

2017-2018 Strategic Plan Action Steps



Goal: Support

Study and implement practices regarding social-emotional and academic supports for learning.

Objectives

- 2.1** Provide students with the academic support needed to demonstrate growth as unique learners.
- 2.2** Provide students with the social-emotional support needed to be self-assured, self-actualized, and resilient.

Leading Strategies

- 1.** Conduct a district-wide audit of existing programming, resources, and support services offered to all students, referencing current literature and best practices to determine gaps in service.
- 2.** Study and implement practices that encourage students to safely take risks and accept responsibility for their learning.
- 3.** Examine how formative assessments with correlating metrics could be used to maximize current support services for students.
- 4.** Use the current homework philosophy as a framework to align practices with the academic and social/emotional needs of students.
- 5.** Provide support based on best practices for students identified as having phonemic awareness challenges and/or dyslexia.
- 6.** Provide professional development in child and adolescent development and student support regarding issues of stress management, mental health, wellness, and coping strategies.

Action Steps:

Gifted Education & Differentiated Instruction

- Began implementation of LEAP in the Classroom program
 - All students identified as gifted in any academic area or in cognitive ability were served through a push-in/pull-out model
 - A committee of teachers worked during 2016-2017 to plan for the implementation, including devising a method of distributing gifted students throughout a grade level to insure that every gifted student had a group of students like him or her in their class. The third grade students were thusly, mindfully clustered. (Kori and Bill had to recreate this process when the fourth section of 3rd grade was added).
 - Third grade teachers worked with Christine Currens, the Gifted Intervention Specialist, to plan differentiated instruction.
 - They referred to ongoing formative assessments (Foundations, STAR, ALEKs) to determine groups of need: remediation, more practice, enrichment.
 - This is the heart of the PLC Model. Thus, the efforts are colliding. Our gifted education program and our student services model are becoming one and the same.
 - The enrichment activities constitute gifted education services even though they are delivered daily in the regular classroom setting because they were planned with the input of the Gifted Intervention Specialist.
 - The enrichment activities were delivered to any student who demonstrated a need for them, regardless of his or her gifted identification. This allows for those students who are stretching themselves to be met with instruction that is meaningful to them.
 - Each Thursday, Christine Currens helped in delivering differentiated instruction.
 - The committee of teachers continued their work to plan for implementation of the LEAP in the Classroom Program in the fourth grade during the 2018-2019 school year. This committee is currently about supporting teachers through the change in philosophy and practice, which will continue but become increasingly about identifying and sharing strategies of differentiated instruction that work best for teachers and students.

- The current plan is to expand the LEAP in the Classroom program as we phase out the LEAP pull-out program that served only a small number of students without affording other students exposure to that curriculum.
 - Class lists for grades 3 and 4 are built with a focus on clustering students with similarly identified gifted areas in order to promote like-minded collaboration between students with giftedness in specific subjects. Research recognizes that gifted students thrive when they have access to other like-minded students as learning partners.
 - *LEAP in the Classroom* also introduced in 7th grade and will expand to 8th grade next year.
- District wide, teachers engaged in professional development activities designed to meet the needs of gifted education toward accumulating 30 clock hours of activity.
 - We began on August 22 with a full-day workshop with Dr. Kimberly Chandler, Director of Curriculum of the William and Mary Center for Gifted Education, a renowned institution in the world of gifted education. She guided teachers through and demonstrated various strategies of differentiated instruction.
 - Teachers were then charged with implementing those strategies within their practice and logging their clock hours of that planning and implementation.
 - In the elementary school, grade-level teams naturally incorporated this work into their PLC efforts, which call for planning enrichment activities for those students who demonstrate that need
 - In the high school, departments used their meeting times to discuss and refine the strategies that fit best into their disciplines and respective practices.
 - Meanwhile, many teachers sought out professional development in gifted education through the ESC or university coursework. These included three article studies and workshops on the emotional needs of gifted students.
 - In February, we reconvened to reflect upon the work since August and to push it forward with a workshop on twice-exceptional students--specifically gifted students who might have dyslexia.
 - Afterward, teachers continued their collaborative work on integrating strategies of differentiation into their practices.

