

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 21, 2020

Dear Superintendent,

Thank you for submitting the Horizon Science Academy Cincinnati Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find feedback on the district's submitted Reading Achievement Plan below.

Strengths of the Reading Achievement Plan:

- The plan examines both internal and external factors that may affect students' literacy performance.
- The plan identifies goals that address the foundational literacy skills useful for improving student outcomes.
- The plan describes the five components of reading and recognizes that additional professional learning is needed for teachers and administrators.
- The plan details the importance of building leadership teams and teacher-based teams in analyzing data.

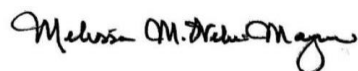
This plan will benefit from:

- Data analysis of student literacy performance data, particularly in the area of foundational skill development.
- Further refinement of the learner performance sub goals.
- The identification of evidence-based practices to increase kindergarten through third grade foundational literacy skills.

In January 2020, the Department published the revised version of [*Ohio's Plan to Raise Literacy Achievement*](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

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For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Concept Schools Horizon Science Academy Cincinnati

DISTRICT IRN: 000804

DISTRICT ADDRESS: 1055 Laidlaw Ave, Cincinnati, Ohio 45237

PLAN COMPLETION DATE: December 13, 2019

LEAD WRITERS: Dr. Holly Cartwright and Mrs. Sandra Felicies-Gutierrez

CONTENTS

Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation	2
Section 1, Part A: Leadership Team Membership	2
Section 1, Part B: Developing, monitoring and communicating the reading achievement plan	3
Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts	3
Section 3: Why a Reading Achievement Plan is Needed in our District or Community School	4
SECTION 3 PART A: ANALYSIS OF RELEVANT learner PERFORMANCE DATA	4
SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT	5
Section 4: Literacy Mission and VISION STATEMENT(s)	6
Section 5: Measurable learner Performance Goals	6
Section 6: Action PLAN MAP(s)	7
Section 7: Plan for Monitoring Progress toward the learner performance goal(s)	10
Section 8: Expectations and Supports for learners and Schools	12
SECTION 8 PART A: STRATEGIES TO SUPPORT learners	12
SECTION 8 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (strategies to support adult implementation)	14
SECTION 8 PART C: PROFESSIONAL DEVELOPMENT PLAN	14
Appendices	19

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

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

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

Name	Title/Role	Location	Email
Dr. Holly Cartwright	Principal	HSA Cincinnati	hcartwright@horizoncincy.org
Jeff Sherby	Assistant Principal of School Culture	HSA Cincinnati	jsherby@horizoncincy.org
Sandra Felicies	ELA Lead Teacher	HSA Cincinnati	sfelicies@horizoncincy.org

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.

Horizon Science Academy developed a literacy plan based on data from student scores on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). The data was cross-referenced with Standardized Test for the Assessment of Reading (STAR) so that multiple measures were used to determine student achievement deficits. Additionally, the Kindergarten Readiness Assessment (KRA) provided an additional data point to determine gaps in learning.

The leadership team will monitor the plan on multiple levels. First the team will continue to analyze STAR data. At this level, the teachers will be the forefront of monitoring followed by the administration team at the monthly review. Together, the teachers and administration will reflect on the data and develop strategies for the areas of need.

Second, the Teacher Based Teams (TBTs) and Building Leadership Team (BLT) will monitor student progress and review the data on a monthly basis. Subject Matter Experts (SME) are identified at each level/subject to guide analysis and instructional development based on the results of each month's assessment results. The TBT will work together to develop literacy instruction that will promote student growth.

Third, the classroom teacher along with the enrichment teachers will monitor and guide remediation efforts of instruction for each tier of student ability based on the results of the monthly STAR assessments for students identified as off-track on these assessments. The Response to Intervention (RTI) Multi-tiered Systems of Support (MTSS) team will monitor implementation of remediated instruction for Tier 2 and Tier 3 students through the Title I program.

Each month collaborative meetings will be held with the leadership team and teacher-based teams. Increased professional development will be provided to ensure that programs are implemented with fidelity. Areas of improvement will be monitored monthly and released quarterly to the superintendent, stakeholders, teaching staff, and the board.

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

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

Horizon Science Academy in Cincinnati has a continuous improvement plan that addresses literacy issues in grades K-5. The literacy plan includes strategies for raising literacy outcomes and to provide professional development to teachers focused on literacy improvement.

