T&L		x	
(2.2) Implement Tier 2 PBIS Supports and interventions with fidelity for 75% or more of students identified as Tier 2 for the year.	Surveys; Academic data; District Reading Achievement Plan, discipline and suspension data, attendance data.  Monitor the implementation of small group intervention, mental health, Girtz & Boys Empowerment and other Tier 2 interventions delivered to district students for the year.	District & Bldg. administrators, teachers, SS & T&L		x	
(2.3) Implement and monitor Tier 3 supports and interventions and evaluate and refine the district PBIS Framework.	PBIS Surveys-Students can explain and demonstrate the building-wide behavioral and academic expectations, Staff Self-Assessment Survey, School Climate Survey.  Monitor the implementation of Tier 3 services and referrals. Monitor the number of district students referred for STAR, Camelot, Children's Home, mental health, out-placed services, and SPED determinations for the year.	District & Bldg. administrators, teachers, SS & T&L		x	

Goal 3: By June 2021, we will increase community/ parental engagement by 5%, 10%, and 15%, respectively.					
Strategy # 3: Identify and meet the evolving and complex needs of our district's diverse population, reduce barriers to education, and increase community/parental involvement and support.					
Action Steps	Monitoring Evidence / Data	Person(s) Responsible	Progress		
			Not Started	In Progress	Complete
(3.1) Identify and engage community/business partners, to meet the needs of our diverse student population based on survey results.	Agendas/minutes, conferences and academic events, attendance sheets, business partner/agency list, agency referrals, consultants, contracts			x	
(3.2) Revise and implement an incentive/loyalty program to increase volunteer participation	Agendas; program description, receipts, attendance sheets			x	
(3.3) Utilize a variety of media to inform stakeholders of district initiatives and progress.	Calendars, websites, social media	Public Relations and Community Support Liaison		x	
(3.4) Provide training and assistance to parents on strategies to support student	Attendance sheets, agendas, program description, calendars, website			x	

**Appendix I**

<b>Changing Emphasis of the Subskills of the Five Components of Reading</b>						
<b>Component</b>	<b>K</b>	<b>1st</b>	<b>2<sup>nd</sup></b>	<b>3rd</b>	<b>4th</b>	<b>5<sup>th</sup></b>
<b>Phonemic Awareness</b>	<b>Blend &amp; Segment</b>	<b>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</b>				
<b>Phonics</b>	<b>Sounds/ Basic Phonics</b>	<b>Advanced Phonics and Multisyllabic</b>			<b>Multi-Syllabic &amp; Word Study</b>	
<b>Fluency</b>	<b>Sounds and words</b>	<b>Words &amp; Connected Text</b>			<b>Connected Text</b>	
<b>Vocabulary</b>	<b>Speaking and Listening</b>		<b>Listening, Reading &amp; Writing</b>		<b>Reading &amp; Writing</b>	
<b>Comprehension</b>	<b>Speaking and Listening</b>		<b>Listening, Reading &amp; Writing</b>		<b>Reading &amp; Writing</b>	

ODE, 2018, Appendix I

(Adapted from Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI), 2017)

**Appendix J**

**Definition of Terms**

<b>OLS</b>	<b>Ohio Learning Standards</b>
<b>OIP</b>	<b>Ohio Improvement Process</b>
<b>CCIP</b>	<b>Comprehensive Continuous Improvement Plan</b>
<b>Time Audit</b>	<b>looking at exactly how time is being used as opposed to how you think it is being used</b>
<b>Learning Walk</b>	<b>an informal non-evaluative observation in your classroom to gather specific data</b>
<b>FIP</b>	<b>Formative Instructional Practices</b>
<b>CIP</b>	<b>Continuous Improvement Plan</b>
<b>OIPIR</b>	<b>Ohio Improvement Process Implementation Criteria and Rubric</b>
<b>MTSS</b>	<b>Multi-tiered system of supports</b>
<b>TBT</b>	<b>Teacher Based Team</b>
<b>BLT</b>	<b>Building Leadership Team</b>
<b>DLT</b>	<b>District Leadership Team</b>
<b>RAP</b>	<b>Reading Action Plan</b>
<b>PBIS</b>	<b>Positive Behavior Intervention Supports</b>
<b>RIMP</b>	<b>Reading Improvement Monitoring Plan</b>
<b>RTI</b>	<b>Response to Intervention</b>
<b>OST</b>	<b>Ohio State Test</b>
<b>OELPA</b>	<b>Ohio English Language Proficiency Assessment</b>
<b>KRA</b>	<b>Kindergarten Readiness Assessment</b>
<b>EL</b>	<b>English Learners</b>
<b>EMIS</b>	<b>Education Management Information System</b>
<b>SUTQ</b>	<b>Step Up To Quality</b>
<b>R-CBM</b>	<b>Reading Comprehension Based Measurement</b>
<b>MTHCS</b>	<b>Mount Healthy City Schools</b>
<b>SVR</b>	<b>Simple View of Reading</b>
<b>AASCD</b>	<b>Alternative Assessment for Significant Cognitive Disabilities</b>
<b>OG</b>	<b>Orton Gillingham</b>
<b>IAT</b>	<b>Intervention Assistance Team</b>
<b>BIP</b>	<b>Behavior Intervention Plan</b>
<b>SGP</b>	<b>Student Growth Percentile</b>
<b>NRP</b>	<b>National Reading Panel</b>



