



March 22, 2024

Dear Superintendent Blalock:

Thank you for submitting the North College Hill City Schools 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:

- District leadership and wide range of staff included in plan’s development
- Goals in the plan are SMART
- ReadOhio Reading Coach and State Support Team were involved in the plan’s development.
- The writing team provided an informative root cause analysis

This plan will benefit from:

- Required data provided, but the plan would benefit from a more in-depth narrative analysis of the student achievement data provided.
- Include more information about professional development in literacy for teachers and administrators.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If North College Hill City Schools revises its Reading Achievement Plan and would like the revised plan to be posted to the Department’s website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



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

READING ACHIEVEMENT PLAN

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

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

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

DISTRICT NAME: North College Hill City School District

DISTRICT IRN: 044511

DISTRICT ADDRESS: 1731 Goodman Ave, Cincinnati, OH 45239

PLAN COMPLETION DATE: January 2024

LEAD WRITERS:

Michelle Garton, Assistant Superintendent
Tiffany Williams, Trojan Way Learning Center Principal
Caroline Hill, Elementary School Assistant Principal
Martha Hasselbusch, Middle School Assistant Principal
John-Paul Casanova, High School Co-Principal

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

Please see the Department's [Culturally Responsive Practice program page](#).

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

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

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

Name	Title/Role	Location	Email
Eugene Blalock, Jr.	Superintendent	District	Blalock.e@nchcityschools.org
Michelle Garton	Assistant Superintendent	District	Garton.m@nchcityschools.org
Tracy Vetack	Support	State Support Team 13	Vetack.t@hcesc.org
Tiffany Williams	Principal	Trojan Way Learning Center	Williams.t@nchcityschools.org

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

Martha Hasselbusch	Assistant Principal	Middle School	Hasselbusch.m@nchcityschools.org
Caroline Hill	Assistant Principal	Elementary School	Hill.c@nchcityschools.org
JP Casanova	Co-Principal	High School	Casanova.jp@nchcityschools.org
Kelly Knauer	Instructional Coach	District	Knauer.k@nchcityschools.org
Emily Mulcahey	Instructional Coach	District	Mulcahey.e@nchcityschools.org
Connie Shaffer	Reading Coach	ReadOhio	Shaffer.c@nchcityschools.org
Mollie Shaver	Teacher	Elementary School	Shaver.m@nchcityschools.org
Ashleigh Fan	Teacher	Elementary School	Webber.a@nchcityschools.org
Saira Colella	Teacher	Elementary School	Colella.s@nchcityschools.org
Erin Fisher	Teacher	Elementary School	Fisher.e@nchcityschools.org
Katie Hils	Teacher	Middle School	Hils.k@nchcityschools.org
Madeline Coyne	Teacher	Middle School	Coyne.m@nchcityschools.org
Mona Grant-Holmes	Teacher	Middle School	granholmes.m@nchcityschools.org
Sarah Stewart	Psychologist	District	Stewart.s@nchcityschools.org
Amanda Obermeyer	Intervention Specialist	Trojan Way Learning Center	Obermeyer.a@nchcityschools.org
Stephanie Grimes	Teacher	Trojan Way Learning Center	Grimes.s@nchcityschools.org
Christopher Penkalski	Teacher	High School	Penkalski.c@nchcityschools.org

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

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

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

The NCH District Literacy Team met on the following dates during the 22-23 and 23-24 school year (9/27/22, 11/29/22, 1/31/23, 4/11/23, 9/12/23, 1/18/24, 1/30/24). The purpose of the meetings was to progress monitor the current plan and to make changes as the data suggested necessary. Each meeting began with the building members sharing from the building literacy teams, they shared how they were progress monitoring, what the data showed, and decisions to continue the plan as is or to make changes. All agendas and notes were uploaded to the district shared Communication Online Tool (aka Communication Hub). The Literacy plan is aligned to the district's other plans therefore the DLT and BLTs will monitor the progress along with the Literacy teams. All data and adult implementations will be documented on a district data dashboard for total transparency.

The building plans and consequently the district plan was created and changed based on the following data points: i-Ready fall, winter and spring diagnostic data, i-Ready ELA benchmarking data, attendance data, graduation rate, diverse learners progress, Kindergarten Readiness, EOC ELA scores, valued added in grades 4-12, CommonLit progress monitoring (HS), staff turnover, and MTSS intervention tracker data.

The plan will be communicated to the staff at each building via a staff meeting and then each Teacher-based Team will process the actions steps of the plan and their responsibilities.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section [3302.04](#), [3302.10](#), [3301.0715\(G\)](#) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

The NCH City School District's Reading Achievement Plan aligns to the district's needs as identified in the FY23 One Needs Assessment and therefore it also aligns with the Comprehensive Continuous Improvement Plan (CCIP) and the district goals for 2023-24 as described below. The CCIP and District plans are not stated below in their entirety, we have only listed the sections pertinent to the RAP.

NCH SMART Goal #1 (Teaching and Learning)

The number of students in grades PreK-10 who show more than one year's growth in Mathematics and Language Arts will increase a minimum of 10% each year as compared to the previous year.

Strategy #1-1

All school buildings in North College Hill City Schools will implement and progress monitor Multi-tiered Systems of Support (MTSS) for all students as outlined in the North College Hill MTSS handbook.

Action Steps:

2023-2024

1. Staff will use an online designated intervention tracker for all tier 1, 2 & 3 interventions at the Middle School and TWLC. (NCH created tracker, SameGoal, other on approval)

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

2. MS and TWLC Data and Problem-solving meetings will meet every 6-7 weeks.
3. All building MTSS teams will utilize appropriate data to measure the successful implementation of their MTSS plans and share out with the District MTSS team monthly.
4. All building BLTs will utilize appropriate data to measure the successful implementation of their strategic plans and share out with the DLT monthly.

Strategy #1-2

All staff will actively participate in the Ohio Improvement Process as a means of continuous improvement.

Action Steps:

2023-2024

1. All buildings will have an active BLT, MTSS, PBIS teams along with all staff participating in a TBT/GLT on a regular basis.
2. All teams will have an agenda, take notes, and post the notes on the NCH Communication Hub.
3. Critical conversations and decision-making in all mentioned team meetings will use several data points for reference.

Strategy #1-3

The district and building leadership teams will create and implement annual Literacy, MTSS, PBIS, and Professional Development plans that align to the district and building critical needs to create one focused plan.

Action Steps:

2023-2024

1. All buildings will create annual Literacy, MTSS, PBIS, and Family Engagement plans using the team structure.
2. All buildings will combine the above-mentioned plans to create a Building Strategic One Plan.
3. The Building Strategic One Plan will be monitored quarterly, and changes will be communicated to stakeholders (Communication Hub, District Website, etc.)