Our local literacy plan goals and interventions are completely aligned with the K-8 literacy plan of the district improvement plan. Our K-8 Literacy Plan was created at the beginning of the year. The data from our SMART Goals includes:

- State Proficiency in Reading: 55.2%
- K-3 Literacy Rating: 10.3% F
- Parent Surveys-Satisfaction Rate: 85%
- Parental Involvement: 90%
- OHIO AIR Performance Index score: 51.1%

Furthermore, our local literacy and district improvement plans are focused on decreasing the number of students on Reading Improvement and Monitoring Plans (RIMPs) by providing more early interventions for Tier 2 and Tier 3 students to close their achievement gaps. Both plans include targeted professional development, data collection and analysis through progress monitoring, and increased interventions and resources. This gives a comprehensive foundation for improved learning and achievement.

Based on the average score of the students who took the Kindergarten Readiness Assessment, Ohio AIR test in 2018-2019, and the STAR assessments the majority of students are scoring in the limited and basic ranges. The overall ELA proficiency for SY 2018-2019 is 55.2. The limited category was 37.9%, and the basic category was 31% for a total of 68.9% overall below proficiency. There were 31% of students proficient in English Language Arts. Even though students

in all categories need to show growth, our Performance Index (PI) Score will show the biggest gains when we can move students from limited to basic and basic to proficient. By providing additional assistance through Title services and tutoring programs, we can target the areas where students have a learning gap and increase our scores.

The school's strategies include increasing reading scores by moving 20% of students from limited to basic and 15% of students from basic to proficient in all grade bands. In 2017-2018, the school received the maximum points in reading for the Annual Measurable Objective (AMO) for "Students with Disabilities and "African American" students. In 2018-2019, the school did not receive points for subgroups in English Language Arts for the Annual Measurable Objectives (AMO). The school will work to maintain reading proficiency scores in the subcategories of "Students with Disabilities" and "African American" students. It will increase proficiency for "the Lowest 20% in Achievement" by 7% for all students in testing grades. Additionally for K-3, the school will increase the percentage of on-track students by 10% or more.

The professional development for teachers and staff includes the use of Subject Matter Experts from within the school based on teachers or administrators who have demonstrated excellence in the use of literacy centers and whose data supports improved literacy skills with his/her students. Also, professional development will be provided from outside organizations such as the Education Service Center, local universities, our sponsor, and offerings from ODE that focus on literacy for grades K-8.

This plan aligns with the local improvement plan through the Core Subject areas of the CCIP. Area One is the Prevention /Intervention in Core Subject Areas. The school will provide after school and Saturday school tutoring and other focused supplemental supports for children most at risk in core subject areas like reading, mathematics, science, and social studies. Area Two is the Systems of Intervention for Special Education. The school will place systems of intervention and provide Specially Designed Instruction (SDI) for students with special needs in order to increase their academic levels to meet the state academic standards. All students with disabilities will participate in state mandated tests per their IEP or 504 plans. Area Three is Professional Development – Impact Student Achievement Gaps. The school will provide ongoing high quality professional development for administrators and teachers to impact gaps in the students' achievement. Area Four is Plan to Address Achievement Gaps for Sub-Groups. The school will analyze the data and target interventions for all students, economically disadvantaged, African-American, Limited English proficient, students with disabilities and gifted in superior cognitive ability and specific academic ability fields.

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

SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

*Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.***

Over the past three years, the trending data shows that student achievement in reading is improving. The overall Performance Index (PI) has increased from 40.6% in 2016 to 42.3% in 2019. The PI is based on an overall score of both math and reading and six components of the Ohio Report Card.

Gap closing has improved from 1.9% annual measurable objectives in 2016 to 37.6% annual measurable objectives in 2018. It took a dip in 2018 to 0.6%. The gap closing is broken down into four areas: economically -disadvantaged, African American, students with disabilities, and all students. Economically disadvantaged improved from 20.8% in 2016 to 55.2% in 2019. African American students improved from 20.4% in 2016 to 54.3% in 2019. Students with disabilities improved from 0% in 2016 to 37.8% in 2019. All students improved from 20.7% in 2016 to 55.2% in 2019.

K-3 Literacy also saw gains from 2016 to 2019. In 2016 the students in K-3 were not rated because less than 5% of students were not on track according to the state report card. They improved to 7.1% in 2017, 26.8% in 2018, and fell to 10.3% in 2019. The Third Grade Reading Guarantee had mixed results from 2016 to 2019. In 2016, 91.2% met the promotion eligibility with 15.9% proficient. In 2017, 61.1% met the promotion eligibility with 17.9% proficient. In 2018, 53.8% met the promotion eligibility with 26.5% proficient. In 2019, 81.8% met the promotion eligibility with 31% proficient. Even though the promotion eligibility waived, the number of students who scored proficient increased by 15.1% from 2016-2019.

SECTION 3 PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

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

Internal Factors

Internal factors that contribute to low reading achievement include adult implementation, availability of intervention tools, and lack of high quality professional development.