<b>WWC</b>	<b>What Works Clearinghouse</b>
<b>IES</b>	<b>Institute of Education Sciences</b>
<b>HCESC</b>	<b>Hamilton County Educational Service Center</b>
<b>IMSE</b>	<b>Institute for Multi-Sensory Education</b>
<b>LETRS</b>	<b>Language Essentials for Teachers of Reading and Spelling</b>

## Appendix K- Historical Data

Alignment is a very important part of Mt. Healthy's Reading Achievement Plan. The District Reading Achievement Plan is fully aligned with the district's Decision Framework, CCIP, OIP and Education Destination (the district's five-year strategic plan). In 2014-2015, the district formed their 5-year strategic plan: Education Destination. The work included extensive committee input involving district personnel, building staff and administration, parents, and community. Three objectives were formed: Ensure all students are engaged in high-quality and effective instruction within the framework of Formative Instructional Practices (FIP); Meet the needs of our student population with an emphasis on Multi-Tiered System of Supports (MTSS); and Identify and meet the evolving and complex needs of our district's diverse population, to reduce barriers to education, and increase community/parental involvement and support. The districts' Reading Achievement Plan incorporates these objectives in goals, action steps or support.

In 2015-2016, Education Destination was implemented including creating district and building teams for objectives 1 and 2, and a district team for objective 3. These teams communicate and provide information to the team structures established by the districts' OIP: DLT, BLTs, and TBTs. The Reading Achievement Plan utilizes Objectives 1 and 2 with TBTs, BLTs, and DLT as well as the 5-step process to monitor, plan, and make data driven decisions within a shared leadership model. The District Reading Achievement Plan acknowledges these goals and will work in tandem towards their successful accomplishment.

The district used the OIP Decision Framework Needs Assessment as the basis for targeting the CCIP. The needs assessment showed reading below proficient for all students as a high priority in grades KG, 1, 2, 3, 4, 5, 8, English 1 and 11. The Reading Achievement Plan sets goals with many of these grades as priorities. The CCIP reflects the determinations of the Decision Framework. This is reflected in several strategies of the CCIP. These strategies include: ensure all students are engaged in high quality, effective, research-based instruction, improve the teaching and learning of our students with disabilities, and implement and monitor a comprehensive response to intervention (RTI) model. There is also an action step supporting high quality professional development to maintain highly qualified status that will be supported by the Reading Achievement Plan and PK-8 literacy. These strategies are in line with action steps in the Reading Achievement Plan surrounding high-quality instruction based around evidence-based language and literacy strategies and interventions, and high-quality professional development. The importance of literacy is highlighted in Education Destination, the CCIP, and the OIP.

The structures of the OIP teams TBTs, BLTs, and the DLT utilized the OIP Implementation Criteria and Rubric to determine areas of improvement. System weaknesses, as identified in the rubric, are addressed in the district Reading Action Plan. For example, the rubric in regards to TBT's found C14, analyze student work specific to the data, and C15, establish shared expectations for implementing specific effective changes, to be areas where TBTs are still developing. The Reading Achievement Plan will address specific components of the rubric in professional development and coaching.