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio's State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and**
- **benchmark assessments, as applicable.**

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Diagnostic: iReady Reading

Phonological Awareness - % On Grade Level Mid Year

Grade	21-22	22-23	23-24	Change 21-22 to 22-23	Change 22-23 to 23-24
K	61%	55%	66%	-6%	11%
1	38%	36%	34%	-2%	-2%
2	64%	68%	68%	5%	0%
3	100%	100%	100%	0%	0%
4	99%	100%	100%	1%	0%
5	93%	99%	100%	6%	1%
6	98%	100%	100%	2%	0%
7	97%	100%	100%	3%	0%
8	99%	100%	100%	1%	0%

Vocabulary - % On Grade Level Mid Year

Grade	21-22	22-23	23-24	Change 21-22 to 22-23	Change 22-23 to 23-24
K	60%	63%	55%	3%	-8%
1	16%	29%	36%	13%	7%
2	15%	15%	23%	0%	8%
3	29%	28%	27%	-1%	-1%
4	17%	20%	15%	3%	-5%
5	18%	9%	13%	-9%	4%
6	16%	14%	15%	-1%	0%
7	13%	19%	25%	6%	6%
8	19%	19%	22%	0%	3%

Phonics - % On Grade Level Mid Year

Grade	21-22	22-23	23-24	Change 21-22 to 22-23	Change 22-23 to 23-24
K	43%	38%	58%	-4%	19%
1	22%	38%	40%	17%	2%
2	15%	26%	29%	10%	4%
3	38%	38%	41%	0%	3%
4	56%	53%	50%	-3%	-3%
5	59%	59%	58%	0%	-1%
6	77%	76%	73%	-1%	-3%
7	75%	84%	81%	9%	-4%
8	82%	87%	90%	5%	3%

Comprehension: Literature - % On Grade Level Mid Year

Grade	21-22	22-23	23-24	Change 21-22 to 22-23	Change 22-23 to 23-24
K	74%	68%	63%	-6%	-5%
1	19%	35%	34%	16%	-1%
2	21%	17%	28%	-4%	12%
3	35%	30%	26%	-5%	-4%
4	22%	24%	23%	2%	-1%
5	20%	19%	18%	-1%	-1%
6	20%	17%	22%	-4%	5%
7	14%	24%	25%	10%	1%
8	18%	18%	35%	0%	18%

High-Frequency Words - % On Grade Level Mid Year

Grade	21-22	22-23	23-24	Change 21-22 to 22-23	Change 22-23 to 23-24
K	38%	51%	49%	14%	-2%
1	27%	44%	48%	17%	4%
2	40%	50%	59%	10%	9%
3	76%	82%	80%	5%	-2%
4	93%	88%	88%	-4%	0%
5	95%	93%	88%	-2%	-5%
6	97%	95%	95%	-2%	1%
7	96%	97%	95%	1%	-2%
8	95%	98%	99%	3%	1%

Comprehension: Informational Text - % On Grade Level Mid Year

Grade	21-22	22-23	23-24	Change 21-22 to 22-23	Change 22-23 to 23-24
K	70%	56%	61%	-14%	4%
1	22%	25%	39%	3%	14%
2	20%	18%	21%	-2%	4%
3	25%	24%	18%	-1%	-6%
4	19%	17%	19%	-2%	2%
5	17%	13%	9%	-4%	-5%
6	16%	10%	14%	-6%	4%
7	9%	19%	21%	10%	3%
8	13%	15%	27%	3%	12%

KRA

KRA Language & Literacy - % On Track

20-21	21-22	22-23	23-24
58%	34%	28%	36%

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

OST

Informational Text - % at or above

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
3	42%	44%	43%	2%	0%
4	55%	58%	46%	4%	-12%
5	63%	58%	62%	-5%	4%
6	33%	54%	44%	21%	-10%
7	60%	42%	58%	-18%	16%
8	27%	43%	49%	16%	6%
ELA2	56%	46%	53%	-10%	7%

Literary Text - % at or above

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
3	42%	50%	37%	8%	-13%
4	39%	57%	43%	18%	-14%
5	56%	57%	53%	1%	-4%
6	39%	54%	53%	15%	-2%
7	55%	50%	68%	-5%	18%
8	44%	59%	61%	14%	3%
ELA2	59%	55%	50%	-3%	-6%

Writing - % at or above

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
3	42%	41%	27%	-1%	-14%
4	45%	48%	20%	2%	-28%
5	60%	51%	40%	-9%	-11%
6	13%	29%	34%	16%	5%
7	23%	20%	22%	-2%	2%
8	24%	29%	39%	6%	9%
ELA2	39%	45%	55%	5%	10%

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OELPA

Listening - % Proficient

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
K	0%	100%	0%	100%	-100%
1		13%	17%	13%	4%
2	67%		43%	-67%	43%
3		67%	0%	67%	-67%
4	50%	25%	0%	-25%	-25%
5	0%	0%	50%	0%	50%
6	0%	0%	0%	0%	0%
7	0%	0%	33%	0%	33%
8	0%	0%	50%	0%	50%
9	100%	0%	20%	-100%	20%
10	100%	50%	0%	-50%	-50%
11	100%	50%	0%	-50%	-50%
12	0%		67%	0%	67%

Speaking - % Proficient

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
K	0%	0%	0%	0%	0%
1		13%	0%	13%	-13%
2	67%		0%	-67%	0%
3		0%	0%	0%	0%
4	50%	50%	33%	0%	-17%
5	0%	0%	17%	0%	17%
6	0%	100%	0%	100%	-100%
7	0%	0%	0%	0%	0%
8	0%	0%	50%	0%	50%
9	0%	0%	0%	0%	0%
10	100%	50%	0%	-50%	-50%
11	100%	50%	50%	-50%	0%
12	100%		67%	-100%	67%

Reading - % Proficient

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
K	100%	25%	0%	-75%	-25%
1		13%	17%	13%	4%
2	33%		14%	-33%	14%
3		33%	0%	33%	-33%
4	50%	25%	0%	-25%	-25%
5	0%	0%	17%	0%	17%
6	0%	0%	0%	0%	0%
7	0%	0%	0%	0%	0%
8	0%	0%	0%	0%	0%
9	0%	0%	0%	0%	0%
10	0%	0%	0%	0%	0%
11	100%	50%	0%	-50%	-50%
12	0%		0%	0%	0%

Writing - % Proficient

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
K	0%	0%	0%	0%	0%
1		0%	17%	0%	17%
2	33%		14%	-33%	14%
3		0%	0%	0%	0%
4	50%	25%	0%	-25%	-25%
5	0%	0%	17%	0%	17%
6	0%	0%	0%	0%	0%
7	0%	0%	0%	0%	0%
8	0%	0%	50%	0%	50%
9	0%	0%	0%	0%	0%
10	0%	0%	0%	0%	0%
11	100%	0%	0%	-100%	0%
12	0%		0%	0%	0%

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AASCD

Informational Text - % at or above

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
3	100%	0%	0%	-100%	0%
4		33%	0%	33%	-33%
5			0%	0%	0%
6	100%			-100%	0%
7	60%	0%		-60%	0%
8	50%	100%	100%	50%	0%
HS	50%	57%	60%	7%	3%

Literary Text - % at or above

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
3	100%	0%	100%	-100%	100%
4		33%	0%	33%	-33%
5			0%	0%	0%
6	0%			0%	0%
7	100%	0%		-100%	0%
8	0%	50%	0%	50%	-50%
HS	50%	71%	40%	21%	-31%

Writing - % at or above

Grade	Spring2021	Spring2022	Spring2023	Change 2021 to 2022	Change 2022 to 2023
3	100%	0%	0%	-100%	0%
4		33%	100%	33%	67%
5			33%	0%	33%
6	0%			0%	0%
7	80%	0%		-80%	0%
8	50%	50%	0%	0%	-50%
HS	33%	43%	40%	10%	-3%

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

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

Elementary School

Internal factors believed to contribute to low achievement within the school would be out of date curriculum, adjustment period for training when new curriculum is acquired, staff to student ratio for special services is high, lack of district- required phonics professional development training.