Student-Led Learning

- Launched the Professional Networking and Communication course
 - A senior course that can be taken for English or Business credit (15 seniors took it for English credit, none for Business credit)
 - Mr. Lindsay and Mrs. Schoenberger guided students through big concepts in business (e.g. human resources, management, marketing) and students made site visits to partnering organizations to observe the application of those concepts.
 - Prior to each visit (a minimum of 6) students wrote and shared their own learning objective with their partner organization contact, who helped the student meet that objective.
 - Partnering organizations included ProMedica Physicians Cardiology, Hylant, Owens-Illinois, Welltower, Great Lakes Marketing, and the Coast Guard.
- Jeremy Nixon developed and will be launching a new course in 2018-2019: “Honors Scientific Research in Partnership with ProMedica”
 - He worked with various university professors to design a course that will institutionalize what has become a common independent study in which advanced students use the resources of area university labs to conduct their own research or contribute to larger in-progress studies at the university level.
 - ProMedica has pledged \$15,000 over the next five years to help fund the course, which required new lab equipment and funding reserves to help students pursue their research projects.

Audit of Existing Programs of Support: Academic & Social/Emotional

- Developed and administered an in-house survey of teachers. The initial request was sent on 9/27/17. After 23 responses and 6 days, a reminder was sent on 10/3/17. The requested deadline was Friday, 10/13/17. A total of 83 responses were collected, and they were reviewed by the administrative team.
- Essential questions for those who lead support programs:
 - What should every support service program be collecting as far as data?
 - How do we know the service is effective?

These questions will continue to be discussed as support program facilitators meet with members of the administrative team.

- From February to March, program providers were asked to submit narratives to consolidate into a “programs digest.” Part of that request was to identify the research or best practice that supports the program. They were also asked to track student participation data for a number of weeks prior to spring break.
- The “big rock” findings are as follows:
 - We offer a variety of support services that span both buildings and provide both academic and/or social-emotional support.
 - The social-emotional supports in the elementary school are assumed to be a function of developmentally appropriate instruction rather than separate programming.
 - All programs were anchored to either research or best practice, some more strongly than others.
 - There is a need for consistent collection of participant data across the programs. [The examination of that data is not complete.](#)
- Moving forward, this information will be used to create a [Support Program Digest](#) (currently in draft form) to provide students and parents, and to promote consistent data collection from providers of support.
- Implemented special programming titled “Embracing Transitions” for grades 7 and 12 on 10/11/17. The purpose of the programming was to give students an opportunity to:
 - Self-assess and anonymously report how well they feel they are doing socially, academically, and otherwise
 - Gain insight from others (peers and mental health experts) about how to handle challenges and the stress that comes from them
 - Learn about and/or enjoy the benefits of yoga
- The “Embracing Transitions” program involved collaboration with the following community health partners:
 - Dr. Eric Dubow, a Research Professor at the University of Michigan’s Institute for Social Research and a Distinguished Professor at BGSU;
 - Dr. William Donnelly, the founding clinical director for over 30 years of the Wood County Children’s Resource Center;

- Debbie Schmidt Bonaguro, a Children’s Resource Center School-Based Children's Therapist;
 - Jennifer Dubow and Jessica Farley, child and adolescent therapists also licensed as yoga instructors;
 - Elizabeth Walsh, Miami University Assistant Director of Orientation and Transition Programs;
 - Village parent Leslie Chapman, who is the mother of a 7th grader and owner of Toledo Yoga.
- Administered “Exposure to Stressors” Assessment to grades 7 and 12 on 10/11/17 in “Embracing Transitions” alternative programming assembly.
 - Solicited feedback in early October in writing from all 7th graders about their junior high transitions.
 - Provided monthly opportunities for high school girls to network with OH alum females for the purpose of better equipping students with meaningful information about such topics as college, career, and decision-making. This group may become “Girls United.”

Continuation of Teen PEP (Peers Educating Peers)

- Teen PEP is a student-led program that provides peer-to-peer education aimed at creating a positive school culture where responsible decisions and respect are valued. Trained leaders help facilitate relevant student wellness discussions on such topics as bullying, mental health, adolescent relationship violence, healthy communication, gender stereotyping and forms of abuse.

