



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 21, 2020

Dear Superintendent,

Thank you for submitting the Orion Academy 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 below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The plan calls for the Building Leadership Team and Teacher-Based Teams to monitor the student outcome data.
- The plan uses Literacy Coaches to coach teachers on the literacy practices taking place in the classroom.

This plan will benefit from:

- A deeper analysis into the student outcome data in section 3.
- An alignment of the plan's goals to the Simple View of Reading and the five components of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- A focus on Tier 1 instruction and evidence-based practices.

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
Columbus, Ohio 43215
education.ohio.gov

(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME:

Orion Academy

DISTRICT IRN:

000559

DISTRICT ADDRESS:

1798 Queen City Avenue

Cincinnati, OH 45214

PLAN COMPLETION DATE:

December 18, 2019

LEAD WRITERS:

Taneka A. Smith

Erin Ramsey

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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
Taneka A. Smith	Principal	Local School	57.tsmith@nhaschools.com
Staci Bennett	Director of School Quality	NHA Service Center	sbennett@nhaschools.com
Erin Ramsey	Dean of Intervention	Local School	57.eramsey@nhaschools.com
Valeria Kerley	Dean of Lower Elementary (K-2)	Local School	57.vkerley@nhaschools.com
Jodi Davidson	2 nd Grade Teacher	Local School	57.jdavidson@nhaschools.com
Anna Rodriguez	Literacy Coach	NHA Service Center	arodriguez@nhaschools.com
Rhonda Barnett	Title 1 Teacher	Local School	rbarnett@nhaschools.com

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 district leadership team (DLT) met during the annual summer retreat to review and analyze the school's 18-19 test results. As part of the analysis the team reviewed data from the Decision Framework, Ohio State Test, NWEA MAP Assessments, Interim Reports (common assessments), and the aimswebPlus Benchmarking Progress. We also examined the Ohio State Test Blueprints and our schools Scope and Sequence to ensure alignment and the frequency of power standards.

Once the plan was created the DLT members were tasked with sharing the details of the plan with grade-level teammates and other stakeholders. All stakeholders were made aware of their role in the implementation of the plan. To monitor implementation of the plan, the DLT created an outline and timetable for implementation, which included, specific dates, and measurable benchmarks required for effective implementation.

The DLT team is scheduled to meet monthly to review assessment scores that will be administered throughout the school year for intentional planning of small groups and reading intervention. Additionally, the Building Leadership Team (BLT) will meet monthly to review school data, discuss strategies for lesson implementation, teachers' lesson prep plans and instructional observations within ELA Reading content.

This Reading Achievement Plan will be revisited during summer pre-planning at the beginning of the 2020-21 school year, regional professional development, instructional coaching cycles and data meetings. The school principal and instructional deans will provide observations and feedback regarding reading instruction weekly. Moreover, the curriculum and instruction ELA reading specialist plans monthly observations with deans to assist with instructional coaching conversations that drive the school's focus on increasing reading comprehension and skills by the end of the school year.

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.

As we designed our Reading Achievement Plan, we worked diligently to align goals, strategies, implementation, and measurement with our Comprehensive Continuous Improvement plan (CCIP). In K-3 our Teacher Based Teams (TBTs) will follow the 5-Step OIP process to analyze reading data exclusively to improve instructional strategies and close achievement gaps. Orion Academy/National Heritage Academy has implemented a progress monitoring and accountability system to improve the cycle of teaching, learning, assessment, and intervention. Our plan incorporates approaches that make certain that we're imposing evidence-based instructional techniques, assessing each formative and summative, and designing lessons to meet the needs of students at all grade levels.

Both plans encompass high quality professional development improvement goals for the Ohio State Test in Reading, as well as interim assessments, the coaching cycle, and instructional strategies to improve student outcomes.

The mission of Orion Academy is to develop the individual academic potential of all students. We will accomplish this through a rigorous, mastery-focused curriculum, enthusiastic teaching staff, and a caring, involved community.