External factors believed to contribute to low achievement in the school may be high number of students with poor attendance, lack of parent involvement, lack of parent understanding of current curriculum teaching

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

methods and standards, lack of funding for additional certified teachers and intervention specialists to address student needs.

Middle School

External Factors that are believed to contribute to low reading achievement in the school district is lack of parent engagement. Parents may be working multiple jobs and unable to adequately support their child at home with academics while at home. Building that bridge between the school and parents is vital and should be analyzed.

The second external factor that is believed to contribute to low reading achievement in the North College Hill School District is kindergarten readiness. Student enrollment in the NCH Pre-school is far less than the enrollment of other upper grade levels. Pre-school attendance is not mandatory and can impact the preparedness of incoming kindergarteners. Those foundational skills learned or not learned during early childhood can greatly impact the reading success of students in later years.

Internal factors that are believed to contribute to low reading achievement in the NCH Middle School are high teacher turnover throughout the school year. Teachers being hired do not fully understand the culture, and environment that our students live in and are influenced by. Teachers are struggling to build those relationships with students whose background may differ greatly from what they know and are used to. Which leads to inconsistency in classroom procedures, curriculum instruction and understanding of foundational reading skills. Onboarding teachers mid-year presents challenges with systems already in place, teachers do not have a full understanding of MTSS, PBIS and Curriculum that is in place.

Internal Factors that are believed to contribute to low reading achievement in NCH Middle school is a culturally responsive curriculum that catches and maintains students' engagement and connects to their personal experiences. Teachers have been teaching the same thing for multiple years that may not be culturally responsive. Strategies and methods used in the past may not be as effective with the newer generations. Our current curriculum does not actively engage the students and requires extensive background knowledge on topics that students may not be familiar with or had any experiences with. While we have a curriculum that is in place currently new teachers have not received professional development on the curriculum making it hard for breaking down and teaching.

High School

One factor is retaining highly qualified teachers. The turnover rate is high within the district. Another factor would be students not being fully engaged in the ELA classrooms. Students come to us with lack of motivation, low self-esteem and don't find relevance in the reading material. At the elementary and middle school levels, MTSS systems are just being put into action where previously there was not a large focus on individualized interventions.

One of the external factors that affect our reading achievement is low socioeconomic status who don't necessarily have the same exposure to language-rich environments. Community resources are also not as plentiful in this area to assist with literacy.

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Trojan Way Learning Center

The low reading achievement at Trojan Way Learning Center can be addressed by looking at the following factors in more detail.

1. Most of the benchmarking data in grades K-8 indicated that students' scores decreased significantly between the Spring of one year and the Fall of the next. The "Summer slide" could be an issue that is outside of the school's control, but the committee looked closely at what was within our control and how we can address those issues. Benchmarking takes place within the first two weeks of the beginning of the school year. Students may provide more accurate data when given the benchmark assessment during the fifth week of school, once they've gotten back into the habit of learning. Also, grades K and 3 have two opportunities to provide "on/off track" data, while grades 1 and 2 only have one opportunity. Often our children come to school with outside environmental circumstances that hinder their ability to concentrate. If they're given an assessment on that day, they tend to shut down.
2. Many students enter Kindergarten lacking the skills necessary to sit and learn, along with being behind academically. The Trojan Way Learning Center puts multiple resources into grades K-3. The building will consider looking at the schedule and resources in order to give grades K -3 more instructional resources and support. Research states that it takes 10-30 minutes over a short amount of time to close the achievement gap for Kindergarten; 30-45 minutes over a short amount of time to close the achievement gap for first grade, 60 minutes for second grade and 90 minutes to 3 hours a day over a longer period of time to close the gap for third grade. (Torgesen, 2004)
3. The schedule for Reading currently is below the recommended time of 120 – 150 minutes of literacy instruction per day for primary grades and 90-120 minutes for third grade (TN Dept. of Education, 2016). When the team creates a three-year Literacy plan the consideration of more time should be strongly considered.
4. Virtual School Attendance data shows students in grades 6-12 are not completing the required hours of virtual instruction and class time. Attendance is an external factor impacting Ohio State Test Scores, End of Course Exams and overall academic achievement. The literacy team will work with the district's truancy team to consider strategies to positively impact virtual attendance.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

Elementary School

Based on the iReady Reading fall diagnostic, the major factor of low reading achievement is Phonics.

Lack of explicit, direct, systematic phonics instruction at the tier I level.

Lack of continued professional development in phonics during school professional development days.

Lack of accountability for implementation of phonics instruction with fidelity.

Lack of uniformity of curriculum across grade levels.

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Middle School

Staff turnover and absences throughout the year this could be the result of not having enough professional development in reading, writing, and cultural pedagogy to access our students and their background experiences

- Curriculum is not used with fidelity across all grade bands due to lack of professional development
- Students are not receiving individualized instruction in content bells that help them access the curriculum

High School

On CommonLit's midyear assessment from December 2023, the following percentages of students were at or above grade level.

9th Grade*	42.8%
10th Grade*	50.5%
11th Grade*	55.8%
12th Grade*	55.7%

*This is our first year using this assessment which may contribute to lower scores on the diagnostic.

Root Cause: Lack of personalized interventions in the earlier grades may contribute to the initial performance gaps. Individualized support becomes more critical as students advance and encounter more complex reading materials.

Recommendation: Implement differentiated instruction and intervention strategies, including small-group instruction and one-on-one support, to address individual learning needs.

Root Cause: Insufficient professional development opportunities for teachers may hinder their ability to employ evidence-based instructional strategies, particularly in addressing the diverse needs of students.

Recommendation: Prioritize ongoing professional development for teachers, focusing on best practices in literacy instruction, data-driven decision-making, and strategies for supporting diverse learners.

Trojan Way Learning Center

Root cause analysis for Kindergarten enrolling that are behind academically: Strengthen resources and programming for PreK students in NCH. Strengthen resources for PreK students that do not attend an academic schooling program such as Head Start.

Root cause analysis for literacy instructional schedules: Create schedules that can offer opportunities to increase literacy instruction and intervention in literacy instruction for students.

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

Root cause analysis for virtual school attendance: Strengthen the attendance procedures and protocols by collaborating with the truancy team. Enforce the attendance protocol in which students that miss 3 days or 16.5 hours require a parent meeting and if little to no improvement a student will lose the privilege to attend virtual school and must enroll in the district's traditional in person learning.

Root cause analysis for high mobility rate: Create a system for new students enrolling after the 1st day of school in which they are assessed within the 1st fourteen days of being enrolled and instructional, curriculum and social emotional resources are readily available to implement.

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

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Elementary School

As a school, provide professional development opportunities for staff in explicit phonics instruction and curriculum training.

As a school, develop a master schedule that incorporates a 90-minute structure reading block in addition to a 45-minute WIN block for K-3 of tier I-III instruction.