Implementation of the “OH Breathe” program

- Fostered a student-led wellness initiative called OH Breathe. The purpose of OH Breathe is to inspire positive transformation in the school community by creating a safe and supportive environment for all students fostering personal growth and deepening connectivity between students and teachers. The program was held once a month for one hour. With the help of teachers and community experts, this group of students provided a series of events each month that included workshops and speakers on topics such as mindfulness, yoga, school/life balance, decision-making, lifelong learning, and growth mindsets.

- The program received support from OH21 and the Ottawa Hills Schools Foundation.
- Several important community partnerships were formed as a result. They included: Mary Machon from Bensell's Greenhouse, Leslie Chapman from Toledo Yoga, Penny Miller from the Ability Center, and Margaret Penn from Yogaja.
- Co-Founders Will Rand and Maggie Mitchell were invited to presented to the Academy of Medicine and Lucas County Alliance Luncheon. In fact, there have been several inquiries from people outside the community about the organization.
- The OH Breathe transition team met in May and June to establish plans for the 2018-19 school year. The team hopes to continue expanding exposure and development of student coping skills.
- Student leaders will reach out to junior high teachers to help plan and coordinate activities.

Implementation of “Embracing Transitions” program

- Provided interactive, educational experiences for students in grades 7 and 12 on the nature of stress, including traumatic stress, and the behavioral, emotional, and physiological responses to stress that adolescents may experience. Coping and resilience were addressed as key factors in ensuring one's healthy adaptation to stress. Yoga sessions provided students a healthy means by which they can mitigate the harmful effects of stress, while interactive, mixed grade-level discussion groups facilitated peer-to-peer sharing of ideas on the topic of stress management.
- Seventh grade students concluded the program with a Second Step lesson on “Managing Stress and Anxiety.” Seniors met with Ms. Liz Walsh, Assistant Director of Orientation and Transitions of Miami University, to gain insight into the social-emotional aspects of transitioning to college.

- Program Collaboration with:
 - Village parents:
 - Leslie Chapman, parent of 7th grader and owner of Toledo Yoga
 - Jennifer Coleman, parent of preschoolers (? confirm)
 - BGSU's Department of Psychology (Dr. Eric Dubow)
 - [Social Emotional Workshops on Stress and Coping](#)
 - [Embracing Transitions Article](#)
 - [Prevention Programming & Lucas County Community Health Assessment Survey](#)
 - Miami University's Office of Orientation and Transitions Programs (Elizabeth Walsh, Assistant Director)
 - Community Mental Health Professionals:
 - Dr. William Donnelly, founding Director of the Wood County Children's Resource Center;
 - Debbie Schmidt Bonaguro;
 - Jennifer Dubow, Clinical Therapist;
 - Jessica Farley, Counselor

Technology Support

- Brought in Richard Guerry of IROC2 for three sessions to promote the responsible use of technology and prevent digital abuse
 - Parent Evening Event
 - 7-12 Assembly
 - 5-6 Assembly
- Beginning in Qtr 3 we began piloting Securly. Securly will allow parents to set filtering at home giving them more granular control of their students internet while at home. Parents will setup filtering policies for their students in Grades 7-12, while students in 5th and 6th will maintain the same school level filtering while at home. We will be setting up Parent training sessions in June, July and August. This will ultimately eliminate the at home Tiers of I and II. During fall registration parents will Opt-in to controlling at home filtering. Parents who choose not to opt in, their students will receive the same school filtering at home.
- Launched Standalone App for OH School Website in both the Apple and Google Play Stores.

- Hosted 7 Live Streaming events to promote communication and involvement with the community and alumni who couldn't attend our events.

Faculty/Community Study of “Mindset” by Carol Dweck

- The administrative team members read “Mindset” during the summer of 2017.
- The sixth grade teachers had adopted “Mindset” as their grade-level theme for 2017-2018.
- A copy of “Mindset” was given to all faculty and staff members on opening day.
- Kevin Miller reached out to Jodi Haney, professor emeritus at Bowling Green State University, to develop a “Mindset” course for interested faculty and staff members.
- Jodi Haney of Bowling Green State University developed the “Mindset” course. Faculty and staff were informed of the course in the September edition of “Around These Hills.” Participants could take the course for three credit units from Ashland University. They could also choose to audit the course for no credit (but could earn contact hours).
- An official roll-out of the course took place in November.
- The course was designed to include seven face-to-face meetings, taking place on Wednesdays from 3:30 to 5:30 pm: January 17, 24, 31, February 7, 14, 28, March 7. These meetings were supplemented with online work. The project for the course was collectively organizing and hosting four community meetings to foster growth mindset across the district and community. The course objectives include creating a growth mindset action plan for each attendee's classroom, team, school, or home.
- The course culminated with the three community meetings on March 21, April 11, and April 18. These meetings covered the basics of growth mindset, growth mindset in the classroom, and growth mindset in the home respectively.