Adult Implementation

Teachers lack training in teaching reading to students. Most teachers have had training from their college preparatory programs that may have consisted of a single class that provided an overview of reading instruction. By the time the teachers do their student teaching, routines have already been established and the teachers follow the guidance of their mentor teacher. Training in their school has been broad-based and not specific to their grade level or student needs.

Availability of Intervention Tools

Intervention tools available to teachers consist of the purchased resources by the school. The resources include links to remediation, but not specific reading intervention and instruction. Additional resources are needed for literacy instruction. Using only the purchased resources to teach reading is not sufficient for closing achievement gaps.

Professional Development

Professional development has been broad-based and focused on the school-wide areas of need. More professional development on the instruction of literacy is needed. Teachers need to understand how to teach students decoding skills, vocabulary development, word meaning, and comprehension.

External Factors

Language Barriers

Our school supports some diversity among the student population in that we have fourteen students who are Limited English Proficient with their primary language being Spanish. This accounts for 18.0% of our student population who are identified as ELL (English Language Learners) in our school. Students come to us from Mexico and Guatemala. These students have limited exposure to the English language because it is not spoken in the home or their community.

Low parental support of academics outside of school

Most of the parents work multiple jobs outside the home or have a limited knowledge base in which they are able to help their students with school work. The students are expected to be able to complete homework on their own and return it to school. Students do not consistently return homework when it is assigned. Many of our parents are not involved in their student's schooling; therefore, the students receive very little support at home. This is a problem when it comes to early literacy interventions.

Low socioeconomic –economically disadvantaged

100% of our students qualify for the federal guidelines for the free lunch program. Students who come from high poverty areas have shown decreased reading fluency performance in school.

Lack of environmental print in the home

Because 100% of our students qualify for the National Free Lunch Program and there are 18.0% ELL students, many students do not have access to books at home. Children from impoverished homes are more likely to have limited resources to books and other print materials.

Low Parental Education

Through conferences with parents, many of them have told teachers that even though they attempt to assist their students with homework, they lack the literacy skills necessary to do so.

High percentage of special needs students

Our school has 37 students identified for special education services. Our school population has approximately 202 students. This is 18% of our population who required special education services.

Transportation issues for after school tutoring

Many of our families rely on the school bus to bring their students to and from school each day. We do not have a late bus or activity bus for students to ride if they stay for tutoring in the afternoons. We offer tutoring three days a week to all students as long as they have the transportation to get home.

Lack of Preschool Training

Through the initial screening at the beginning of the year and conferences with parents, our kindergarten students come to us with little to no preschool training or exposure. The Ohio Department of Education has stated that exposure to preschool helps to improve readiness for the public school environment.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

The population of HSAC needs is in alignment with the Ohio Vision for Literacy Plan. Our students are disadvantaged learners, economically disadvantaged, students with disabilities, and English Language Learners. Our vision is to help close gaps and show growth while attending to the needs of these students in an environment that will cater to the students' individual challenges.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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.

Based on the percentage of students who are less than proficient, the school will plan to use Title Teachers and remedial support to provide additional assistance in reading by focusing on what their needs are based on the results of the AIR test.

Goal 1. Horizon Science Academy Cincinnati will increase the end of year (EOY) literacy proficiency of 3rd grade students from 31% to 55% as measured by the Ohio State Reading Test by June 2020.

Sub Goal 1. Horizon Science Academy Cincinnati will increase K-3 EOY proficiency in phonics and phonemic awareness as measured by the STAR Early Literacy reading goal scores by using Title I reading support teachers, tutoring, and small group instruction in the classroom.

Sub Goal 2. Horizon Science Academy Cincinnati will increase 3rd grade academic vocabulary as measured by STAR Reading Assessment scores by using the Title I reading support teachers, tutoring, and small group instruction in the classroom.

Sub Goal 3. Horizon Science Academy Cincinnati will conduct quarterly conferences with families and community partners and annual reading events to support reading so that reading scores on STAR, AIR, and OELPA reach an increased proficiency at a rate of 5% each year.

Goal 2. Horizon Science Academy Cincinnati will increase the end of year literacy proficiency of 4th-8th grade students from -2.45 to 1.00 or higher as measured by the Ohio State Reading Test by June 2020.

Sub Goal 1. Horizon Science Academy Cincinnati will increase student-centered learning activities using the Depth of Knowledge (DOK) to deepen analysis of literature and writing.

Sub Goal 2. Horizon Science Academy Cincinnati will increase 4th-8th grade academic vocabulary as measured by STAR Reading scores by using tutoring and small group targeted instruction.

Sub Goal 3. Horizon Science Academy Cincinnati will increase the EOY proficiency in comprehension of literature and informational text as measured by STAR Reading scores and the AIR test with tutoring and small group targeted instruction.