As a school, provide a 90-minute block of time for grade level team meetings to meet, discuss, and plan literacy instruction based upon data.

Middle School

North College Hill Middle School will increase the percentage of students who make at least one year's growth in Language Arts in grades 5-8 by a minimum of 10% yearly as measured by the Value-Added measures derived from the Ohio State Assessments, by the end of 2027 school year.

High School

Creating a consistent approach to addressing student needs in a classroom. Identifying essential literacy skills and teaching them across grade levels and content areas.

Trojan Way Learning Center

Goal #1: Trojan Way Learning Center will increase the percentage of proficient students in Language Arts in grades K-8 by a minimum of 3% yearly as measured by an approved universal screener and/or state assessments (iReady, Ohio State Test).

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

Goal #2: Trojan Way Learning Center will increase the percentage of proficient students in Language Arts in grades 9-12 by a minimum of 3% yearly as measured by an approved universal screener and/or state assessments (Common Literature/End of Course Exams).

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

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

Goal # 1 Action Map

Goal Statement: North College Hill Elementary School will increase the percentage of students reading achievement in grades PK-4 by a minimum of 10% yearly as measured by an approved universal screener (i-Ready) and/or as reported on the state report card K-3 literacy measure and/or 3rd and 4th grade OST.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2
Implementation Component	Empower the teaching staff with the knowledge to deliver high-quality reading instruction in person and remotely and make data-driven intervention decisions through in-class coaching, modeling, data tracking, online professional learning, and in-person professional learning.	Create a master schedule for each grade level to have 90 minutes of core literacy instruction and 30-45 minutes of reading interventions based on student needs. Resources will be of board adopted curriculum as well as district approved and implementation will be fluid small group instruction across all tiered levels, based on consistent and specific data analysis. (i-Ready, Orton Gillingham screener, Reading Mastery placement tests)
Timeline	<p><u>August 2022- May 2025:</u></p> <p>Provide annual professional development and training on district-approved literacy curriculum including My View K-2 (23-24SY) & K-4 (24-25SY) Heggerty (PK-2), Creative Curriculum (PK), Reading Mastery (K-4) and Journeys (3-4 22-24SY).</p> <p>Utilizing GLT meetings, and 6-week data meetings to discuss and interpret student assessment data as</p>	<p><u>August 2022- May 2025:</u></p> <p>Implement Master Schedule for core reading instruction and fluid small group instruction (WIN) at all tiered levels based on solid and specific data analysis. Required school wide structure for 90 minute Reading Block. 90 minutes will include the 4 major components:</p> <ol style="list-style-type: none"> 1. Core Curriculum - standards based whole group mini-lesson, activity, exit ticket

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

	Action Step 1	Action Step 2
	<p>a grade level team using 3D Forms, intervention tracker, and SSLPs.</p> <p>Utilizing student assessment data to support and strengthen student instruction at all tiered levels through the MTSS process.</p> <p>Provide opportunities for Orton Gillingham, LETRS training to all staff to support systematic phonics instruction.</p> <p>Provide opportunities for dyslexia training.</p>	<ol style="list-style-type: none"> 2. Learning Station rotations including teacher station and self selected independent reading. 3. Additional fluid, tiered instruction in a small group setting, determined by triangulated data (i-Ready, OG screener, BAS-C) will be provided by Title Reading team, classroom teacher, instructional assistants and/or intervention specialists. 4. Daily read aloud picture book or chapter book that is culturally inclusive.
Lead Person(s)	Kelly Knauer, Instructional Coach Elementary Literacy Committee Caroline Hill, Assistant Principal Connie Shaffer, ReadOhio Literacy Coach	Kelly Knauer, Instructional Coach Elementary Literacy Committee Caroline Hill, Assistant Principal Connie Shaffer, ReadOhio Literacy Coach
Resources Needed	<p>Professional development consultants and coaches.</p> <p>3D Forms, SSLPs.</p> <p>Orton Gillingham, LETRS and/or dyslexia training.</p>	90 minute reading block/grade level
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Creative Curriculum coaching/ mentoring for PreK from a Creative Curriculum Consultant.</p> <p>Reading Mastery coaching/ mentoring for grades K-2 from a Reading Mastery Consultant. August PD & Coaching</p> <p>Journeys coaching/ mentoring for grades 3 & 4 from a Journeys Consultant. August PD - components</p>	<p>Master schedule will be completed and reviewed annually to ensure a protected 90 minutes of literacy instruction for all grade levels.</p> <p>Learning stations will incorporate standards based skills.</p> <p>Additional small group, tiered instruction will be determined by triangulated data and serviced by Title Reading team, classroom teacher, instructional assistants</p>

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

	Action Step 1	Action Step 2
	<p>that are most effective in teaching whole group/small group</p> <p>My View coaching/ mentoring for grades K-4 from a My View Consultant. August PD - components that are most effective in teaching whole group/small group.</p> <p>Heggerty modeling/ observing for grades PK-4 from peers and professional videos. Continue 6-week data meetings, monthly grade level meetings, and weekly GLT meetings.</p> <p>Offer Orton Gillingham, LETRS and/or dyslexia training.</p>	<p>and/or intervention specialists. Review of progress will occur every 6 weeks at Data Meetings with all stakeholders present.</p>
Measure of Success	<p>Walk-through data 6 week data meeting (intervention tracker/reading dashboard) i-Ready diagnostic data K-3 Literacy portion of state report card</p>	<p>Walk-through data 6 week data meeting (intervention tracker/reading dashboard) i-Ready diagnostic data K-3 Literacy portion of state report card</p>
Description of Funding	<p>Title 1 Funding ESSER funds</p>	<p>Title 1 Funding ESSER funds</p>
Check-in/Review Date	<p>Continued progress monitoring during quarterly elementary literacy committee meetings.</p>	<p>Continued progress monitoring during quarterly elementary literacy committee meetings.</p>

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

Goal # 1 Action Map

Goal Statement: [North College Hill Middle School](#) will increase the percentage of students who make at least one year’s growth in Language Arts in grades 5-8 by a minimum of 10% yearly as measured by the Value Added measures derived from the Ohio State Assessments, by the end of 2027 school year.

Evidence-Based Strategy or Strategies: Professional Development, Tiered System of Support

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Digital Writing Portfolios across all core content areas	Professional Development in ELA	Implementation of Multi-Tiered System of Supports for all students in our ELA Intervention Bells 5th-8th Grade
Timeline	2024-2027 Academic School Year	2024-2027 Academic School Year	2024-2027 Academic School Year Continual 6 week data review
Lead Person(s)	Madeline Coyne- ELA Teacher Patricia McMillan- ELA Teacher Mona Grant-Holmes ELA Teacher Martha Hasselbusch Assistant Principal Dawana Coleman Principal	Madeline Coyne- ELA Teacher Patricia McMillan- ELA Teacher Mona Grant-Holmes ELA Teacher Martha Hasselbusch Assistant Principal Dawana Coleman Principal	Madeline Coyne- ELA Teacher Patricia McMillan- ELA Teacher Mona Grant-Holmes ELA Teacher Martha Hasselbusch Assistant Principal Dawana Coleman Principal
Resources Needed	Google Sites OST Rubrics	Training	Training