- Work on integrating growth mindset in classroom instruction will continue next year through a district-wide book study of *The Innovator's Mindset* by George Couros, who will be leading a district-wide inservice February 15, 2018.
- Kevin Miller briefly introduced *The Innovator's Mindset* to teachers at closing day on June 1 and invited teachers to retrieve their copy of the book before they left for the day if they wanted to get started on reading the book over the summer.
- A teacher book study of *The Innovator's Mindset* will be offered during the 2018-2019 school year.

Answering the essential question “How do we make the homework philosophy real?”

- A survey of students and parents was developed and administered. It was initially sent on September 27, and reminders were sent out subsequently. The grade 1-4 survey asked parents to respond in consultation with their children; 23 responses were collected from parents. Grades 5-12 had both student and parent surveys; 379 students and 97 parents submitted responses.
- The “big-rock” findings are as follows:
 - Homework is primarily a concern for jr/sr high school parents and students.
 - Homework increases as the students progress through the grades.
 - OH students feel that they have the ability required to complete their homework.
 - Parents believe there is more homework than students do.
- During the November 7 in-service, teachers at the junior/senior high school [reviewed the survey results](#) to begin their departmental discussions on homework. The focus of these discussions revolve around a few questions:
 - “Are we living what we believe about homework as it is articulated in the homework philosophy?”
 - “What are we doing right?”
 - “Is there anything that we could be doing better?”
 - “Is there anything we should stop doing?”

- The December 8 district newsletter shared the work on this goal with the community through the article [Homework at Ottawa Hills](#).
- On January 15, another communication tool was distributed to the jr/sr high school teachers that consolidated the homework estimates they submitted during the curriculum guide revision process. They were asked to review the information with their colleagues and to provide any homework estimates that were not previously submitted. The tool allows the user to see how much homework is estimated for any given schedule of classes. Once complete, it might be a useful for counseling students and parents when planning ahead.
- On February 10, a homework estimates tool and [video](#) went out to teachers showing how a given schedule can be created to show an estimate of the total amount of homework that student might have in a week.
- On April 19, the Estimating Homework spreadsheet and [instructional video](#) was sent to all students and teachers in the jr/sr high school and posted on the district website. These tools will be used to facilitate conversations between students, parents, teachers, and guidance counselors.
- Moving forward, the conversation about homework must continue, which will necessarily involve taking a deeper look at homework in the elementary school. As the conversations continue, tools like the Estimating Homework spreadsheet can function as an accountability tool and can be updated to more accurately reflect changes that have been made in each course.
- Conversations with teachers about homework are becoming regular occurrences when determining what type and quantity of homework to assign. Several elementary grade levels have adjusted how they give homework as a team based on conversations about the established philosophy.

Development of flowcharts (Spectrum of Services) to provide a visual of intervention services for teachers and parents.

- The current version is found [HERE](#). It includes a simple visual and an accompanying outline that narrates the process. It was reviewed by the administrative team, counsel, board members, and the DDOH.

- The flowchart was shared with OHES teachers at the in-service day on Nov. 2, 2017 and with the Strategic Planning Committee on March 15.
- The flowchart was posted on the district website under Student Services.
- Reviewed flowchart with parents in an elementary Principal Talk on December 5 led by Kori Kawczynski, Bill Miller, and Tracy Hertz.
- The flowchart has been added to the elementary parent handbook for 2018-19 school year