Goal 3. Horizon Science Academy Cincinnati will increase the success rate of intervention of K-3 literacy by decreasing the percentage of “off track” students from 23% to 11% as measured by STAR Early Literacy reading assessment by June 2020.

Sub Goal 1. Horizon Science Academy Cincinnati will provide enrichment services to students in K-3 as part of their daily schedule.

Sub Goal 2. Horizon Science Academy Cincinnati will monitor student progress through the monthly STAR assessments.

Sub Goal 3. Horizon Science Academy Cincinnati will monitor staff implementation of interventions.

SECTION 6: ACTION PLAN MAP(S)

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

Goal #_1__ Action Plan Map

Goal Statement: Horizon Science Academy Cincinnati will increase the end of year (EOY) literacy proficiency of 3rd grade students from 31% to 55% as measured by the Ohio State Reading Test.

Evidence-Based Practice: Direct instruction, STAR Reading progress monitoring, Journeys curriculum, and Study Island Reading.

	Action Step 1	Action Step 2	Action Step 3
Components	Increase phonics/phonemic awareness in K-2	Increase academic vocabulary by EOY	Parental awareness through conferences and literacy night events
1.Timeline	<ol style="list-style-type: none"> 1. Purchase curricula consumables annually 2. Professional Development within the school year for new and returning teachers 3. Monthly progress checks with teachers 	<ol style="list-style-type: none"> 1. Download targeted vocabulary prior to the 2018-2019 school year 2. Professional Development within the school year for new and returning teachers 3. Monthly progress checks with teachers 	<ol style="list-style-type: none"> 1.Parent conferences 4x per year annually 2. Reading Week activities during the day and Reading Night in the Spring annually
2.Lead Person(s)	Cartwright, TBT Leads	Cartwright, TBT Leads	Cartwright, TBT Leads
3.Resources Needed	Curricula consumables Professional Development for the Simple View of Reading in phonics, decoding, and comprehension	Grade level specific academic vocabulary lists Professional Development in teaching vocabulary word study	Reading week schedule and materials Communication with families and the community partners
4.Specifics of Implementation (training,	Training will take place during teacher institute days at the	Training will take place during teacher institute days at the	At the start of the school year during Teacher Institute the

	Action Step 1	Action Step 2	Action Step 3
coaching, system structures, implementation support and leadership structures)	beginning of the year and on Professional Development Training Days in the Fall. It will be differentiated based on level of training needed from new hire to more experienced teachers. TBTs will identify a Subject Matter Expert (SME) for coaching and mentoring	beginning of the year and on Professional Development Training Days in the Fall. It will be differentiated based on level of training needed from new hire to more experienced teachers. TBTs will identify a Subject Matter Expert (SME) for coaching and mentoring	ELA department will choose the dates for Reading Week and the Reading Night for Spring so that a timeline can be established for the events.
5.Measure of Success	See Section 5, Goal 1, subgoal 1	See Section 5, Goal 1, subgoal 2	See Section 5, Goal 1, subgoal 3
6.Check-In/ Review Date	Prior to the start of the next school year, review PD days for scheduling	Prior to the start of the next school year, review PD days for scheduling	Mid-quarter reviews

Goal #_2__ Action Plan Map

Goal Statement: Horizon Science Academy Cincinnati will increase the end of year (EOY) literacy proficiency of 4th-8th grade students from 31% to 55% as measured by the Ohio State Reading Test.

Evidence-Based Practice: Direct instruction, STAR Reading progress monitoring, Houghton Mifflin Language Arts curriculum, and Study Island Reading.

	Action Step 1	Action Step 2	Action Step 3
Components	Increase student centered learning using DOK	Increase academic vocabulary by EOY	Increase comprehension for information and literary text
1.Timeline	<ol style="list-style-type: none"> 1. Professional development for DOK and use of stations 2. Follow up with walk-throughs and conferring with teachers quarterly 	<ol style="list-style-type: none"> 1. Download targeted vocabulary prior to the 2019-2020 school year 2. Professional Development within the school year for new and returning teachers for vocabulary word study 3. Monthly progress checks with teachers 	<ol style="list-style-type: none"> 1.Purchase consumables for Houghton Mifflin curriculum materials and purchase of the online components prior to start of 2019-2020 SY 2. Professional Development on pacing guides correlated to standards by unit
2.Lead Person(s)	Cartwright, TBT Leads	Cartwright, TBT Leads	Cartwright, TBT Leads
3.Resources Needed	Professional Development in DOK and stations	Professional Development in using academic vocabulary	<p>Houghton Mifflin consumables and online component prior to the start of 2019-2020 SY</p> <p>Professional Development on using informational and literary texts</p>