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.***

Reading Spring State Test Yearly Proficiency

GRADE	MAY 2017	MAY 2018	MAY 2019
3	29%	14%	15%
4	32%	19%	32%
5	45%	22%	23%
6	31%	29%	24%
7	18%	10%	62%
8	5%	12%	16%

School Interim Report (Common Assessments)

Students Scoring Proficient (Score of 3.0 or Above)

GRADE	2017 SY Interim 1	2017 SY Interim 2	2017 SY Interim 3*	2018 SY Interim 1	2018 SY Interim 2	2018 SY Interim 3
3	4%	12%	n/a	35%	6%	n/a
4	11%	3%	n/a	15%	13%	n/a
5	6%	19%	n/a	15%	23%	n/a
6	15%	38%	n/a	60%	74%	n/a
7	11%	19%	n/a	45%	33%	n/a
8	8%	14%	n/a	31%	26%	n/a

*optional assessment in spring

Kindergarten Readiness Assessment

Skill Proficiency	2017 SY	2018 SY	2019 SY
Demonstrating Readiness	57%	36%	43%
Approaching Readiness	25%	33%	35%
Emerging Readiness	19%	30%	22%
On Track**	58 students	53 students	53 students
Not on track**	14 students	20 students	8 students

**The MAP/NWEA is used to determine on/off track (not the scores from KRA).

aimswEBPlus Benchmarking

Students	2018-19 % Meeting AW Goal
All K-2	37%

NWEA GROWTH MEASURES 2017 REPORT

NWEA Growth Measures
Growth Window: Fall - Fall 2016-2017

All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	49%	30%	K-2	1	-0.8	-5.2
	3	86%	81%		3	7.1	7.1
	Wing	68%	55%		Wing	3.2	0.9
3-5	4	37%	46%	3-5	4	-1.5	-1.9
	5	62%	48%		5	0.5	-1.1
	6	39%	50%		6	-2.2	-0.6
	Wing	45%	48%		Wing	-1.1	-1.2
6-8	7	39%	54%	6-8	7	-3.7	-1.3
	8	36%	55%		8	-2.8	-0.2
	Wing	38%	54%		Wing	-3.3	-0.8
2-8 Total		50%	56%	2-8 Total		-0.4	0.4

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

NWEA GROWTH MEASURES 2018 REPORT

NWEA Growth Measures
Growth Window: Fall - Fall 2017-2018

All Students

% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	40%	30%	K-2	1	-1.5	-5.5
	3	27%	41%		3	-5.1	-3.6
	Wing	33%	36%		Wing	-3.5	-4.4
3-5	4	9%	25%	3-5	4	-8.8	-6.4
	5	26%	33%		5	-5.1	-5.0
	6	19%	39%		6	-5.5	-1.1
	Wing	19%	32%		Wing	-6.4	-4.3
6-8	7	26%	53%	6-8	7	-5.0	-0.8
	8	18%	32%		8	-4.1	-2.9
	Wing	22%	43%		Wing	-4.6	-1.9
2-8 Total		22%	38%	2-8 Total		-5.5	-3.4

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

NWEA GROWTH MEASURES 2019 REPORT

NWEA Growth Measures
Growth Window: Fall - Fall 2018-2019

All Students

% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	39%	16%	K-2	1	-3.8	-7.8
	3	49%	33%		3	-1.0	-3.1
	Wing	44%	24%		Wing	-2.4	-5.5
3-5	4	33%	48%	3-5	4	-3.8	-1.4
	5	57%	42%		5	1.2	-1.5
	6	46%	52%		6	-0.7	0.2
	Wing	45%	48%		Wing	-1.0	-0.8
6-8	7	53%	75%	6-8	7	0.9	1.7
	8	60%	40%		8	-0.6	-1.8
	Wing	56%	60%		Wing	0.2	0.2
2-8 Total		49%	48%	2-8 Total		-0.7	-1.0

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

NWEA GROWTH MEASURES 2020 REPORT

NWEA Growth Measures
Growth Window: Fall - Fall 2019-2020

All Students

% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	47%	24%	K-2	1	-1.4	-5.3
	3	67%	63%		3	2.1	5.5
	Wing	55%	39%		Wing	0.0	-1.0
3-5	4	35%	65%	3-5	4	-1.8	2.4
	5	48%	87%		5	-1.6	6.7
	6	42%	63%		6	-0.1	4.3
	Wing	41%	70%		Wing	-1.1	4.3
6-8	7	54%	64%	6-8	7	1.1	3.8
	8	73%	65%		8	3.7	3.9
	Wing	63%	65%		Wing	2.4	3.8
2-8 Total		52%	67%	2-8 Total		0.5	4.3

Note: Fall-Fall growth results for grades 3 and 6 are shown within the K-2 and 3-5 wings, respectively. This was done because the majority of fall-fall growth for students in these grades is attributed to the prior academic year, when they were in grades 2 and 5.