Addressing needs of students with issues of phonemic awareness and dyslexia

- Reading parent volunteers participated in a 90 minute training from Mona Dougherty on the basics of Foundations on September 28.
- Grades 4-8 English and Intervention Teachers were trained in the “Wilson Just Words” program of intervention on Sept. 28-29.
- Fall screening of all students entering grades K-3 took place; students were identified in grades K-3 for Foundations x2 and Wilson intervention based on CTOPP-2 results.
- Continued administering CTOPP-2 to all new students that entered the school mid-year in grades K-3 as well as older students who demonstrated concerns in classroom reading performance.
- Made the decision to wait to administer the CTOPP-2 until September/October for all incoming kindergarten students beginning with the 2018-19 school year as several students were falsely identified as needing services due to lack of exposure to formalized testing or language used in the test during administration. This is expected to produce a more accurate reading of student abilities and deficiencies for these young students.

- Student software support services are being provided via Reading Ally and Snap And Read.
- Holly Simon began using the WADE (Wilson Assessment of Decoding and Encoding) to measure student growth from entering the Wilson Reading intervention program to the end of the school year or for additional data when making service decisions. This assessment is aligned with the Wilson Intervention Program, and can indicate the book/lesson students have mastered.
- JH/HS reading intervention staff were trained on CTOPP-2 administration on September 21.
- Board presentation by Tracy Hertz on the Ottawa Hills Plan for Dyslexia Intervention and the IEP Process on September 7.
- Parents of students identified for Foundations x2 and Wilson as a result of the CTOPP-2 screener were called by Tracy Hertz to answer any questions they might have before a permission slip came home.
- K-6 September ELSAT meetings were dedicated to identification of intervention students to gather teacher input.
- An additional Reading Tutor who has Orton Gillingham certification started on September 19.
- Orton Gillingham supplies were ordered to support any Orton Gillingham intervention necessary based on skill deficits.
- Kathy Benecke, Allison Latella, and Tracy Hertz attended the National Dyslexia Conference in Cleveland on Oct. 20, 2017.
- An article on Dyslexia was written by Tracy Hertz for the October 27 issue of the district newsletter.
- The administrative team met with DDOH on Thursday, Nov. 2 at 10:00 to review action steps for the 2017-18 school year.
- At a Tuesday, November 7 inservice, Tracy Hertz presented to the elementary teaching staff on action steps regarding dyslexia interventions.

- Dr. Mary Heather Munger presented to the JH/HS staff at in-service day on Dyslexia; she presented ideas on creating a “dyslexia friendly classroom.”
- A Max Scholar training webinar was provided to JH/HS intervention staff for targeted student intervention on Nov. 29, 2017.
- One IEP student was enrolled in Max Scholar as of Nov. 29, 2017.
- Dr. Bill Miller, Ben McMurray, Jackie Patterson, Tracy Hertz, Kathy Benecke, Kristie Stevens and Allison Latella met on Dec. 19, 2017 to review the Test of Silent Word Reading Fluency 2 (Slasher Test) that was administered to all 7th and 8th grade students in their English classes. Those below the 30th percentile (Very Poor/Poor) were then recommended for the CTOPP-2. Parent permission was received for 5 seventh graders and 2 eighth graders. Of the 7 students, one parent refused and one did not respond. CTOPP-2 was to be done before the next meeting on January 18, 2018 to determine who in the JH should be offered intervention services. Allison and Jasa George were assigned to give the Slasher screener to all new 9th-12th grade students. Of the seventeen who were screened, only two fell in the very poor/poor range. One of the two is in the IEP process of identification. The other student’s parent was contacted for permission but refused.
- On January 18, the JH/HS intervention team met to review the JH data. One student met the criteria for intervention services. Intervention will be offered to this student who is already on an IEP. One student is being progress monitored because we do not have enough data to determine if deficits exist. He is new to the district. The team also created a JH/HS Google document to outline the JH/HS intervention services criteria (shown below) to share with teachers.
- All new students, K-12, in the 2017-18 school year were screened for intervention services with either the Test of Silent Word Reading Fluency 2 or the CTOPP-2.
- February 16, In-Service Day, the topic was on twice exceptional students (gifted and dyslexic). Every teacher in the district who attended experienced a simulation of what it feels like to be a student with dyslexia. This simulation was presented by Tammy Alexander, local dyslexia therapist, her colleagues, and volunteers from various dyslexia organizations.