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

	<p>Google Sites- Digital Writing Portfolios grades 5-8 to help students showcase writing</p> <p>January-May 2024:</p> <ol style="list-style-type: none"> 1) Written Plan of types of writing across ELA Department that will be produced/showcased for 2024-2025 Academic School Year 2) Creating Agreed Upon Rubrics for Writing across content (RACE, Intro paragraph, body paragraph, conclusion paragraph, OST Rubric for larger pieces) 3) Google Sites Tutorial with Ms. Coyne during ELA content Meeting <p>2024-2025 Academic School year</p> <ul style="list-style-type: none"> • 1st Week of School: ELA Sites Tutorial/Refresher for ELA Content Teachers • 1st Quarter: Portfolio Created for each student • 2nd Quarter- One piece of Writing per grade level posted onto the website • Checked by Building Literacy Team • 3rd Quarter- One Piece of Writing per grade level posted onto the portfolio • 4th Quarter- One Piece of Writing posted per grade level onto the portfolio- (reflection of the year) • MS Building Literacy Team will meet with Science and Social Studies to discuss what writing they do and get the plan for what they will be writing in the 2025-2026 Academic School Year • End of the Year: ELA Content Team Reflection <ul style="list-style-type: none"> ○ What went well ○ What can we improve upon 	<p>Throughout the 2024-2027 school years Building Literacy team members will participate in Professional Development Opportunities to help increase writing and reading</p> <p>2024-2025 Academic School Year:</p> <ul style="list-style-type: none"> • ELA Content Team will also be exploring ELA curriculum that is relevant and culturally appropriate for our students • Engaging in ELA Curriculum Professional Development <p>PD Opportunities that the Middle School Building Literacy Team will engage in as to further our personal knowledge then share out with ELA team and other content teams</p> <p>1st Semester: Attend/Participate in Professional Development on Science of Reading new initiative from State</p> <p>Science of Reading Book Study- Self Paced</p> <ul style="list-style-type: none"> • Science Of Reading Training • ODE Website Course <p>2nd Semester: Building Literacy will implement strategies learned</p>	<p>During the 2024-2027 Academic School Years students will be taking an ELA intervention bell</p> <p>During that bell teachers will be focusing on</p> <p>10 Minutes I-Ready Reading Instruction or 6th-8th Grade Lexia</p> <p>10 Minutes Fluency (DFI)</p> <p>Small Group Instruction-based on students needs</p> <p>Title Aids will be provided for additional supports for Tier One groups</p> <p>Every 6 weeks data will be analyzed during TBT to see progress of students achievements</p> <ul style="list-style-type: none"> • Movement can take place at the 6 weeks mark with substantial evidence of consistent growth <p>I-Ready Diagnostic will be given three times a year</p> <p>Diagnostic One given at the start of the year</p> <p>Diagnostic Two given prior to Winter Break</p> <p>Diagnostic Three given after OST state testing in May</p>
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**Section headings marked with an asterisk are required by state law.*

	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> ○ How else can we utilize these portfolios for writing ○ MS Building Literacy Team Check for each student <p>2025-2026 Academic School Year:</p> <ul style="list-style-type: none"> ● 1st Week of School: ELA Tutorial Sites/Refresher for ELA Content Teachers ● Meet with Science and Social Studies Content Teams to determine what writing they will be producing this year and how it can be integrated with the current writing portfolio ● Determine during their content meeting what writing will be produced at the end of each quarter ● 1st Quarter: <ul style="list-style-type: none"> ○ 5th Grade Create Portfolio ○ 6th-8th Grade: Posting One Piece of Writing by end of Quarter ○ Science Posting Agreed Upon Writing by end of the quarter ○ Social Studies: Posting Agreed Upon Writing by end of the Quarter ○ MS Building Literacy Team Checking for fidelity of Writing Portfolios ● 2nd Quarter: <ul style="list-style-type: none"> ○ 5th Grade: Post First Writing by end of the quarter ○ 6th-8th Posting Piece of Writing by end of the quarter ○ Science and Social Studies 	<p>in the reading into classroom practices</p> <ul style="list-style-type: none"> ● Lesson Plans ● Video- Strategies ● Reflect on strategies ● Present to ELA Content Team ● Update MS Building Literacy Team Strategies Folder on Google Drive ● ELA Content team share out what they have done in rooms <p>2025-2026 Academic Year</p> <ul style="list-style-type: none"> ● MS Building Literacy Team will participate in Culturally ● MS will adopt new curriculum that is culturally relevant <p>1st Semester:</p> <p>Attend and Participate in Culturally Responsive Pedagogy PD or Book study</p> <p>2nd Semester:</p> <p>Building Literacy will implement strategies learned in the reading into classroom practices</p> <ul style="list-style-type: none"> ● Lesson Plans ● Video- Strategies ● Reflect on strategies ● Present to Staff at staff meetings, content meetings or TBT's ● Update MS Building Literacy Team 	<p>New Staff will be trained on the I-Ready System</p> <p>New Teachers will also be trained on IPhonics Books used for our Tier III groups</p>

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

	Action Step 1	Action Step 2	Action Step 3
	<p>posting agreed upon pieced by end of the quarter</p> <ul style="list-style-type: none"> ○ Check in with ELA, Social Studies and Science Teachers to see how it is going ● 3rd Quarter <ul style="list-style-type: none"> ○ 5th Grade Post second writing ○ 6th-8th posting piece of writing by end of the quarter ○ Science and Social Studies posting agreed upon pieces by end of the quarter ○ Fidelity Check-Building Literacy Team ○ MS Literacy Team and Content Teams during Content ○ Examine Writing pieces posted- (PBIS Random Generator Students portfolios per grade) ○ What do we notice? ○ Is the writing improving? ● 4th Quarter <ul style="list-style-type: none"> ○ 5th-8th Grade Reflection of writing in each content posted ○ Reflection for Content Science and Social Studies posted as well ○ Content Reflections in Content Teams on how we believe it is going, what can be improved upon? ○ How is writing in the content going? 	<p>Strategies Folder on Google Drive</p> <p>2026-2027 Academic School Year</p> <p>1st Semester:</p> <p>ELA Content Team and other team members will participate in writing professional development or attend and engage in a book study</p> <p>2nd Semester:</p> <p>Building Literacy will implement strategies learned in the reading into classroom practices</p> <ul style="list-style-type: none"> ● Lesson Plans ● Video- Strategies ● Reflect on strategies ● Present to Staff at staff meetings, content meetings or TBT's ● Update MS Building Literacy Team Strategies Folders on google drive 	

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

	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> ○ How can the building Literacy Team Support writing? ○ <p>2026-2027 Academic School Year: All Content Teachers Using Writing Portfolio with fidelity</p> <ul style="list-style-type: none"> ● First Week Review/refresh Writing portfolios with the staff ● Meet with Math Content about writing that can be posted on the writing portfolio each quarter ● Meet with Science and Social Studies to determine what will be placed on the portfolio ● Updated ELA what is being put on the writing portfolio <p>1st Quarter</p> <ul style="list-style-type: none"> ● 5th Grade Creating Writing Portfolio ● 6th-8th Writing Portfolio putting required pieces into the portfolio <p>2nd Quarter:</p> <ul style="list-style-type: none"> ● 5th Grade- Putting First Piece of writing in ● 6th-8th Writing Portfolio updated by all content teams ● Checked by Literacy Team Members <p>3rd Quarter</p> <ul style="list-style-type: none"> ● Check in with Math Content about utilization of writing portfolio ● 5th- 2nd Piece of writing in ELA and agreed upon pieces from other content bells 		

