

Norton City Schools Reading Improvement Plan 2019-2020

As part of Senate Bill 216, beginning in 2019-2020, a school district in which less than 80% of its students score at the proficient level (80%) or higher on the English/Language Arts assessment, as prescribed under ORC section 3301.0710, shall establish a reading improvement plan. This plan shall be approved by the local board of education.

District Name: Norton City Schools

School Name: Norton Elementary School and Norton Primary School

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Plan Alignment:

Norton City Schools' reading improvement plan directly aligns to the district's five year strategic plan in which the very first domain addresses foundational knowledge and skills of our students and it includes four strategies: standards based learning, use of assessments to gauge student learning, develop literacy skills, and expand quality early learning. The strategic plan which was

a collaboration between administration, school staff (classified and certified), local business partners, and parents.

In addition to aligning with the district's strategic plan, this reading improvement plan also correlates to the needs assessment in the CCIP plan which is required for federal funding. In particular, the needs assessment in the CCIP identifies the third grade proficiency passage level as an area in need of support.

Data Analysis:

Norton City Schools trend data for Ohio's Third Grade Reading Assessment from 2016 - 2019.

3 year trend data	Percentage of Students Proficient or Higher
2016 - 2017	83.0%
2017 - 2018	83.5%
2018 - 2019	78.8 %

As part of the Third Grade Reading Guarantee, a reading diagnostic is required for students in grades K-3. To meet that requirement, we administer the MAP (Measures of Academic Progress) assessment three times a year to students in grades 1 - 3. The state of Ohio works with NWEA (Northwest Evaluation Association) to determine cut scores on the beginning of year reading assessments. Those cut scores are used to identify students who need to be supported by an individual reading improvement monitoring plan (RIMP). Kindergarten does not use MAP as their beginning of year diagnostic; they use the Kindergarten Readiness Assessment Language and Literacy component.

The beginning of year cut scores are as follows:

KRA	below 263 on Language and Literacy Component
MAP Grade 1	151
MAP Grade 2	170
MAP Grade 3	181

In addition to the 181 cut-off for third grade students, the building principal, teachers, and curriculum department added a second stipulation. If a student is at or below the 50th percentile on the MAP beginning of year reading diagnostic, students will also be placed on a RIMP.

When students are identified as needing a Reading Improvement Monitoring Plan, they are provided with additional supports to assist them in closing the gap and achieving on-level scores. Students on RIMPs have access to the following assistance: summer reading programs, Brainiac Club, extended reading time, guided reading groups, phonemic awareness, sight word

instruction, peer assisted learning, and Title I for those who qualify based on a multi-criteria selection process.

The chart below contains the three year trend data for students in kindergarten through grade 3 that were identified as needing a RIMP or not on track. The chart reflects the number of students, not the percent of students.

Grade Level	2016 - 2017	2017-2018	2018 - 2019	2019-2020
Kindergarten	62	58	64	96
First Grade	70	54	52	62
Second Grade	61	56	84	66
Third Grade	75	47	72	70

Based on the information contained in Ohio's Plan to Raise Literacy Achievement, the Ohio Department of Education reported that 37.7 percent of students entering kindergarten are not on track at the beginning of the year based on the language and literacy scores per the Kindergarten Readiness Assessment. In addition, 28.3 percent of Ohio's K-3 students are not on track at the beginning of the school year based on diagnostic scores.

Here is a further analysis of Ohio's 28.3% of off-track students broken into four separate sub-groups. (Note: this is not Norton specific, but all of the state of Ohio as it pertains to off-track students).

38.5% economically disadvantaged

50.9% homeless

43.8% English learners

58.1% students with disabilities

Potential Underachievement Causes:

Part of this process is to identify the possible causes for the underachievement of our students on Ohio's Third Grade English/Language Arts test.

One of the causes for the possible underperformance of students could be attributed to the reading materials and resources our teachers are using. The current program, Reading Street, was purchased for grades K - 5 in 2008. Since that purchase, Ohio has revised and adopted the English/Language Arts Content Standards twice, and we have not purchased any new resources since that time.

In addition, when we began using MAP, teachers were not familiar with all the data that was available to them. MAP contains several reports that are beneficial to the classroom teachers and they did not know how to access them or use them. Some of the data that is available to teachers include: class reports by score to enable cluster grouping of students, student past performance and projected performance on state assessments, student profiles that determine what students are ready to learn, a learning continuum illustrating the progression of skills, a report illustrating which students are achieving, which are growing, and which are both growing and achieving, and which aren't.