The goals of the district's OIP were created to help progress the work of our strategic 5-year plan. The District and Buildings OIP are fully aligned with Education Destination. The Goals as defined by the district OIP are: Goal 1- By June 2021, student performance on academic indicators will increase by 30% across K-3 At Risk Readers, OST (grades 3-8) and high school End of Course(EOC) exams. 100% of students will graduate college and/or career ready (3E's : Enrolled, Enlisted, Employed). Goal 2- By June 2021, 100% of Mt. Healthy City Schools will focus on creating safe and student centered learning environments: PBIS Self-Assessment Survey will show a 30% increase in implementation. The number of out of school suspensions will decrease by 30%.; Goal 3- By June 2021, we will increase community/parental engagement by 5%,10% and 15% respectively. Mt. Healthy Reading Achievement Plan supports specific strategies of the OIP goals or maintains the same goal. The RAP respects the decisions and focus of all plans, and provides additional clarity and direction as to how the district can accomplish these goals.

The RAP supports the district's Continuous Improvement Plan (CIP) for Step Up to Quality. One of the goals for SUTQ is to build collaboration between teachers, specialists, and administration. The CIP promotes the same shared leadership vision of the RAP. Additionally, the CIP has goals related to identifying needed PD for teachers and then providing this PD. The RAP is committed to providing professional development that will improve language and literacy outcomes for all students. The CIP seeks to increase participation of parents and gather feedback about the programs' effectiveness. The RAP acknowledges the great need to strengthen the home/school connection and have parents as language and literacy partners. The RAP can support this desire by the implementation of literacy events for parents. The CIP also addresses the need to build up community outreach by initiating relationships with area preschools and daycare. The RAP takes the position of increased community partnerships as vital to increased language and literacy achievement. The district was formerly involved with the Ready School Initiative which worked to increase preschool participation and grow reading readiness skills. The building plans for Ready Schools 2018-2019 support the goals of the CIP and the RAP (Appendix E)

Mt. Healthy City Schools is involved with the Ohio Improvement Process. As such, the district employs the use of needs assessment and the decision framework to determine areas of focus for the district. A flowchart of this process is included in the appendix (Appendix F). The main area of concern as identified by the needs assessment was literacy achievement across the majority of grade levels and including both general education students and students with disabilities. The screenshot included below, shows one main data concern was reading below proficient for grades 4,5, 6, 7 and 8. (Figure 3.1). Additionally, the K-3 Literacy report card component is a concern for all students Kg, 1, 2, and 3 as well as, K-3 at risk learners. A summary of the needs assessment is included in Mt.Healthy's Decision Framework Focus Document Appendix C. Because of the determinations of the decision framework, district and building Ohio Improvement Plans for the 2019-2020 school year will focus on increasing student

outcomes in English Language Arts in the grades listed above. The High School campus will concentrate on ELA I and II.

Ohio   Department of Education		DF FY 2020 Needs Assessment Report 044412 - MT HEALTHY CITY	
NEEDS ASSESSMENT TEXT	PRIORITY	Sent to CCIP	
<p><b>DATA CONCERN - English Language Arts below proficient (all students) :</b> Grade 4, Grade 5, Grade 6, Grade 7, Grade 8</p> <p><b>Influence/s - OPES Highly Effective Instruction:</b> Universal Design for learning (UDL) is used proactively in instructional planning to ensure multiple means of engagement, representation and expression are available for all learners throughout instruction, intervention and assessment.</p> <p><b>OPES Highly Effective Instruction:</b></p> <ul style="list-style-type: none"> <li>Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.</li> <li>Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</li> <li>Principal assesses how well the physical, social and cultural environment supports student and staff needs.</li> </ul>	High	Yes	
<p><b>DATA CONCERN - English Language Arts below proficient (all students) :</b> Grade 4, Grade 5, Grade 6, Grade 7, Grade 8</p> <p><b>Influence/s - OPES Highly Effective Instruction:</b> Instructional practices expect students to demonstrate a high level of understanding.</p> <p><b>OPES Highly Effective Instruction:</b></p> <ul style="list-style-type: none"> <li>Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.</li> <li>Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.</li> <li>Principal assesses how well the physical, social and cultural environment supports student and staff needs.</li> </ul>	High	Yes	