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.

Orion Academy's 2018-2019 daily average attendance shows an attendance rate of 87.2%. Students miss consecutive days of school frequently. The days students miss are detrimental to their overall success, it disrupts the students' learning progress and creates large learning gaps.

Orion Academy did not meet any indicators in grades 3-8 English Language Arts in the 2018-2019 school year.

Year after year, Orion Academy experiences high student attrition. The student attrition at the end of the 18-19 school year was 43.33%. Orion Academy has students, who, because they moved into or out of the area, did not spend a majority of the year within the district.

Non-traditional Family Structure Mental Health/Substance Abuse: Are major factors that affect students' abilities to focus. Many of our students are being raised by a single parent, siblings, grandparents or other family members. When a child is not secure in his or her life, it's hard to focus while in school.

High Teacher Turnover year after year.

Lack of an effective coaching cycle to improve quality of instruction.

Teacher Quality and Experience.

Many of our students in grades K-3 lack the keyboarding skills needed to effectively convey their thoughts and learning competency on computerized tests.

Lack of Kindergarten student participation in previous quality early learning programs (pre-K, Head Start, 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 Orion Academy is to develop the individual academic potential of all students. We will accomplish this through a rigorous, mastery-focused curriculum, enthusiastic teaching staff, and a caring, involved community.

We, Orion Academy, believe literacy is the cornerstone of learning. The ability to read is transformational for students' lives. The power to read has a lasting impact on not only children but their community. We have committed ourselves to creating a literacy-rich environment, balanced in its approach to address a broad range of needs and subjects. Our Balanced literacy approach gives all students access to skills in order to foster reading, writing, thinking critically and communicating in a forward moving society.

The ELA Reading Vision of National Heritage Academies:

We seek to prepare critically literate students who are lifelong learners, engaged citizens, and active members of the global community.

Our Beliefs:

1. We must teach the reader, not the text.
2. We are what we repeatedly do.
3. We must teach students to read before they can read to learn.

The District Reading Achievement Plan will be a part of the overall school improvement plan to increase student proficiency.

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.

Goal 1

Orion Academy will improve their Improving at Risk K-3 Literacy Score to a C or higher on the 2019-2020 state report card.

Goal 2

In 2019-20, at least 40 percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

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 Map

Goal Statement: Orion Academy will improve their Improving at Risk K-3 Literacy Score to a C or higher on the 2019-2020 state report card.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train teachers on using Reading Mastery, an ELA instructional tool.	All teachers will implement a Balanced Literacy Block with small groups.	Utilize Academic Literacy Coach to assist with monitoring instruction and providing coaching feedback.
Timeline	July 2019 – September 2019	August 2019 – March 2020	August 2019 – March 2020
Lead Person(s)	Curriculum & Instruction Team Service Center Professional Development	Academy Deans Intervention Team	Anna Rodriguez
Resources Needed	Training Materials Assessment Data Materials to implement	Literacy Curriculum Resources	Academic Calendar and School Schedule for Observations
Specifics of Implementation	Training of new teachers during NTS in July Full day Regional PD on instructional framework and curriculum tools Data analysis and planning weekly collaborative meetings during grade-level planning	Lesson Prep Plans utilizing materials on Google Drive Explore resources and tools available for engaged instruction Use of “power standards” and data to intentionally plan for small groups and intervention based on skill profile	Coaching Form on Phases of Key Levers for Implementation to be shared with deans and teachers Schedule for deans to collaboratively engage in observations and coaching conversations
Measure of Success	Professional Development Schedule and Sign-in sheets Classroom Walkthrough Data	Literacy Block Schedule Written communication plan Lesson Prep Plans with sticky notes attached with	Monthly observation reports from C&I Team Coaching Planning Forms

	Action Step 1	Action Step 2	Action Step 3
	Grade-Level TBT Minutes	intentional specifics by classroom teachers	Written observations on coaching forms noting the phase level (1-4) of teachers
Check-in/Review Date	September 2019	Monthly September 2019 – March 2020	Monthly September 2019 – March 2020