	Action Step 1	Action Step 2	Action Step 3
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Training will take place during teacher institute days at the beginning of the year and on Professional Development training days in the fall. It will be differentiated based on level of training needed from new hire to more experienced teachers. TBTs will identify a Subject Matter Expert (SME) for coaching and mentoring	Training will take place during teacher institute days at the beginning of the year and on Professional Development training days in the fall. It will be differentiated based on level of training needed from new hire to more experienced teachers. TBTs will identify a Subject Matter Expert (SME) for coaching and mentoring	Training will take place during teacher institute days at the beginning of the year and on Professional Development training days in the fall. It will be differentiated based on level of training needed from new hire to more experienced teachers. TBTs will identify a Subject Matter Expert (SME) for coaching and mentoring
5. Measure of Success	See Section 5, Goal 2, subgoal 1	See Section 5, Goal 2, subgoal 2	See Section 5, Goal 2, subgoal 3
6. Check-In/Review Date	Quarterly through walk-through evaluations and observations	Quarterly through walk-through evaluations and observations	Quarterly through walk-through evaluations and observations

Goal # 3__ Action Plan Map

Goal Statement: Horizon Science Academy Cincinnati will increase the success rate of intervention of K-3 literacy by decreasing the percentage of “off track” students from 89.7% to 50% as measured by STAR reading assessment.

Evidence-Based Practice: Direct instruction, STAR Reading progress monitoring, Houghton Mifflin curriculum, and Study Island Reading.

	Action Step 1	Action Step 2	Action Step 3
Components	Provide enrichment services for K-3	Progress monitoring of early literacy	Staff monitoring of interventions
1. Timeline	<ol style="list-style-type: none"> Daily as part of their schedule Divide classes in half for reading and math enrichment and switch weekly 	STAR early literacy and reading assessments monthly	<ol style="list-style-type: none"> Lesson plans check weekly for differentiated instruction Quarterly data update with administration TBT weekly progress monitoring and monthly BLT data analysis
2. Lead Person(s)	Cartwright, TBT Leads	Cartwright, TBT Leads	Cartwright, TBT Leads
3. Resources Needed	2 teachers to provide enrichment/ interventions	Access to STAR assessments Professional Development for new teachers and more detailed training for returning teachers	Professional Development on data analysis and tracking
4. Specifics of Implementation (training, coaching, system structures, implementation)	Training will take place during teacher institute days at the beginning of the year and on Professional Development	Training will take place during teacher institute days at the beginning of the year and on Professional Development	Training will take place during teacher institute days at the beginning of the year. Training will be ongoing for PD days

	Action Step 1	Action Step 2	Action Step 3
support and leadership structures)	training days in the fall. It will be differentiated based on level of training needed from new hire to more experienced teachers. TBTs will identify a Subject Matter Expert (SME) for coaching and mentoring	training days in the fall. It will be differentiated based on level of training needed from new hire to more experienced teachers. TBTs will identify a Subject Matter Expert (SME) for coaching and mentoring	scheduled during the school year.
5.Measure of Success	See Section 5, Goal 3, subgoal 1	See Section 5, Goal 3, subgoal 2	See Section 5, Goal 3, subgoal 3
6.Check-In/Review Date	Quarterly	Monthly	Quarterly

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

HSAC has several progress monitoring tools to measure growth of the students. The students in grades K-8 take the STAR Reading and Math assessments that are used to monitor student growth each month. Their data is tracked by their teacher and reports are created to show the trend in their progress each month. The results are reported to authorized persons only immediately after the student takes the test. The information is provided on a secure network accessible only by authorized persons. This helps teachers to provide specially designed instruction for each student at the independent work level.

The Kindergarten students take the Kindergarten Readiness Assessment in the first weeks of school to check their readiness level for Kindergarten. This assessment gives teachers a baseline for beginning Kindergarten skills. The results are reported to the school after the test window closes. The information is provided on a secure network accessible only by authorized persons.

The Ohio AIR Test is given to students in grades 3-8 as required by the state to measure student growth and overall school achievement. These scores show the retention of information by students and how they apply their knowledge on their grade level test. The results of these tests are accessible only by authorized persons in the fall of the following school year.

Monitoring

The administration will monitor the progress of each of the goals throughout the year each year. The monitoring will include the implementation of the goals and the professional development provided to reach the goals, the culture of the students and teachers in its relationship to literacy, and the progress of student achievement through the TBTs at each level. Progress monitoring will be conducted monthly, but reported to administration quarterly.

Quarter One

The data review will consist of baseline information and comparative data from the previous year for each student, the identification of struggling students and the level equivalency for “on track” and “off track” status, RIMP and RTI status, and interventions used to close the gap.