Figure 3.1

deficiencies in all grade levels, beginning with our earliest learners. 100% of our preschool students earned a score of “N” for phonological awareness, indicating an inability to demonstrate the skill. Additionally, 44% (33 out of 78) of our students earn an “N” for vocabulary. The district is in the process of opening an Early Learning Center which will be open for the 2021-2022 school year. The district will be able to enroll more pre-school children which will be impactful for future years. Over a 4-year trend, the district Kindergarten Readiness data reveals that the majority of Mt. Healthy City school students entering kindergarten are not on track in their language and literacy skills (54%). When further analyzing the data, students lack the foundational skills needed to be able to begin to decode as outlined in the first component of the Simple View of Reading (beginning sounds, segments syllables of a word, rhyming, letter sounds, naming letters, determine word meaning). In the fall of 2019, 48.3 % of Mt. Healthy City Schools K-3 students were not on track. Students also struggle to apply decoding skills to connected text. Deficits in vocabulary and reading comprehension are evident as well. Aimsweb data reveals 34.5% of students in grades 4th-8th are not on-track for meeting grade-level expectations. These students could not read well enough to receive a silent reading score and needed to take an oral reading fluency test. These students will need intensive

intervention to bridge gaps in decoding skills. For students who have been enrolled in the district for at least three years (2017-2019), strong growth in ELA performance is seen from grades 3 through 5, but student performance decreases in grades 6 and 7. During this grade band, the test focus and format shift dramatically, with longer word passages and a greater emphasis on informational text. Additional support for both reading and English / language arts, as well as an emphasis on providing access to content-based literacy in science and Social Studies, has provided for an increase in grades 8 through 10. According to the item analysis of spring 2019 EOC data, students were below proficient in the following areas: 68% of the 7th graders struggled with key ideas and details in literary text, while 73% of them struggled with informational text; 53% of 8th graders struggled in informational text, and 68% of them struggled with literary text; 73% of students participating in the ELA I assessment were below proficient in the informational text reporting category, while 68% scored so within literary tests; 62% of ELA II participants were below proficient in informational texts and 56% were the same in the literary text reporting category. Additional struggles were seen with craft and structure: 34% of 7th graders were below proficient informational text, 41% were thus in literary text; 51% of 8th graders were below proficient in this area within informational text, while 70% were so within literary text; 63% of ELA I participants were below proficient in craft and structure in informational texts, with 60% facing issues in literary text; 57% of ELA II participants struggled in this area of informational text, while 63% struggled with this area in literary text. Writing was a universal issue in grades 7-10, with at least 94% of students exhibiting struggles. The lack of proficiency for Mt. Healthy's students with disabilities is even greater than the general education population. Over a three-year trend, OST / EOC data reveal that an average of 95% of students with disabilities were not proficient. This would indicate that our students with disabilities are not mastering the content received in the general education classroom.

When considering overall district performance, root causes for lack of reading achievement included the variety of instruments being used to monitor student progress and inform interventions and enrichments. There is also a lack of a continuum of diagnostic assessments through the district, and formative assessments are not developed in a way that align or accurately predict performance on state exams - this suggests a need for assessment literacy professional development so teachers can monitor evidence of learning. Solutions to these root causes would be the selection of a tool that provides access to multiple data points of student progress. The positive impact will result in an accountability for learning and implementation and a continuum for monitoring student progress that supports optimal instructional time.

Professional development in the co-plan / co-serve model began in the 2019-2020 academic year, and will continue during the 2020-2021 academic year. The goal of this training is to provide opportunities for the vast majority of students with the ability to participate and access the general education content and skills in the inclusion setting. Additional training will support teachers' abilities to meet and grow students from where they are. Professional development is an opportunity for collaboration between the Teaching and Learning Department and Office of Student Services. During the self-review process, the Office of Student Services identified the following root causes were affecting reading achievement: lack of intervention for students with disabilities beyond the specially designed instruction indicated on the IEP, possible lack of alignment between RIMPs and IEP reading goals for students with disabilities, lack of understanding for intervention specialists related to when to amend an IEP due to lack of student progress, or when to remove an area of need due to the student having mastered the necessary skills.

