

Third Grade Reading Guarantee District Staffing Plan Template

District Name: Northridge Local School District
District Superintendent: David Jackson
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District IRN: 048736
Submission Date: 6/14/2013 **Due Date: June 30, 2013**

Third Grade Students		
	# of Students	Comments
How many third grade students do you project your district will have a reading improvement and monitoring plan in the 2013-2014 school year?	45	
How many third grade retained students do you project your district will have in the 2013-2014 school year?	5	
Third Grade Teachers		
	# of Teachers	Comments
How many third grade teachers do you have teaching reading in your district?	6	
How many third grade teachers in your district do not meet the teacher qualifications as required in Sub. Senate Bill 21 legislation?	5	
How many third grade teachers have at least one year teaching experience?	6	
How many third grade teachers in your district have a reading endorsement and have obtained a passing score on the corresponding assessment?	1	
How many third grade teachers in your district have a Masters in reading or literacy?	0	

<p>How many teachers in your district are rated “most effective” for reading instruction consecutively for the most recent two years based on assessment of student growth measures in reading list on the ODE approved list?</p>	<p>0</p>	<p>We will be implementing an ODE approved assessment commencing this year (2013-2014) in grades K – 11; therefore we will not have this type of data for 2 years.</p>
<p>How many teachers in your district have at least two years above expected value-added in reading instruction for the most recent consecutive two years?</p>	<p>0</p>	<p>Once again, we will be implementing an ODE approved assessment commencing this year (2013-2014) in grades K – 11; therefore we will not have this type of data for 2 years.</p>
<p>How many teachers in your district have less than one year of teaching experience, but meets at least one of the credentials or training and will be mentored by a teacher who meets the legislated teacher qualifications?</p>	<p>0</p>	
<p>How many teachers in your district who plan to provide third grade reading guarantee services hold an alternative credential or have successfully completed training that is based on principles of research-based reading instruction and is on the list approved by the Department?</p>	<p>0</p>	
<p>How many teachers in your district, other than the teacher of record will provide third grade reading guarantee services as agreed upon by the teacher of record and school principal?</p>	<p>4</p>	<p>Two intervention teachers and two instructional aides will be providing additional reading instruction for students as determined by the building principal.</p>
<p>How many teachers in your district who plan to provide third grade reading guarantee services are speech-language pathologists who hold a license issued by the board of speech-language pathology and audiology?</p>	<p>1</p>	
<p>Staffing Plan for 2013-2014</p>		
<p>Directions: Explain in a concise and coherent manner, how your district will be staffed next year to ensure all third grade students that are retained or on a reading improvement and monitoring plan will receive the high-quality reading instruction necessary to enhance and accelerate their reading growth.</p>		

Northridge Local School District (Morrison Elementary) is requesting a waiver for the 2013 – 2014 school year regarding teacher credentialing for the 3rd Grade Reading Guarantee. Currently we have one 3rd grade teacher out of six who has the required credentials. Although we could place all students with that one teacher, research discourages placing all low functioning students in one classroom. All of the teachers in third grade have proven track record of moving students to proficiency and above as evidenced by our recent 3rd Grade OAA Reading Scores. (81.7% were proficient or above on the 2011-2012 report card) Our goal is to provide all students with experienced reading teachers who work effectively in Teacher Based Teams. They consistently evaluate research based strategies deciding what works best with individual students. In addition, this team of teachers track data using the 5-step process throughout the school year: Collecting and charting data, analyzing student work, establishing shared expectations for consistency and reviewing post data to determine effectiveness of practices. Finally, with the assistance of Title 1 funds, we have over 150 students in grades K-3 involved our newly created three week summer reading program:

Camp Dates: Week 1: June 24 – 28
 Week 2: July 15 – 19
 Week 3: August 5 - 9

Passport to Summer Reading Camp will focus on reading and writing at each child's individual reading level through targeted instruction, intervention, & enrichment. Students will participate in writing activities and small group and independent reading using fun and engaging materials. Our goal is to lessen or avoid the summer slide that our students often experience in summer months. We are tracking data for students registered in the program to see the impact of consistent summer reading and instruction.

Our plan for 2013-14 is to make sure that students with a Reading Improvement and Monitoring Plan or retained students are matched to the best reading teachers. All of our 3rd grade teachers have at least 8 years of instructional experience in teaching reading and many have been involved in professional development activities that focus on reading strategies. The building principal will monitor the teachers as they implement the following:

1. Utilize data and formative assessments to guide their instruction (e.g. formative data, progress monitoring data, minutes from a TBT showing informed instruction, or student portfolios)
2. Provide print-rich environment (e.g. observable comprehension posters, labeling, concept charts, or definition charts)
3. Integrate authentic literature into content area classes (e.g. collections of non-fiction documented in lesson plans, varied trade books in the classroom, TBT minutes, students are given multiple opportunities to respond to literature, or

content area vocabulary)

4. Incorporate reading into subject areas with utilization of leveled texts (e.g. varied trade books, classroom/library leveled, or student data binder records reading level in text.)
5. Use of high quality instruction and research-based practice to support the following areas: phonemic awareness, phonics, comprehension, vocabulary and fluency. (e.g. literacy centers that support a wide variety of genres, learning objective that is evident to the student, explicit instruction or ample opportunity for students to practice and receive feedback, or teacher uses visual aids)

Staffing Plan for 2014-2015

Directions: Explain in a concise and coherent manner, your district’s plans to ensure all teachers grades K-3 meet the teacher qualifications requirements within the Third Grade Reading Guarantee legislation.

Our District is anxiously awaiting the ODE approved credentialing programs and will provide time and support for our teachers to become “Highly Qualified” in reading instruction. In 2010, twenty-two (22) of our elementary teachers completed the eRead Ohio course called “**5 Essential Components of Reading Instruction**”. They have a firm grasp on essential reading instructional techniques and are willing to participate in further training to improve reading instruction in our district. We will provide support in the following manner:

- Provide teachers with information from local institutes/organizations that offer approved reading instruction programs or approved master’s degree programs
- Work with Montgomery County ESC to provide review and preparation for the upcoming reading instruction test.
- Help those teachers who currently have a PK – 3 Reading Endorsement find a university that can add hours/experiences in order to move up to a K-12 reading endorsement.
- Provide each teacher with the opportunity for graduate credit reimbursement to assist with costs.

Superintendent’s Signature

Date

Email to: ODEThirdGradeGuarantee@education.ohio.gov