Quarter Two

The data review will compare previous data to the most recent STAR assessments, the review of previously identified struggling students, the identification of new struggling students, RIMP and RTI status update, and interventions used to close the achievement gap.

Quarter Three

The data review will compare previous data to the most recent STAR assessments, the review of previously identified struggling students, the identification of new struggling students, RIMP and RTI status update, and interventions used to

close the achievement gap. Teachers will identify recommendations for retention and the intensive interventions they will use to avoid this if possible.

Quarter Four

The data review will compare previous data to the most recent STAR assessments, the review of previously identified struggling students, the identification of new struggling students, RIMP and RTI status update, and interventions used to close the achievement gap. Teachers will confirm the retention list of students at the end of the quarter.

Measuring

In order to measure the progress towards our goals, Horizon Science Academy Cincinnati will use multiple measures to determine student growth. Students will take the STAR reading and early literacy tests monthly to assess their proficiency levels. Interventions will be applied based on the outcomes of the monthly assessments. Students in grade 3 will take the Ohio AIR test for Reading in the fall and spring. Students in grades 4 – 8 will take the Ohio AIR test at the end of the year.

Administration will share the results of the progress monitoring with all stakeholders such as teachers, parents, students, our sponsor, and the management company. Performance will be discussed at Teacher Based Team meetings, sharing best practices and reviewing the means by which we are implementing strategies to ensure that we are doing so with fidelity. To ensure that students and their parents are informed of their performance, we will discuss progress with students during in-class conferences. Parent notification with attached signature is required of all student RIMPS. STAR reports, RIMP updates and progress updates are sent to parents via student, are available at parent teacher conferences, quarterly and will allow parents the opportunity to discuss student progress in a face-to-face setting. Parents also have access to this information through their student's private log-in on the district database system.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8 PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 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.

Intervention I. Intervention Curriculum

1. Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.

Teachers will implement the level one Simple View of Reading evidenced-based strategy which supports explicit instruction on foundational skills in literacy. This will be provided by professorial staff from Ashland University. The implementation includes determining the professional development schedule for instructional delivery and interventions, setting a schedule for the monthly BLT to review STAR data, and weekly TBT schedule for reviewing student growth. The plan also includes reviewing the MTSS tiers and decision rules for moving students in and out of tiers to include SWD.

2. For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;

A Simple View of Reading is an ESSA Tier 1 intervention. This means it is based a strong well-designed and well-implemented experimental study. Experimental studies have demonstrated that the strategy improves a relevant student outcome. Experimental studies (Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that a strategy causes an outcome. Well-designed and well-implemented experimental studies meet the What Works Clearinghouse evidence standards without reservations. The research studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

3. Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and

Learning to read consists of developing skills in two critical areas: (1) Reading each word in texts accurately and fluently and (2) Comprehending the meaning of texts being read. This is known as the Simple View of Reading. To read words accurately and fluently, students need strategies to read words they have never seen before in print as well as words they have previously encountered. To understand the meaning of texts, students must have sufficient language comprehension skills. Both accurate word reading and text comprehension require careful, systematic instruction. And, once formal reading instruction begins, instruction in both of these areas should occur on a daily basis. Fluency improves as students become familiar with seeing the same words in print over and over. They begin to recognize these words automatically and can pronounce them quickly and easily. Reading words accurately with increased fluency helps set the stage for figuring out what the text means. Background knowledge also assists comprehension.

4. Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).

Intervention instruction focused on developing content knowledge or comprehension strategies will benefit struggling readers only they have a weakness in language comprehension. Struggling readers of all ages can have decoding weaknesses; explicit instruction in decoding will be necessary to improve their reading comprehension.

Intervention II. Professional Development

1. Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.

To read words accurately and fluently, students need strategies to read words they have never seen before in print as well as words they have previously encountered. To understand the meaning of texts, students must have sufficient language comprehension skills. Learning these skills does not come naturally. Both accurate word reading and text comprehension require careful, systematic instruction. And, once formal reading instruction begins in school, instruction in both of these areas should occur on a daily basis. Accurate fluent reading consists of seeing each letter, producing the sound, and putting them together to make the word. Next, is seeing the same words over and over until the students can read them and pronounce them quickly and easily, which builds fluency. This sets the stage for comprehension where students can understand the meaning of words and passages.

2. For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;

The ESSA tiers of Evidence is level one. This is strong evidence from at least one well-designed and well-implemented experimental study. Experimental studies have demonstrated that the strategy improves a relevant student outcome (for example, reading scores or attendance rates). Experimental studies (Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that a strategy causes an outcome.

Well-designed and well-implemented experimental studies meet the What Works Clearinghouse evidence standards without reservations. The research studies use large, multi-site samples. No other experimental or quasi-experimental research shows that the strategy negatively affects the outcome. Researchers have found that the strategy improves outcomes for the specific student subgroups that the district or school intends to support with the strategy.

3. Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and

The professional development training will cover the impact for specific learners' needs and explain how to implement each program for all learners. The learner's gaps in reading comprehension and vocabulary will be addressed through the explicit instruction from the Simple View of Reading strategy. By focusing on word decoding skills, fluency, and word meaning, students will be able to comprehend text passages and be able to write proficiently. Teachers who use the methods for teaching reading using decoding skills and decodable books, vocabulary strategies of repeatedly seeing the words and using them in context, and fluency practice will improve their comprehension, thus helping students to perform better on state assessments.

4. Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).

The professional development training will cover the impact for specific learners' needs and explain how to implement each program for all learners. Each program provides specific strategies and interventions for ELL, students with disabilities, and students with developmental delays. Students with developmental delays, disabilities, and below grade-level proficiency will benefit from this strategy because teachers will use language at their instructional level. They will receive the same benefit as their non-disabled and on grade-level peers.

SECTION 8 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 8, 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.*

1. Districts are encouraged to describe how the evidence-based strategies identified will support a school's multi-tiered system of support, Universal Design for Learning and data-based decision-making.

The Simple View of Reading is a fundamental approach to teaching reading by focusing on decodable skills of words and word meanings. Using MTSS as a school-wide approach to student support, teachers, counselors, psychologists and other specialists will work as a team when they assess students and plan interventions. Using universal screeners, teachers will be able to set a baseline and monitor progress regularly.

2. How will educators be supported in implementing the evidence-based practices and interventions? How will adult implementation be measured and monitored?

Teachers will be provided professional development on the Simple View of Reading method for teaching reading and will be provided opportunities to learn, practice, and implement throughout the year. Ashland University will provide training on specific skills teachers can use to identify struggling readers in all subjects and grade levels. Professional development modules and a toolkit from ESSA on MTSS will be provided to teachers. Examples include social-emotional learning, classroom management, instructional technology and analyzing student assessment data. Student progress will be monitored using STAR early literacy and reading assessments that are correlated to the STAR and OST. The school can compare the results of these assessments to previous years to determine growth.

3. What mechanisms will be in place to ensure fidelity of adult implementation?

Teachers meet in Teacher-based Teams weekly to discuss student progress and strategies. The data from their weekly assessments is used to determine student levels, thus it begins a peer-to-peer conversation on strategies to assist students in making more progress. Monthly the Building-Leadership Team meets to review school-wide data to gauge progress and proficiency levels of the students.

SECTION 8 PART C: 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. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

The professional development plan will consist of eleven full days each year dedicated to the improvement of student achievement. There are four data days in which teachers dedicate their time analyzing their data and collaborating to develop plans for intervention and strategies. Professional development will be collaborative, intensive, and data-driven to focus on growth and improvement. Teachers will receive training on the use of curriculum resources, student-centered learning using DOK, and embedding academic vocabulary in ways that students will be able to retain the information. They will receive hands-on training on the various reports from all the assessments used for measuring student growth through NWEA, STAR, and the Ohio State Test.

Professional Development Plan 1

Part A

LEA/Early Childhood Provider or Consortium Lead Name: Holly Cartwright							
IRN or ODE/ODJFS License Number: 000804							
Professional Development: Concept Schools Contact Name/Phone Email: Holly Cartwright/ 513-242-0099							
Goal: See goals 1,2 and 3 above in Measurable Learner Performance Goals, Section 5 Evidence-Based Practice or Intervention:							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job - Embedded	Data-Driven	Classroom-Focused
Phonics/ Phonemic Awareness K-2	August 2019	yes	yes	yes	yes	yes	yes
Student- centered Learning K-8	August 2019-2020	yes	yes	yes	yes	yes	yes
Data Analysis	August 2018-2021	yes	yes	yes	yes	yes	yes
Resources Required	Outcomes/Evaluation						
STAR, Ohio State Assessment	See goals 1,2 and 3 above in Measurable Learner Performance Goals, Section 5						

Professional Development Plan 1**Part B**

Sustained: The training will take place annually with a differentiated workshop based on previous exposure to the prior year's training. The TBTs will meet monthly to discuss practices and strategies. Observations will take place regularly throughout the year.

Intensive: The learned practice from the professional development will become part of regular lessons and activities in the classroom. The expectation is that it becomes standard practice.

Collaborative: Approximately 22 educators will participate in this training. The participants will come from the following departments; Title I Reading, all teachers teaching English Language Arts K-5, ELL teachers, Special Education teachers and Response to Intervention support teachers. Each grade level team will have a subject matter expert that will facilitate integration of methods and strategies into grade level instructional practices and support areas of need and communication with team member and Literacy Team Leadership/administration.