**STAR Early Literacy (K&1) and STAR 360 (2&3) Benchmark**

	% Urgent Intervention		% Intervention		% Watch		%At/Above Benchmark	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018
K	39%	29%	22.5%	25.5%	15.5%	18%	23%	27.5%
1	19%	13.5%	24%	27%	18.5%	14.5%	39.5%	45%

	%Limited		% Basic		%Proficient		%Accelerated		%Advanced	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2018	Fall 2017	Fall 2017	Fall 2017	Fall 2018
2	63%	55%	12%	16%	11%	12%	6.5%	7%	7%	10%
3	68.5%	61%	13%	14.5%	12.5%	11.5%	3%	9%	2.5%	4%

**Figure 3.7**

Kindergarten age students need proficiency in Early Literacy Skills before moving on to age appropriate Conventional Literacy skills. Analyzing the STAR Early Literacy data, significant delays in the mastery of all Early Literacy Skills are noted. Thus, the gap in Mt. Healthy continues to widen as young as 5 years old. At the beginning of first grade, students In Mt. Healthy take the STAR Early Literacy assessment due to their inability to obtain a score in the age appropriate STAR Reading Assessment. Even though the Early Literacy scores have improved as noted below, they are still lagging far behind where they should be. (Figure 3.8) These skills should have been mastered to be able to successfully navigate the Conventional Literacy skills. When students move to STAR Reading, the scores drastically decline. Our hunch is that students are struggling with the application of decoding skills into connected text.

**Fall 2017-2018 STAR Early Literacy and Fall 2018-2019 STAR Early Literacy District Average Domain Scores**

	AP	CW	VD	PA	PH	SA	VO	SC	PC
K	46	46	56	26	24	18	27	20	20
K	50	51	61	29	27	21	30	22	24
1	70	72	79	50	48	40	50	43	40
1	74	75	82	53	51	43	54	46	43

**Figure 3.8**

**AP= Alphabetic Principle CW=Concept of Word VD=Visual Discrimination PA=Phonemic Awareness PH=Phonics SA=Structural Analysis VO=Vocabulary SC=Sentence-Level Comprehension PC=Paragraph-Level Comprehension**

Fall 2017 and Fall 2018 STAR READING Data  
Percentage of Students who are **Below** Grade Level Proficiency on Specific Standards

	R L 1	R L 2	R L 3	R L 4	R L 5	R L 6	R L 7	R L 8	RL 10	RI 1	RI 2	RI 3	RI 4	RI 5	R 1 6	R 1 7	RI 8	RI 9	RI 10	RF 3	RF 4	L 4	L 5	L 6
2	83	80	74	82	80	80	74	83	82	89	89	82	73	77	82	74	89	88	83	74	79	72	62	70
2	67	75	67	92	75	81	75	73	73	72	79	82	73	73	79	75	89	79	73	68	73	68	71	64
3	56	73	62	70	66	81	37	69	78	62	63	64	54	57	84	64	69	61	63	51	62	54	48	54
3	71	73	69	64	67	72	69	72	69	62	74	74	64	70	78	62	71	72	62	60	64	59	66	60

**Figure 3.9**

From Mt. Healthy’s data, it is evident that the students are still not performing at a proficient level however as that data shows the gap is closing. (Figure 3.9) We suspect that implementation of the RAP is responsible for the gap closure. Our scores continue to support the multiplication formula for the Simple View of Reading:

$$\text{Decoding} \times \text{Language Comprehension} = \text{Reading Comprehension}$$

Our students’ data shows deficits in both reading foundational and language standards as seen in the STAR data reports. Due to students missing one or both major components of the Simple View of Reading, all Reading Informational and Reading Literacy standards are negatively affected. When taking a sampling of instructional grouping reports for grade 2, it appears that most students not on track are needing Kindergarten standards. The primary gaps exist in the foundational skills of print concepts and phonological awareness. Third graders struggle with key ideas and details in both literary and informational texts.

**Grades 3-12 Universal Screener and Ohio State Assessments**

Fall 2017 and Fall 2018 STAR READING Data

According to the data, the percentages below reflect the number of students who *are below grade level proficiency* in specific standards. The universal screening data shows major areas of concern across all standards. The majority of our students are struggling and are not on track. (Figures 3.10- 3.12) When reviewing specific STAR Instructional Planning Reports, they reveal that our lowest sector of students is up to 2 years behind and the gap widens as students move through the grades. We believe there are two factors affecting the scores. The first is the fact that substantial gaps still exist in students’ decoding and language comprehension skills which in turn affect reading comprehension. Additionally, the district is in the third year of implementation of an aligned curriculum for grades K-6 and the fourth year for grades 7-8. We believe that our core Tier 1 instruction grades K-8 needs to be significantly strengthened. Additionally, evidence-based, systematic interventions are needed in order to improve scores- both benchmark and OST.