Goal # 2 Action Map

Goal Statement: At least 40% of K-2 students will meet either the end of year benchmark or growth fluency goal.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Progress monitor K-2 students bi-weekly.	All teachers will implement Phase 1 of the Read Aloud Coaching Progression during instructional time the first month of school.	All teachers will implement Phases 2-5 of the Read Aloud Coaching Progression during instructional time all year long.
Timeline	September 2019 – March 2020	August 2019 – September 2019	August 2019 – March 2020
Lead Person(s)	Instructional Coach Dean of Intervention Title One Intervention Team	ELA Teachers, K-8 Academy Deans Alex Cook	ELA Teachers, K-8 Academy Deans Alex Cook
Resources Needed	aimswebPlus Benchmarking Tools	Literacy Curriculum Resources	Literacy Curriculum Resources
Specifics of Implementation	Intervention team will (a) review sight words, (b) have students read passages in a variety of formats, and (c) teach students common-sound-spelling patterns.	Part I. Lesson Preparation Utilize the lesson preparation structure to effectively identify end goals of the lesson, kinesthetics and cadence for teaching skills, exemplar responses, anticipated misunderstandings, and potential prompts. Teachers will also prepare the skeleton	Teachers will execute an oral drill, introduce or revisit the week's comprehension skill, build background knowledge, introduce vocabulary, introduce and preview the text (when text is new), and check for understanding.

	Action Step 1	Action Step 2	Action Step 3
		<p>of the skill-aligned What/How/Why anchor chart using the What/How/Why from the Scope & Sequence.</p> <p>Part II. Routines and Procedures</p> <p>Teach routines and procedures while executing each component of the Read Aloud Framework (Before, During, and After Reading) with appropriately prepared materials.</p> <p>Part III. Lesson Structure</p> <p>Before Reading: execute oral drill, introduce the skill via the What/How/Why, build background knowledge (introduce vocabulary), introduce the text, and check for understanding of the skill.</p> <p>During Reading: think aloud/model the skill and ask skill-aligned questions from the plan.</p> <p>After Reading: check for understanding of the skill.</p>	
Measure of Success	Student bi-weekly reports of progression through the program	<p>Lesson Plans with Preparation notes from teachers posted on universal school drive</p> <p>Anchor charts posted in classrooms</p> <p>Periodic observation notes</p>	<p>Weekly grade-level meeting notes with deans</p> <p>Periodic observation notes</p> <p>Monthly C&I visit reports</p> <p>Principal Feedback</p>
Check-in/Review Date	January 2020	<p>September 2019</p> <p>January 2020</p>	<p>Monthly</p> <p>September 2019 – March 2020</p>

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.

Progress will be monitored, shared, and discussed in TBT/BLT meetings using NWEA, weekly assessments, interim reports, and monthly Curriculum and Instruction coaching progression reports. During weekly grade-level meetings, deans will facilitate the 5-Step Data Analysis process and assist with the intentional planning of small groups to ensure focus on intervention to students at-risk in reading.

Orion Academy will use aimswebPlus to progress monitor K-2 students bi-weekly. The Title I intervention team will continue to use baseline data as a diagnostic to determine on-track/not-on-track students as required for TGRG. NWEA/MAP Assessments will be given in the fall, winter, and spring as quarterly benchmarks. Interims (common assessments aligned to common core standards) will also be given quarterly in the fall, winter, and spring to gauge proficiency rate in reading. Specific students may receive intensive intervention according to need, based on data reports.

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.

Listed are the strategies that will be used to support reading improvements across the board.

1. Students with RIMPS will engage in 90 minutes of small group instructional rotations and an intervention pull out based on their identified reading deficiency from school data reports.
2. Ohio Operating System – Orion Academy will utilize best practices in its daily instruction. The Curriculum and Instruction team of National Heritage Academies has collaborated to prepare lessons highly aligned to Ohio standards to address reading performance goals for grades K-8. The reading lesson structures will be implemented daily during 90-120 minute blocks.
3. Literacy coach will schedule monthly visits to cooperatively observe reading instruction with school deans (30 minutes for each grade level). After the observation, the literacy coach will lead coaching conversations with teacher and dean during feedback meetings to address strengths and growth areas for each teacher to ensure reading instruction is ultimately improving students' reading skills.