Job-Embedded: Professional development will be integrated into ELA lesson planning and instruction, ELL instruction, content area instruction and literacy support instruction. Each grade level team have a subject matter expert that will facilitate integration of methods and strategies into grade level instructional practices and support areas of need and communication with team member and Literacy Team Leadership/administration.

Data-Driven: School population is 5% ELL with between 0% and 11% of grade level students scoring proficient each school year.

Instructionally-Focused: The professional development integrates teaching practices and strategies that benefit all learners, particularly English Language Learners in supporting sheltered, explicit language instruction in literacy and content areas.

Professional Development Plan 2

Part A

LEA/Early Childhood Provider or Consortium Lead Name: Holly Cartwright							
IRN or ODE/ODJFS License Number: 000804							
Professional Development: Concept Schools Contact Name/Phone Email: Holly Cartwright/ 513-242-0099							
Goal: See goals 1,2 and 3 above in Measurable Learner Performance Goals, Section 5 Evidence-Based Practice or Intervention:							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job - Embedded	Data-Driven	Classroom-Focused
School- wide PD	August 2019, 2020	yes	yes	yes	yes	yes	yes
Academic Vocabulary	August 2019, 2020	yes	yes	yes	yes	yes	yes
Resources Required	Outcomes/Evaluation						
STAR, Ohio State Assessment, Houghton Mifflin PD	See goals 1,2 and 3 above in Measurable Learner Performance Goals, Section 5						

Professional Development Plan 2

Part B

Sustained: Professional development will take place during summer institute prior to school starting each year. In depth sessions will be held for any new teachers unfamiliar with curriculum, advanced curriculum and instruction development will take place for returning teachers.
Intensive: Focus on core curriculum for reading instruction and available components for targeted instruction of sub populations.
Collaborative: All teachers in literacy programs will attend, be observed and receive feedback on planning and implementation. Team Literacy Leads will do routine check-ins during Teachers Based Team meetings.
Job-Embedded: <i>Journeys</i> is the school's core reading curriculum for grades K-5 and is used daily for instruction. <i>Collections</i> is the school's core curriculum for grades 6-8 and is used daily for instruction.
Data-Driven: Curriculum components of the program will be planned and implemented according to student needs.
Instructionally-Focused: Houghton Mifflin <i>Journeys</i> is the school's core reading curriculum for K-5 and is used daily for instruction. Houghton Mifflin <i>Collections</i> is the school's core curriculum for grades 6-8 and is used daily for instruction.

Professional Development Plan 3

Part A

LEA/Early Childhood Provider or Consortium Lead Name: Holly Cartwright							
IRN or ODE/ODJFS License Number: 000804							
Professional Development: HSA Cincinnati Contact Name/Phone Email: Holly Cartwright/ 513-242-0099							
Goal: See goals 1,2 and 3 above in Measurable Learner Performance Goals, Section 5 Evidence-Based Practice or Intervention:							
PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job - Embedded	Data-Driven	Classroom-Focused
Family Engagement	August 2019, 2020	yes	yes	yes	yes	yes	yes
Resources Required	Outcomes/Evaluation						
Ohio State Assessment, STAR	See goals 1,2 and 3 above in Measurable Learner Performance Goals, Section 5						

Professional Development Plan 3

Part B

<p>Sustained: Prior to the school year beginning, the calendar is published to include the dates for all professional development, conferences, or other activities. The quarterly parent conferences and special events will be pre-scheduled to ensure time to plan and prepare.</p>
<p>Intensive: With the family events already scheduled, teachers will receive opportunities to plan for the events in advance and ensure high attendance.</p>
<p>Collaborative: Teachers will use their data to develop an action plan for running their conferences and parent events. It will give them a focus to share with parents.</p>
<p>Job-Embedded: Teachers have the opportunity to invite parents to conference during the day or to participate in classroom activities such as S.O.A.R. (Students Ownership Around Reading)</p>
<p>Data-Driven: Teachers will use the data from AR quizzes and STAR to target instruction and group students with similar abilities for guided reading groups.</p>
<p>Instructionally-Focused: Teachers will use the data from AR quizzes and STAR to target instruction and group students with similar abilities for guided reading groups.</p>

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.

Glossary

AMO – Annual Measurable Objectives

BLT - Building Leadership Team

EOY - End of Year

KRA - Kindergarten Readiness Assessment

MAP - Measures of Academic Progress

MTSS - Multi Tiered Systems of Support

NWEA – NorthWest Evaluation Association

ODE – Ohio Department of Education

RIMP - Reading Improvement and Monitoring Plan

RTI - Response To Intervention

SDI - Specially Designed Instruction

STAR - Standardized Test for the Assessment of Reading

TBT - Teacher Based Teams