Fall 2017 STAR READING Data and Fall 2018 STAR Reading Data  
Percentage of Students who are **Below** Grade Level Proficiency on Specific Standards

	R L 1	R L 2	R L 3	R L 4	R L 5	R L 6	R L 7	R L 9	RL 10	RI 1	RI 2	RI 3	RI 4	RI 5	R 1 6	R 1 7	RI 8	RI 9	RI 10	RF 3	RF 4	L 4	L 5	L 6
3	56	73	62	70	66	81	37	69	78	62	63	64	54	57	84	64	69	61	63	51	62	54	48	54
3	71	73	69	64	67	72	69	72	69	62	74	74	64	70	78	62	71	72	62	60	64	59	66	60
4	57	65	46	50	60	67	59	63	67	57	57	53	56	50	67	53	70	56	67	38	43	43	46	46
4	73	78	62	72	72	82	72	72	70	70	78	72	61	76	64	72	85	76	59	57	59	57	61	72
5	53	53	53	53	70	60	54	54	71	50	67	45	52	64	56	50	77	56	71	47	48	50	53	53
5	51	58	49	51	49	64	55	57	48	48	64	52	71	69	55	62	57	57	48	44	45	47	53	64
6	58	61	70	57	56	67	61	66	67	58	57	52	52	58	62	52	64	67	57	N A	N A	50	50	57
6	58	62	68	56	58	74	56	61	48	58	61	58	68	92	56	61	55	61	83	N A	N A	52	51	59
7	70	60	76	77	71	80	74	83	64	62	61	74	68	63	59	76	77	65	66	N A	N A	62	62	58
7	60	62	80	80	63	61	70	68	67	83	62	88	86	74	73	70	78	67	86	N A	N A	59	64	79
8	82	81	82	81	76	89	86	80	78	82	83	82	77	81	77	81	88	85	78	N A	N A	75	77	77
8	81	83	78	81	66	83	76	76	86	77	60	76	66	72	81	77	86	74	91	N A	N A	58	68	77

Figure 3.10

**STAR Fall Benchmark 2017 and STAR Fall Benchmark 2018**

Grade	% Limited		% Basic		% Proficient		% Accelerated		% Advanced	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
4	54	62	19.5	22	15.5	8	6	6	5.5	2
5	54	47.5	30.5	25	17	15	5.5	8	4.5	4.5
6	56.5	55	22.5	26	8.5	11	9.5	5.5	4	2.5
7	56	52	29	29	10	11	3	5	3	3



8	80	67	12	22	8	8	0	4	0	0
---	----	----	----	----	---	---	---	---	---	---

Figure 3.11

## References

- Antunez, B. (2002). *English language learners and the five essential components of reading instruction*. Retrieved from <http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>
- Berkeley, S., Scruggs, T., Mastropieri, (2009, December). Reading comprehension instruction for students with learning disabilities, 1995—2006: a meta-analysis. *Remedial and Special Education*. Retrieved from <https://doi.org/10.1177/0741932509355988>
- Breiseth, L., ( n.d). Reading comprehension strategies for english language learners, *ASCD Express*. Alexandria, VA: ASCD. Retrieved from <http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx>
- Deming, W.E., (1993). *Deming Four Day seminar in Phoenix, Arizona*. Retrieved from [http://quotes.deming.org/authors/W.\\_Edwards\\_Deming/quote/10091](http://quotes.deming.org/authors/W._Edwards_Deming/quote/10091)
- Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*,
- Elleman, A., Lindo, E., Morphy, P., & Compton, D. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: a meta-analysis. *Journal of Educational Effectiveness*, 2(1), 1-44.
- Farstrup, A. E., & Samuels, S. (2008). Essential strategies for teaching vocabulary. In A. E. Farstrup & S. Samuels (Eds.), *What research has to say about vocabulary instruction*. Newark, DE: International Reading Association. Retrievable from [http://www.sagepub.com/upm-data/40627\\_4.pdf](http://www.sagepub.com/upm-data/40627_4.pdf)
- Garcia, E. & Weiss, E. (2017). *Education inequalities at the school starting gate : Gaps, trends, and strategies to address them* (Research Report). Retrieved from Economic Policy Institute website: <https://www.epi.org/publication/education-inequalities-at-the-school-starting-gate/>
- Gough, P. & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.
- Hart, B., & Risley, T.R., (1995). *Meaningful differences in the everyday experiences of young american children*. Baltimore, MD: Brookes Publishing.

