May 1, 2020

Dear Superintendent,

Thank you for submitting the Horizon Science Academy- Dayton Elementary (IRN# 000808) 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 includes early diagnostic testing to identify students in need of Tier II and III support.
- The plan recognizes the need to bolster response to intervention and is committed to furthering its implementation.
- Intervention data is tracked by every teacher throughout the year and used to identify students in need of additional support.
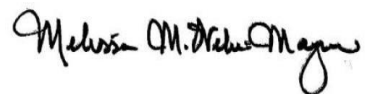
This plan will benefit from:
- A closer examination of student data to determine the systemic reasons for factors contributing to low student achievement and determining what aspects of those systems challenges can be addressed. For example, lack of resources, need for professional learning, and scheduling challenges.
- Outlining subgoals under the overarching goals. For example, building teacher capacity through professional development. Then outline the plan for building capacity for data-based decision making.
- Establishing a more detailed professional development plan that includes specifics about which educators will receive PD, how often, and how this learning will build on itself throughout the year.

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

25 South Front Street   (877) 644-6338
Columbus, Ohio 43215   For people who are deaf or hard of hearing,
education.ohio.gov   please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Horizon Science Academy Dayton Elementary (HSADE)

DISTRICT IRN: 000808

DISTRICT ADDRESS: 4751 Sue Ann Blvd. Dayton, Ohio 45417

PLAN COMPLETION DATE: 12/18/2019

LEAD WRITERS: Alyse Pennington

Ohio | Department of Education

CONTENTS

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
Alyse Pennington	Principal	HSADE	apennington@horizondayton.org
Andrew Glenn	Assistant Principal	HSADE	aglenn@horizondayton.org
Jenny Noggle	English Teacher	HSADE	jjnoggle@horizondayton.org
Vaniti Byrd	Title 1 ELA	HSADE	vbyrd@horizondayton.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.

The team reviewed previous years data from the NWEA, AIR Tests, reports cards, etc. The team also reviewed current years NWEA RIT scores and report card information with the current curriculum. A needs assessment was completed to determine current curriculum needs. It was determined that RTI was not being utilized as it should have been and there was no set curriculum. The school then purchased a curriculum (IXL) to be utilized and assist with the RTI process. A set RTI process was created and all staff members were invited to continue creating the implementation plan for the RTI process. The staff utilized current data to determine students on RIMPs, students needing RTI and Title 1, and small pullout groups. Planning meetings were set with staff to begin implementing RTI within all classrooms. Weekly meetings are held with the staff to review updated data and monitor progress towards goals. Monthly meetings are held with the planning team to determine if the RTI process needs to be tweaked to better fit our student needs.

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.

Our overall goals in our improvement plan are "to increase both ELA and Math scores for all of our students. The goal is to increase student performance by having 30% of students increase proficiency in ELA, Math, and Science." Our overall efforts are to improve our students achievement in all subjects but especially reading as it is the foundation for everything. Our RAP fits directly into our current building improvement plan created with our sponsor as the two goals align.

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.*

RIMP List (based on Fall NWEA cut scores per ODE)

Fall to Spring: NWEA Reading: 35% proficient school wide

-1 Kindergarten -14 1st graders

-17 2nd graders -27 3rd graders

School Report Card

ELA SWD- NC African American- 49.8 Economically Disadvantaged- 51.8 Overall- 51.8

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.

- Lack of technology within the classrooms (there was one Chromebook cart for entire school)
- Lack of curriculum aligned with standards and a clear RTI curriculum
- Lack of implementation of RTI and monitoring of student achievement throughout the year
- Lack of professional development for staff
- A general lack of understanding of the RTI process
- Students had a lack of access to technology and resources outside of school
- Lack of parental involvement
- Low parent literacy
- Low SES causing focus on other issues i.e. housing, meals, healthcare,etc.

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 mission of Horizon Science Academy is to provide all students with the behavior and academic skills necessary to reach their fullest potential intellectually, emotionally, and physically. Our mission statement includes behavioral aspects as we understand the influence behavior/emotions can have on student success. We want to ensure we prepare the student in every aspect for success in the future.

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.

Our goal is to increase student performance by having 30% of all students in subgroup "all students" increase proficiency in ELA by the end of the year. Therefore, 30% of students having scored Limited will move to the Basic level and 30% of Basic students will increase performance and move to the Proficient level.

Our goal is to support student performance by implementing a RTI process and curriculum for all students needing RTI by Winter Break (Decemeber).

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 Map

Goal Statement: Our goal is to increase student performance by having 30% of all students in subgroup "all students" increase proficiency in ELA by the end of the year. Therefore, 30% of students having scored Limited will move to the Basic level and 30% of Basic students will increase performance and move to the Proficient level.