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

	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> 6th-8th agreed upon pieces of writing placed into the portfolio <p>4th Quarter</p> <ul style="list-style-type: none"> 5th-8th Grade Reflection of writing in each content posted Reflection for Content Science, Math and Social Studies posted as well Content Reflections in Content Teams on how we believe it is going, what can be improved upon? How is writing in the content going? How can the building Literacy Team Support writing? 		
Measure of Success	<p>Students showing deficits in writing will show growth in writing by showcasing work on the portfolios- grade with consistent rubrics</p> <p>Fidelity Checks by Building Literacy Team Members and Administration</p>	<p>Professional Development Completion Certificates</p> <p>Lesson Plan Strategies</p> <p>Sharing on Drive</p> <p>Sharing at Staff Meetings</p> <p>Implementation of other content area staff</p>	<p>Individual Student Data Dashboard Graphs</p> <p>I-Ready Diagnostic Scores</p> <p>Typical Growth and Stretch Growth</p>
Description of Funding	<p>Google Sites is Free</p>	<p>ODE- Science of Reading Research</p> <p>Book funding for Culturally Responsive Training</p> <p>Orton-Gillingham Training</p> <p>Writing Project Funding</p>	<p>I-Ready Funding and I Phonics Funding</p>

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

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	<p>2024-2025 School Year Scheduled Checks:</p> <ul style="list-style-type: none"> • 2nd Quarter (created and one piece in) • 4th Quarter Review each created and writing in place for following year <p>2025-2026 School Year Scheduled Checks</p> <ul style="list-style-type: none"> • End 1st Quarter- Quick Check if all content teachers using it • End 2nd Quarter- Check in during content meetings • End 3rd and 4th Quarter Quarter Review <p>2026-2027 School Year Scheduled Checks</p> <ul style="list-style-type: none"> • End of second quarter Fidelity Check with students work 	<p>Each Year of this plan we will be focusing on the one of the three major components of Professional Development.</p> <p>Year One: Science of Reading</p> <p>Year Two: Culturally Responsive Pedagogy</p> <p>Year Three: Writing Professional Development</p>	<p>6 Week TBT Data Meetings Check</p> <p>Walkthroughs- looking for structure of the classroom (DFI and I-Ready being completed).</p> <p>Continual discussions with MTSS, Literacy Team, Content Teams on implementation of Intervention Bells</p>

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

Goal # _1__ Action Map

Goal Statement: North College Hill High School grades 9-12 will increase the number of students who are at or above grade level on the CommonLit assessment and increase the number of students proficient or above in writing on EOC ELA II by 5% annually during the 2024-2027 school year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2
Implementation Component	Create a standing Literacy Team	CommonLit Assessment 3 times per year
Timeline	Meets quarterly?	Monitored yearly in August, December, April
Lead Person(s)	Principal Instructional Coach	Principal ELA team lead Instructional coach
Resources Needed	CommonLit assessment program data	Chromebooks and CommonLit Program
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>2023-2024: Create a literacy team to look at CommonLit diagnostic and determine the best measure for assessing student achievement/growth as well as gathering baseline data for spring assessment.</p> <p>2024-2025: Team will explore and develop ideas for increasing scores on CommonLit assessments (Are there specific domains to focus on? Specific instructional strategies that should be used?) Investigate necessary PD on research-based strategies for literacy</p> <p>2025-2026: Begin implementing strategies decided upon in 24-25 school year. PD for staff as needed</p> <p>2026-2027: Continue implementing strategies</p>	<p>2023-2024: Give CommonLit diagnostic assessment 3 times (fall, winter, spring). After spring assessment, gather baseline data.</p> <p>2024-2025: After each CommonLit diagnostic assessment, teachers will analyze data from the diagnostic and create a plan for incorporating results into their quarterly lesson plans.</p>
Measure of Success	Agendas, baseline data	Data discussed in Content Teams - agendas, lesson plans
Description of Funding	TBD	TBD

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

Check-in/Review Date	May of each year	May of each year
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Goal # 1 Action Map

Goal Statement: Trojan Way Learning Center will increase the percentage of proficient students in Language Arts in grades K-8 by a minimum of 3% yearly as measured by an approved universal screener and/or state assessments (iReady, Ohio State Test).

Evidence-Based Strategy or Strategies: Implementation and progress monitoring of NCH's MTSS systems and protocols

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	<p>Empower the teaching staff with the knowledge to deliver high-quality reading instruction aligned with NCH's instructional framework to make data-driven decisions through instructional coaching, modeling, data tracking, and professional learning specific to K-3 Literacy.</p> <p>Empower the teaching staff with the knowledge to deliver high-quality reading instruction aligned with NCH's instructional framework to make data-driven decisions through instructional coaching, modeling, data tracking, and professional learning specific to 4-8 Literacy.</p>	<p>Create a three-year Literacy plan for grades K-3 that includes creation, implementation and progress monitoring for students that require a Reading Improvement Plan (RIMP). The plan will also include more time in the Master Schedule for core reading instruction and fluid small group tutoring and enrichment time based on solid, specific data.</p> <p>Create a three-year Literacy plan for grades 4-8 that contains more time in the Master Schedule for core reading instruction and fluid small group tutoring and enrichment time based on solid, specific data.</p>	<p>Continuous improvement of methods for the implementation and use of Positive Behavioral Intervention & Supports (PBIS), Conscious Discipline and Trauma Informed Care specific to K-3.</p> <p>Continuous improvement of methods for the implementation and use of Positive Behavioral Intervention & Supports (PBIS), Conscious Discipline and Trauma Informed Care specific to 4-8.</p>
Timeline	<u>August 2023- May 2026</u>	<u>August 2023- May 2026</u>	<u>August 2023- May 2026</u>
Lead Person(s)	Trojan Way Learning Center Literacy Committee Tiffany Williams, Principal	Trojan Way Learning Center Literacy Committee Tiffany Williams, Principal	Trojan Way Learning Center Literacy Committee Tiffany Williams, Principal
Resources Needed	<p>Professional Development materials, workshops, and resources.</p> <p>Instructional coaches</p>	<p>Schoolwide schedule adjustment.</p> <p>Professional Development on RIMP</p>	<p>Schedule adjustments. In house MTSS training and resources, SEL curriculum and SEL curriculum training, Resources and training for Conscious Discipline and Trauma informed care</p>