- Darcy Browne administered the Test of Silent Word Reading Fluency 2 to all current 6th grade students. Only one student identified for intervention was not already receiving it. He was given the CTOPP-2 and his scores were fine.
- On March 15, Tracy Hertz reported to the Strategic Planning Committee on this year's progress.
- The administrative team met on April 3 to plan for Wilson intervention for the 2018/19 school year. The team determined that we should offer a Wilson certified staff member to all level 2 and 3 intervention students, including those on IEP's.
- Sent letter to parents of current students on IEP's with Wilson intervention to offer a certified Wilson teacher to their child for the 2018/19 school year. Only 2 of the 8 wanted the certified staff member.
- Aligned elementary schedules so that every grade has a 20-30 period of "No New Instruction" where teachers can initiate flexible grouping for expanded differentiation (enrichment/remediation) and where students can be pulled for reading intervention services without missing new instruction (part of the PLC Model).
- We have reached out to various institutions with the goal of finding an external auditor of our dyslexia programming.

Jr./Sr. High Intervention Plan

There are five criteria that Ottawa Hills Jr./Sr. High School uses in the data collection for reading intervention for students. These are listed as follows:

- 1) Test of Silent Word Reading Fluency 2 (Slasher) - Scores below 30 PR (percentile rank)
- 2) State ELA scores are 1 or 2
- 3) Teacher input recommends intervention based on classroom data
- 4) CTOPP-2 - Scores 3 out of 5 areas assessed in the Poor or Very Poor levels
- 5) Max Scholar Pre Assessment is low

When two out of the first three of these criteria are low, then the CTOPP-2 is administered with parent permission (email/phone). When three out of the first four of these criteria are met, then the Max Scholar intervention program is recommended to parents. We secure parent permission before we begin.

Any new student to grades 7-12 will be given the Slasher screener by Tina Cambal to determine if further assessment by the CTOPP-2 is necessary. Also, all incoming sixth grade students going into seventh grade will be given the Slasher screener in the Spring of their sixth grade year so that the intervention staff can screen with the CTOPP-2 in the Fall before school begins for any students identified.

During the development of the strategic plan, we knew that each goal might be touched upon in some way each year. Below are some talking points about our work in the other goals:

Academics	Engagement	Innovation	Partnerships
<ul style="list-style-type: none"> ● Only district to earn Straight A's on the Local Report Card--third year in a row ● US News & World Report #5 high school in the state; top 2% in the nation; one of 19 high schools in Ohio to receive a Gold Rating. ● Rated only 4.0 gpa school in the state by <i>The Cleveland Plain Dealer</i> ● Rated the top district in the state by Wall Street 24/7 ● Governor's Award for Excellence in STEM education ● Named an AP Honor Roll school by the College Board ● In the top 2% in nation according to Niche ● Madeira visit ● Conversations with Granville (gifted), ● Upper Arlington (dyslexia), and Mason (innovation) ● Bloomington, Indiana (RTI process in the high school setting) ● Continued growth of PLCs at OHES 	<ul style="list-style-type: none"> ● Mindset course ● OH Breathe ● Principal Talks ● DDOH ● Mid-year meeting with the Strategic Plan Advisory Committee ● Website Update/Refresh ● Development of Mobile App ● Alumni outreaches via Miami of Ohio and Chicago alumni receptions ● Guidance counselor added an 8th grade parent night for college selection process 	<ul style="list-style-type: none"> ● SOAR Team ● Professional Networking & Communication ● Scientific Research Course ● OH Breathe ● Entrepreneurship Class 	<ul style="list-style-type: none"> ● Owens-Illinois ● Hylant ● Promedica ● Great Lakes ● Welltower ● Findlay University - Professional Learning Communities ● BGSU ● DDOH ● Promedica (Teen PEP) ● US Coast Guard ● Toledo Yoga ● Bensell's Greenhouse ● Yogaja ● Kime Design LLC ● Junior ● Achievement ● OSBA Business Honor Roll Recognition for: ● Shorty's True American Road House ● Vito's Pizza ● Kistler Ford ● Kime Design ● Hylant Group ● Owens-Illinois ● Welltower, Inc. ● Great Lakes Marketing ● Promedica Physicians Cardiology ● Miami University ● Talawanda HS ● Ability Center ● University of Toledo