Evidence-Based Strategy or Strategies: Students determined to be 'Not on Track' in reading, at the beginning of the year, are placed on RIMPS to begin progress monitoring. Teachers will track growth and interventions used on a bi-weekly basis. All staff will meet weekly to discuss and review data. Interventions will constantly be reviewed to determine what is working for students and new intervention strategies that may be needed to enhance growth. NWEA assessments in Reading will be given three times a year. Students determined 'not on track' after each assessment will be placed in RTI services. RTI groups will receive small group instruction, progress monitoring, and have growth tracked bi-weekly. Quarterly records will be provided by teachers to determine the ability of all students. Response to Intervention periods have been embedded into the daily schedule for all classes. This allows for 45 minutes per day of individualized and small group instruction. Support staff has been hired to allow for a greater emphasis on individualized instruction in each class. Monthly data meetings have been scheduled for the entire staff to discuss, review, and analyze data.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	NWEA tracking of students proficiency	RTI groups	Data meetings
Timeline	Fall, Winter, Spring	Daily all year long	Weekly for teacher teams and Monthly for whole staff
Lead Person(s)	All core teachers and IS	All staff	All staff
Resources Needed	Chromebook cart for each class	IXL and Chromebook cart	NWEA, IXL, and in class assessment data
Specifics of Implementation	-Each teacher (IS for SPED) will administer the NWEA and analyze data to determine on track, not on track, and bubble students for RTI grouping	-Students will work in their small groups based on their ability for 45mins daily to enhance individualized growth	-Review implementation of program. Revise program as needed to monitor and enhance success of students.
Measure of Success	ODE cut scores	Growth on NWEA, IXL, in class work, etc.	Growth on NWEA, IXL, in class work, etc.
Check-in/Review Date	Monthly data meetings	Weekly/Monthly meetings	Weekly/Monthly meetings

Goal # _2__ Action Map

Goal Statement: Our goal is to support student performance by implementing a RTI process and curriculum for all students needing RTI by Winter Break (December).

Evidence-Based Strategy or Strategies: Students determined to be 'Not on Track' in reading, at the beginning of the year, are placed on RIMPS to begin progress monitoring. Teachers will track growth and interventions used on a bi-weekly basis. All staff will meet weekly to discuss and review data. Interventions will constantly be reviewed to determine what is working for students and new intervention strategies that may be needed to enhance growth. NWEA assessments in Reading will be given three times a year. Students determined 'not on track' after each assessment will be placed in RTI services. RTI groups will receive small group instruction, progress monitoring, and have growth tracked bi-weekly. Quarterly records will be provided by teachers to determine the ability of all students. Response to Intervention periods have been embedded into the daily schedule for all classes. This allows for 45 minutes per day of individualized and small group instruction. Support staff has been hired to allow for a greater emphasis on individualized instruction in each class. Monthly data meetings have been scheduled for the entire staff to discuss, review, and analyze data.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	NWEA tracking of students proficiency	RTI groups	Data meetings
Timeline	Fall, Winter, Spring	Daily all year long	Weekly for teacher teams and Monthly for whole staff
Lead Person(s)	All core teachers and IS	All staff	All staff
Resources Needed	Chromebook cart for each class	IXL and Chromebook cart	NWEA, IXL, and in class assessment data
Specifics of Implementation	-Each teacher (IS for SPED) will administer the NWEA and analyze data to determine on track, not on track, and bubble students for RTI grouping	-Students will work in their small groups based on their ability for 45mins daily to enhance individualized growth	-Review implementation of program. Revise program as needed to monitor and enhance success of students.
Measure of Success	ODE cut scores	Growth on NWEA, IXL, in class work, etc.	Growth on NWEA, IXL, in class work, etc.
Check-in/Review Date	Monthly data meetings	Weekly/Monthly meetings	Weekly/Monthly meetings

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.

There will be weekly check-ins with the teachers in their TBTs to discuss data and implementation of the grouping and RTI process. Other curriculum needs and adjustments are discussed at this time in small groups. The entire staff will meet monthly to report on TBT feedback with the grouping and RTI process. Teachers are also logging all interventions provided and tracking student achievement through NWEA, IXL, and in class assessments. All information is tracked through student data binders (and on RIMPS for students who have them). Data binders are updated weekly by teachers and checked biweekly by administration.

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.

We are implementing the RTI process for our students on RIMPS. Majority of our students are on Tier 2 of RTI and are pulled in small groups within their class and given additional support with small groups for Title 1. Some of our students are on Tier 3 of RTI and are receiving more intense interventions with our IS, after school tutoring by the school, and Title 1. Some students have been recommended for testing for IEP services. Additionally, all students are given a diagnostic test to determine their ability levels. The diagnostic testing also gives breakdowns of specific areas students need additional assistance in i.e. reading comprehension, phonics, etc. Students set individualized goals with their teachers to work towards improving in the low areas identified on their diagnostic testing.

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. Our current program is constantly being reviewed and changed if needed to determine the effectiveness. There are some students that have not benefited from small groups but have benefited from individual pullouts so we made the change to ensure effectiveness. We will continue to review the current program to ensure effectiveness throughout the year.
2. Progress will be constantly measured. If progress is not shown we will need to determine why progress isn't shown. There are multiple factors that can contribute to progress, we have implemented our truancy tracking to assist in student attendance, we have included our parents in the process by holding information meetings and training them on the IXL program, and we will continue to review the program and make changes as needed.
3. Prior to this year, there was not a set RTI program being utilized. We hope to continue to grow and show improvement with the changes we've made.

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.

We have partnered with our local ESC to provide PD with our staff on Response to Intervention, MTSS, Trauma Informed teaching and PBIS. These PDs are on-going for the next two school years. We have also received PD from both IXL and NWEA on how to properly utilize their programs, analyze their data, and better implement the programs within our curriculum.

APPENDICES

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

IXL- Online program to support RTI curriculum

NWEA- Reading diagnostic test