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

<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Lead teachers and the teaching and learning team will provide iReady training throughout the school year as needed</p> <p>Professional Development on the Seven Reading Strategies, schoolwide literacy experts, and teaching strategies.</p> <p>Lead teachers and the teaching and learning team will provide reading curriculum training for grades K-8 throughout the school year (MyView Reading Mastery, Etc..)</p> <p>Instructional coaching with curriculum, in house instructional coaching sessions with teaching and learning team.</p> <p>Utilize district data days in the calendar to allow teachers, data coaches, and administration to discuss reading strategies and analyze data.</p> <p>Literacy committee will present a thirty minute professional development session yearly during either a staff meeting or on a data day.</p> <p>Providing professional development on how to use iReady data to group students and inform instruction.</p> <p>Providing professional development on implementing evidence based state testing strategies and resources.</p> <p>Research and implement professional development on phonemic awareness, phonological awareness, and phonics (Haggerty,).</p>	<p>A building literacy committee will be formed at Trojan Way Learning Center under the direction of the principal.</p> <p>Create a master schedule that allows extended time to focus on English Language Arts standards in small and whole group settings.</p> <p>The schedule will also allow time for intervention and enrichment in each grade level that will focus on extensions and deficits based on common assessment data.</p> <p>K-3 schedule will include a 75 minute Reading Block and 30 min small group block. a 30 minute block will be used for intervention or enrichment as needed. 75 minute Reading Block will include the 3 major components: 1. Core Curriculum-standards based whole group mini lesson, activity, & exit ticket 2. Learning Station rotations with the teacher being one of the stations 3. Daily read aloud picture book or chapter book 4-8</p> <p>Schedule will include a 75 minute Reading Block and 30 min small group block.</p> <p>A 30 minute block will be used for intervention or enrichment as needed. 75 minute Reading Block will include the 3 major components: 1. Core Curriculum-standards based whole group mini lesson, activity, & exit ticket 2. Learning Station rotations with the teacher being one of the stations 3. Daily read aloud picture book or</p> <p>Teachers will group students in small tutorial and enrichment groups based upon universal literacy screening data (iReady) and/or state data (Ohio State Tests).</p> <p>Teachers will communicate</p>	<p>MTSS Professional Development will focus on core curriculum, supplemental instruction, and intensive instruction (three tiered academic system of support).</p> <p>MTSS Professional Development will focus on the PBIS Framework, Conscious Discipline Plan, and Social/ Emotional Strategies and Resources (behavioral system of supports).</p> <p>Positive referrals for positive behavior and parent communication in PSW.</p> <p>30 minute small group block for intervention and enrichment will include 2 major components: 1. 15 minute skill builder mini lesson 2. 15 minute activity and exit ticket</p> <p>Implementation of PSP System to collect and analyze to improve instruction according to data.</p>
<p><i>*Section headings marked with an asterisk are required by state law.</i></p>			

	Professional development on NCH's Instructional Framework & NCH's Teaching & Learning Cycle Professional development for RIMP	universal literacy screening data (iReady) with families throughout the year.	
Measure of Success	Coaching notes, walk- through data, and iReady data. State test data	Completion and implementation of the plan for three years with continuous changes for improvement based on data. Walk- through data- Literacy Google Form checklist that ensures teachers are implementing the required part of the literacy block.	PASS Data Public School Works Data
Description of Funding	TBD	TBD	TBD
Check-in Review Date	Continued progress monitoring during quarterly Trojan Way Learning Center literacy committee meetings.	Continued progress monitoring during quarterly Trojan Way Learning Center literacy committee meetings.	Continued progress monitoring during quarterly Trojan Way Learning Center literacy committee meetings.

Goal # 2 Action Map

Goal Statement: Trojan Way Learning Center will increase the percentage of proficient students in Language Arts in grades 9-12 by a minimum of 3% yearly as measured by an approved universal screener and/or state assessments (Common Literature/End of Course Exams).

Evidence-Based Strategy or Strategies: Implementation and progress monitoring of NCH's MTSS systems and protocols

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

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Empower the teaching staff with the knowledge to deliver high-quality reading instruction aligned with NCH's instructional framework to make data-driven decisions through instructional coaching, modeling, data tracking, and professional learning specific to 9-12 Literacy.	Create a three-year Literacy plan for grades 9-12 that contains time in the Master Schedule for core reading instruction and fluid small group tutoring and enrichment time based on solid, specific data.	Continuous improvement of methods for the implementation and use of Positive Behavioral Intervention & Supports (PBIS), Conscious Discipline and Trauma Informed Care specific to 9-12.
Timeline	<u>August 2023- May 2026</u>	<u>August 2023- May 2026</u>	<u>August 2023- May 2026</u>
Lead Person(s)	Trojan Way Learning Center Literacy Committee Tiffany Williams, Principal	Trojan Way Learning Center Literacy Committee Tiffany Williams, Principal	Trojan Way Learning Center Literacy Committee Tiffany Williams, Principal
Resources Needed	Professional Development materials, workshops, and resources. Instructional coaches	Schoolwide schedule adjustment. Professional Development materials, workshops, and resources. Instructional Coaches	Schedule adjustments. In house MTSS training and resources. SEL curriculum and SEL curriculum training Resources and training for Conscious Discipline and Trauma informed care

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

<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Professional Development materials, workshops, and resources.</p> <p>Instructional coaches</p> <p>Lead teachers and the teaching and learning team will provide Common Literature & Edgenuity training throughout the school year as needed</p> <p>Professional Development on the Seven Reading Strategies, schoolwide literacy experts, and teaching strategies.</p> <p>Lead teachers and the teaching and learning team will provide reading curriculum training for grades 9-12 throughout the school year (Common Literature, Edgenuity, Etc..)</p> <p>Instructional coaching with curriculum, in house instructional coaching sessions with teaching and learning team.</p> <p>Utilize district data days in the calendar to allow teachers, data coach, and administration to discuss reading strategies and analyze data.</p> <p>Literacy committee will present a thirty minute professional development session yearly during either a staff meeting or on a data day.</p> <p>Providing professional development on how to use Common Literature data to group students and inform instruction.</p> <p>Providing professional development on</p>	<p>A building literacy committee will be formed at Trojan Way Learning Center under the direction of the principal.</p> <p>Research and create a master schedule that allows extended time to focus on English Language Arts for grades 9-12 standards in small and whole group settings.</p> <p>The schedule will also allow time for intervention and enrichment in each grade level that will focus on extensions and deficits based on common assessment data.</p> <p>Teachers will group students in small tutorial and enrichment groups based upon universal literacy screening Data (Common Lit) and/or state data (End of Course Exams).</p> <p>Teachers will communicate universal literacy screening Data (Common Lit) with families throughout the year.</p>	<p>MTSS Professional Development will focus on core curriculum, supplemental instruction, and intensive instruction (three tiered academic system of support).</p> <p>MTSS Professional Development will focus on the PBIS Framework, Conscious Discipline Plan, and Social/Emotional Strategies and Resources (behavioral system of supports).</p> <p>Positive referrals for positive behavior and parent communication in PSW.</p> <p>30 minute small group block for intervention and enrichment will include 2 major components:</p> <ol style="list-style-type: none"> 1. 15 minute skill builder mini lesson 2. 15 minute activity and exit ticket <p>Implementation of PSP System to collect and analyze to improve instruction according to data.</p>
<p>*Section headings marked with an asterisk are required by state law.</p>			

	<p>implementing evidence based state testing strategies and resources.</p> <p>Professional development on NCH's Instructional Framework & NCH's Teaching & Learning Cycle</p>		
Measure of Success	<p>Coaching notes, walk-through data, and iReady data.</p> <p>State test data</p>	<p>Completion and implementation of the plan for three years with continuous changes for improvement based on data.</p> <p>Walk- through data- Literacy Google Form checklist that ensures teachers are implementing the required part of the literacy block.</p>	<p>PASS Data</p> <p>Public School Works Data</p>

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

Describe the process for monitoring the progress and implementation of the plan's strategies.