Hammond, Z. (2018, October). Culturally responsive teaching puts rigor at the center. *The Learning Professional*, Vol. 39 No 5.  
<https://learningforward.org/wp-content/uploads/2018/10/culturally-responsive-teaching-puts-rigor-at-the-center.pdf>

IES What Works Clearinghouse. (2009, February). *Assisting students struggling with reading: response to intervention (rti) and multi-tier intervention in the primary grades*. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

IES What Works Clearinghouse. (2016, July). *Foundational skills to support reading for understanding in kindergarten through 3rd grade*. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/29>

IES What Works Clearinghouse. (2008, August). *Improving adolescent literacy: effective classroom and intervention practices*. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>

IES What Works Clearinghouse. (2010, September). *Improving reading comprehension in kindergarten through 3rd grade*. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

IES What Works Clearinghouse. (2008, September). *Reducing behavior problems in the elementary classroom*. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/4>

Irujo, S., (n.d.). What does research tell us about teaching reading to english language learners. *Reading Rockets*. Retrieved from <http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners>

Jensen, E., (2009). *Teaching with poverty in mind: what being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.

Learned, J., Stockdill, D., & Moje, E. (2011). Integrating reading strategies and knowledge building in adolescent literacy instruction. In J. Samuels & A. Farstrup (Eds.), *What research has to say about reading instruction* (p. 181). Newark, DE: International Reading Association.

Lee, J. & Yoon Yoon, S., (2015, Sept.). The effects of repeated reading on reading fluency for students with reading disabilities a meta-analysis. IN *Journal of Learning Disabilities*. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0022219415605194>

Maxwell, J., (2007) *The 21 Irrefutable laws of leadership, follow them and people will follow you*. Nashville, TN: Thomas Nelson.

Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational measurement*. New York: Macmillan.

Moats, L. C., (1999). *Teaching reading is rocket science : what expert teachers of reading should know and be able to do*. Washington, DC :American Federation of Teachers.

Moats, L.C., (2010). *From speech to print*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Ohio Department of Education and Battelle for Kids. (2013). *FIP your school, Ohio*. Retrieved from <http://portal.battelleforkids.org/FIPOhio/what-is-fip>

Ohio Department of Education. (2020, January). *Ohio's plan to raise literacy achievement*. Retrieved from <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>

Ohio Department of Education. (2018, January). *Ohio's plan to raise literacy achievement; birth through grade 12*. Retrieved from <http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf.aspx?lang=en-US>

Ohio Department of Education (2019, September). *Annual report on the kindergarten readiness assessment fall 2018 administration*. Retrieved from <http://education.ohio.gov/getattachment/Topics/Early-Learning/Kindergarten/Ohios-Kindergarten-Readiness-Assessment/KRA-Annual-Report-2018-2019-1.pdf.aspx?lang=en-US>

OnHand Schools. (2015). *What is the difference between rti and mtss*. Retrieved from <http://www.onhandschools.com/blog/2017/06/what-difference-between-rti-and-mtss>

National Reading Panel (2000). *Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

Phillips, B., Menchetti, J.C., & Lonigan, C.J., (2008, March 11) Successful phonological awareness instruction with preschool children; lessons from the classroom. IN *Topics in Early Childhood Special Education*. Retrieved from <http://journals.sagepub.com/doi/10.1177/0271121407313813>

Rose, J.; (2006). *Teaching reading – it's simple but not simplistic*. Retrieved from (<https://www.teachermagazine.com.au/articles/teaching-reading-its-simple-but-not-simplistic>)

Stanovich, Keith E. (1986). *Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy*. *Reading Research Quarterly*, 22, 360-407. Retrieved from Reading Rockets: <https://www.readingrockets.org/articles/researchbytopic/4862>

University of South Florida. (2011, October). *Implementing a multi-tiered system of support for behavior: recommended practices for school and district leaders*. Retrieved from [https://www.pbis.org/common/cms/files/pbisresources/RTIB\\_Guide\\_101811\\_final.pdf](https://www.pbis.org/common/cms/files/pbisresources/RTIB_Guide_101811_final.pdf)

Vaughn, S. & Linan-Thompson. (2004). *Research-based methods of reading instruction*. Alexandria, Virginia: Association for Supervision and Curriculum Development.