Another cause for concern is the number of students coming into kindergarten with a lack of early structured schooling (i.e. preschool experience). We have a high number of kindergarten students on RIMPs this year as compared to prior years.

The number of students on an individualized education plan (IEP) is also a contributing factor to the proficiency passage level of our students. While some of our students' documented disabilities permit them to be exempted from the Third Grade Reading Guarantee, meaning they cannot be retained, their scores are still accountable under the school/district proficiency rate.

Another area of concern is the fact that several students are being raised by adults who are not their parents due to reasons such as the opioid crisis or incarcerations. Those adults are unfamiliar with strategies to support their students.

Lastly, the socio-economic status and poverty levels of our families are always changing. Our federal funding varies from year to year based on the number of students that receive a free or reduced lunch. This number is reported in the district's CCIP. The report states that at Norton Primary, 36% of our families report a low income. At Norton Elementary School, 42% of our families reported a low income.

Steps to Support Learners:

Beginning at Norton Primary School, kindergarten students who are identified as off track, on RIMPs, and in the Title I classroom participate in the Key Steps to Reading Success program sponsored by Summit Education Initiative. Parents/caregivers have to be active participants and they are trained in how to support their children.

As the buses leave Norton Elementary and arrive at Norton Primary, those students are held on the buses for 20 minutes until they are dismissed. In that time, our bus drivers are reading to the students. In addition, Norton Primary students have opportunities to read with middle school students at least once a week.

Students in first and second grade at Norton Elementary School also receive Title I reading interventions if they qualify per the criteria the district has established. Federal funding requires

the district to establish criteria as part of the funding process. We have started to evaluate the program to see how we can maximize the number of students receiving Title I services. To offset the lack of non-fiction exposure in our current reading series, English/language arts teachers in kindergarten - eighth grade, spent all of the 2018-2019 school year dissecting the standards and the intended target areas (recall, reasoning, process, or product). They continued the process at the Summit Education Service Center and spent several sessions working with the Director of Curriculum, the English/Language Arts consultants, and their grade level teams to completely rewrite curriculum maps, seek out quality resources, and evaluate vertical alignment of those standards. Aside from the updated maps, each grade level has written common assessments aligned to the standards and curriculum maps.

Those same teachers were also trained in the three instructional shifts occurring in the language arts content area. Shift number one addressed complexity. Students will practice regularly with complex text and academic vocabulary. The second shift emphasizes the use of evidence in reading, writing, and speaking. The final shift is building knowledge through content rich nonfiction. Those shifts now appear in the common assessments as well as classroom assignments. In addition, our classroom assessments now mirror the types of questions students will be exposed to on the state tests.

MAP scores are dissected and students are then identified as at risk, below level, on level, above level, or gifted. Teachers have been trained in how to analyze their reports to restructure their classroom groups as well as how they deliver their instruction. They have been trained in how to access student profiles which shows what a student needs reinforced or what he/she is ready to learn. They have also been given the tools to meet with parents and students alike to establish goals.

To support teachers in their efforts, building schedules were redesigned and teachers now have collaborative planning time where they can use that time to track, analyze, and discuss student performance. At those meetings, teachers are sharing their MAP assessment data, common assessment data, and formative and summative assessment data.

The Response to Intervention team meets as scheduled. A team of teachers, along with administration, intervention specialists, and the psychologist, meet to discuss student needs and interventions in the classroom. Data is collected and monitored over the next several weeks to determine if further, more individualized interventions are needed.

Goal:

While the passage level of proficient students in third grade at Norton Elementary School during the 2018-2019 school year was 78.8%, which is below the state required 80%, it should be noted that the average for the state of Ohio in 2018-2019 was 66%.

Our goal for the 2019-2020 is to increase our percentage of learners meeting or exceeding the third grade proficiency standards from 78.8% to over 80% by spring 2020 as measured by Ohio's State Test.

The first attempt for third graders has already transpired in October, and the results are expected to be released on December 9, 2019. Those results will be downloaded and shared with the building principals and teachers so they may identify students who did not score proficient on their first attempt and begin interventions to prepare them for their second attempt at the grade three state test on March 30-31, 2020.