Elementary School

- 6-week Data Meetings, GLT, BLT, and Power Team Meetings (MTSS & PBIS & Trauma).
- Ongoing Professional Development training on district-approved reading curriculum.

Middle School

Each action step in this plan will be monitored by the Building Literacy Team members in our monthly Middle School Meetings. After we have analyzed and discussed data, we will then be communicating that information to the Middle School Staff during Staff Meetings, Content Meetings and Grade Level Team Meetings. During the 2023-2024 school year the Building Literacy Team began collecting information on vocabulary word walls and building content vocabulary. The Building Literacy Team also piloted the Writing Portfolios with the 8th grade students and posted two writing pieces to the platform. All of this will be continued and revised during the next three years with continual support of other building level teams.

High School

Meet with the Site Literacy Team and develop the following:

- Clearly define the objectives and goals of the plan. Ensure that these objectives are specific, measurable, achievable, relevant, and time-bound (SMART).
- Identify and establish key performance indicators that align with the objectives. KPIs should provide measurable data on the success of each strategy.
- Develop a timeline and schedule for monitoring activities. This may include regular check-ins, progress reviews, and formal assessments at specific intervals.
- Clearly assign responsibilities for monitoring specific aspects of the plan to relevant individuals or teams. This ensures accountability for the plan's success.
- Gather baseline data before the implementation of the plan to have a reference point for measuring progress. This may include pre-assessment results, demographic data, and other relevant information.
- Establish systems for collecting relevant data. This may involve using surveys, assessments, classroom observations, and other data sources to track progress.
- Gather feedback from various stakeholders, including teachers, students, parents, and administrators. Their insights can provide valuable qualitative data to complement quantitative measures

Trojan Way Learning Center

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

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

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- I-Ready Fall, Winter and Spring benchmarking [K-8]
- Writing progress and completion [K-12]
- Reading/Language Arts common assessments [K-8]
- Common Literature Fall, Winter and Spring benchmarking [9-12]
- Ohio State Report Card data [K-3 Literacy report]
- Ohio State Report Card ELA data [4-8]
- Ohio State Report Card data [9-12]

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

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

District Leadership Team (DLT) will collect and analyze

- All data from the BLT's.
- Walk-through data
- Staff survey data
- Ohio State Report Card data [K-3 Literacy report]
- Ohio State Report Card ELA data [4-8]
- Ohio State Report Card data [9-12]
- Value-added data [4-10]

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

***Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

All students in grades K-12 will learn comprehension strategies with high quality Tier 1 instruction. Tier 1 instruction includes all levels of DOK questioning that encourages high level thinking and problem solving. Cross curricula expectations will enhance and support students learning across all content areas.

The North College Hill City School District MTSS Committee has aided the district in meeting the needs of all students. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers the whole child as it applies to an individual student's level of instruction and provides services/intervention immediately. North College Hill's MTSS is focused on a solid Tier 1 high quality evidence based curriculum that meets the needs of all students.

In grades K-4, instruction will be given in all five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Direct explicit instruction for phonemic awareness and phonics through Heggerty and Reading Mastery curricula. Spelling instruction will be provided to enable students to make the connection between decoding and spelling patterns and that will develop skills that transfer to other content areas. High quality literature will support the daily development of prior knowledge and vocabulary that will support student's reading comprehension.

Staff analyze student's data from various sources, to determine student's needs for intervention. The data is used to form intervention groups that best support student's reading development. This applies to all students across North College Hill's MTSS.

Students on RIMPS will be given additional instruction using a specific intervention in small groups based on student's progress monitoring. Students are progress monitored biweekly. Intervention programs include but are not limited to Heggerty, Sonday, Reading Mastery, Orton Gillingham,

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Journeys, and My View Literacy.

Staff will continue to be provided opportunities for professional development in the Science of Reading.

Staff uses the knowledge obtained from the Orton–Gillingham and/or LETRS professional developments to enhance reading instruction at all tiers for all students.

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

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

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

North College Hill City School District has combined the Ohio 5-step Improvement process with our own data driven differentiation process (3-D) to create a solid progress-monitoring, problem-solving process to evaluate Tier 1 for quality instruction. The NCH Teaching and Learning team will continue to guide teachers through the process with purposeful professional development and coaching.

All teachers implement a system of data usage by utilizing a 3-D approach (Data Driven Differentiation) to increase proficient standard-based learning. The District Leadership Teams progress monitor the fidelity of the use of the 3-D system through the building leadership teams.

North College Hill's District will continue to purchase high quality Tier 1 instructional materials and provide the professional development to support instruction. Tier 1 instruction will be monitored for fidelity through walk throughs and evaluations.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved*

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development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.

NCH Professional Development Literacy Plan for 23-24 and 24-25 School Years

We are anxiously awaiting additional state information on the professional development they will be offering to fulfill the Science of Reading training requirement (House Bill 33). Currently we have 23 staff members who have completed the Associate Level Orton-Gillingham training (60 hours), 100% of our K-1 teachers are trained in Dyslexia, 29 instructional staff members (admin, teaches, paraprofessionals) completed the 4 Simple View of Reading Modules with All Ohio, and we currently have 10 teachers and 2 administrators completing the LETRS, units 1-4 training.

The district is working in collaboration with the YWCA through funds secured using the Stronger Connections Grant to provide the staff with the following Culturally Responsive Practice training.

- Provide six sessions of YWCA Toward Equity Training: Implicit Bias+ Creating and Equitable Organization (8 hours) for all district staff and administration. (\$2,000 per 25 participants)
- Provide NCH staff with additional training on implicit bias, cultural competency, microaggressions, and more with an emphasis on disproportionate outcomes for students of color.
- YWCA Restorative Practices Programming with supervision from YWCA staff 20 hours/week for the entire academic year. (\$40,000)
- Provide YWCA Restorative Practices Training (8 hours) for students in grade 11 along with HS teachers (\$2,000 per 25 participants). This could be divided into two 4-hour sessions. Training students and teachers at the same time allows for the removal of a power differential and creates a sense of togetherness that adults and students are learning new material at the same time. These students would then work with elementary students. Also suggest training students in grade 7. This will allow for top-down and bottom-up programming that will meet in the middle. This training would also help address conflict resolution for reduction in bullying and increase in restorative communication.

We will be adopting a new grade 4-8 Language Arts curriculum this spring and will provide the staff extensive professional development on that curriculum. The district has discovered the staff gain more working knowledge of new resources when the professional development is in-person therefore we will be seeking in-person training. The committee that chose the core curriculum resource used many research avenues to secure a resource rich in cultural diversity and has a foundation based on the Science of Reading.

Recently during a district leadership meeting the need was discussed to provide consistent Literacy guidance to all teachers. The DLT, in collaboration with the Literacy team will be creating structured guidelines for the time spent on writing, vocabulary, etc. The guide will be created by grade bands and the Science of Reading research will be heavily used. More details will become part of this plan as the details unfold in the team meetings. The plan will be complete and ready to share by the end of the 23-24 school year.

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APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

None

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