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:

*Be effective;
Show progress; and
Improve upon strategies utilized during the two prior consecutive school years.*

1. Teacher Based Team (TBT) meetings will be held bi-weekly to monitor teacher instruction and planning by using classroom data from assessments, fluency and comprehension reports, and student data binders.
2. The ELA Literacy Coach will focus on daily instruction and coaching needs of individual teachers during monthly visits and debrief with school principal. During debriefings, the leadership team will review and execute coaching progression plans based on individual teachers' needs and immediately follow up with action steps (i.e. modeling

expectations of the lesson structures, videotaping best practices and sharing with team, revamping particular instructional focus needs based on student deficits, etc.).

3. The Title I Intervention Team will use the 30-minute intervention block to pull out students in need of intensive support. Such groups are fluid and can change based on student performance data reviews. This pull-out session may not follow the traditional scope and sequence, but will be driven based on standards-based analysis of proficiency reports.

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.

Orion Academy has planned multiple professional development opportunities designed to support teachers in providing the teacher the necessary skills to increase student growth in reading comprehension and fluency. The school's new leadership team has placed a strong emphasis on coaching and modeling to foster high expectations for instructional rigor, teacher growth, and requires implementation of a strong curriculum aligned to Ohio Learning Standards. Grade level teams meet weekly for cooperative planning for upcoming lessons, teachers have weekly or bi-weekly one-on-one (O3s) meetings with deans. O3s are used to differentiate coaching for teachers as we do for students. O3s are spent reviewing student data, coaching teachers on curriculum objectives, lesson planning, instructional strategies, and behavioral interventions. Teachers are often asked to teach a lesson to their dean for feedback and suggestions before implementation. Student data is the primary source for grouping students for differentiated instruction. Deans, teachers and support staff work more closely with each student based on where they are academically and focus on specific learning objectives as identified by the NWEA learning continuum.

Implement additional small group instruction (3-group or 4-group) in grades K-8 with intensive intervention opportunities for bottom-quartile students

Teachers and deans will work together to review student data and set student groups. After each interim assessment, data will be analyzed to adjust small groups and modify intervention support.

During weekly observations, deans will evaluate small-group instruction. Based on these observations, deans will give teachers feedback on how to more effectively group students.

Increase professional development on differentiated instruction and Asking Questions

Professional development to support small-group instruction and differentiation and create DOK questions to build comprehension were provided by Susan Short, Director of Curriculum and Instruction at Educational Service Center of Lake Erie West. Instructional Coaching (IC) sessions held bi-weekly with grade level deans focus on planning for differentiation of small groups.

Teachers and deans will work together to establish fluid groups based on students' growth needs. Deans, along with the principal, will monitor data and small group activities to guide ICs to for ongoing adjustments. With the many leadership changes at Orion during the 17-18 school year, the school missed the mark on data analysis. The 2018 spring test results created urgency for differentiated instruction, and data analysis. Deans also observed opportunities to enhance this effort in lesson planning discussions, which will be a focus in 2019-20. Overall, state proficiency gains indicate small-group instruction is an effective tool, and adjustments to instruction are needed in all grades, subjects, and subgroups. Ongoing training and feedback will take place during school instructional time throughout the 2019-2020 school year.

Increase professional development on reading instruction

Curriculum specialists provided professional development on Reading Mastery and Corrective Reading training/workshops to all K-8 teachers. Orion Academy will need more time to improve reading in the lower grades. We believe we have the right tools, and, through classroom observations, our leadership team will provide individualized coaching to teachers on effective implementation for better results. ELA Literacy Coach, Alex Cook, is scheduled monthly September 2019 – March 2020.

Implement mock state assessments

Mock assessments are administered at nine-week intervals. These help students become familiar with the format and how questions are written on standardized state assessments. Deans lead teachers through a comprehensive data dig of all standards assessed and the items analysis after each assessment. Teachers dive into misconceptions to plan for reteaching and intervention. Orion saw great improvement on the State assessment in both growth and proficiency. We believe, the use of mock assessments has had a positive impact as part of the overall improvement plan. The deans will lead professional development for new teachers and a refresher for veteran teachers on determining the “power standards”, creating questions with DOK and differentiation quarterly

APPENDICES

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

N/A