

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 1, 2019

Dear Superintendent,

Thank you for submitting the Horizon Science Academy - Dayton 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:

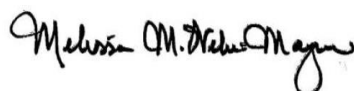
- Alignment of plan to other district initiatives;
- Use of TBT structures;
- Use of progress monitoring

This plan will benefit from:

- Reflecting on goal 1 - specifying the "intensive reading instruction" ;
- Reflecting on the five big areas of reading in relation to PD offerings.

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



Horizon Science Academy Dayton Elementary

Reading Achievement Plan 2018-2019

District Name: Horizon Science Academy Dayton

IRN: 000808

District Address: 4751 Sue Ann Blvd, Dayton, OH 45415

Plan Completion Date: December 7, 2018

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

Superintendent- Murat Efe- efe@conceptschoools.org

Principal- Kellie Berlean- kberlean@horizondayton.org

Assistant Principal- Andrew Glenn- aglenn@horizondayton.org

RTT Coordinator- Erica Cotterman- ecotterman@horizondayton.org

Kindergarten-2nd Grade Team Lead- Stephanie Burk- sburk@horizondayton.org

This plan was developed based on the comparative data that was reported through the K-3 Literacy component of the state report card. Data was analyzed for each grade and class, grades Kindergarten through Third to view student proficiency and growth. In order for this plan to be effective it is imperative that the team works together to monitor the plan throughout the school year. The team will monitor the implementation of the plan after the conclusion of each round of literacy assessments given. These assessments include the NWEA Reading MAP for Primary Grades and Reading Grades 2-5, and the STAR Reading and Early Literacy Assessment. Upon completion of these assessments, which are given three times a year, the team will gather to analyze and discuss the progress of the reading achievement plan to better determine its success or the need for the plan to be modified.

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

In order for this plan to be successfully implemented, it must be done so in a manner that is cohesive with other improvement efforts which already exist within Horizon Science Academy Dayton Elementary. These efforts include:

Ensuring that, by the end of the 2018-2019 school year, all students will reach high standards, at a minimum attaining proficiency or better in math and reading/language arts, social studies and science.

The School utilizes Fall, Winter, and Spring NWEA MAP tests and Concept School AIR practice tests in order to identify students who are having difficulty in mastering State Standards in advance so that appropriate support can be provided to those students. Students are provided with after school tutoring and Saturday schools. Our small classroom sizes (16-21) also help our teachers to focus on those students in their instruction.

Provide ongoing high quality professional development for administrators and teachers to impact gaps in the students' achievement.



Horizon Science Academy is going to provide professional development sessions to the teachers in the areas such as pre-assessment prior to unit designing. Teachers will be provided with numerous professional development opportunities such as attending PD workshops held in & out of school. Teachers are encouraged to take graduate courses and pursue their masters in their educational fields and they will be reimbursed

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

SECTION 3, PART A: ANALYSIS OF RELEVANT STUDENT PERFORMANCE DATA

Based on data retrieved from the 2016-2017 and 2017-2018 school years, Horizon Science Academy Dayton has received a grade of D (2016-2017) and D (2017-2018) in the area of K-3 Literacy. According to the NWEA Map cut scores, as well as, the Fall 3rd Grade AIR Reading Assessment, the following displays the students in grades Kindergarten through Third grade who are On Track to pass the Third Grade Reading Guarantee at the end of the third grade.

Kindergarten:

NWEA Fall 2017- 11/20 (55%) students On Track
KRA Fall 2017 Data- 3/20 (15%)
NWEA Fall 2018- 19/23 (82%)
KRA Fall 2018- 11/23 (47%)

First Grade:

NWEA Fall 2017- 14/39 (35%) students On Track
NWEA Fall 2018- 9/23 (39%)

Second Grade:

NWEA Fall 2017- 14/26 (53%) students On Track
NWEA Fall 2018- 20/43 (46%)

Third Grade:

NWEA Fall 2017- 17/29 (58%)
2017 SPRING State Reading Assessment: 8/22 (36%) Met requirements of the Third Grade Guarantee
2017 FALL State Reading Assessment: 9/29 (31%) Have reached the Benchmark score of 672 of the Third Grade Guarantee
NWEA Fall 2018- 11/26 (42%)
2018 SPRING State Reading Assessment: 3/26 (11%) Have reached the Benchmark score of 700.
2018 SPRING State Reading Assessment: 22/26 (84%) Met the promotional requirements of the Third Grade Guarantee.



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

There are many factors that contribute to the low reading achievement of our students. Horizon Science Academy Dayton Elementary is a 100% free and reduced school, due to the socio-economic level of our students. Learning resources, at home, are limited and are accompanied with little follow through or support. There for 90% of reading instruction, support, remediation, and mastery are dependent on the time spent at school. Likewise, many of our students come to us after the start of the year, contributing to a loss of instruction and assessment from the beginning of the year. In addition, only 30% of our Kindergarten students have attended a preschool and/or head start program. It is also evident, that staff retention has played a part in the instructional rigor, effectiveness, and consistency at Horizon Science Academy Dayton Elementary.

SECTION 4: LITERACY MISSION AND VISION STATEMENTS

Literacy Mission Statement

To foster an environment of inquiry and a love of literacy so students are prepared to thrive in all areas of learning with strong, developed, and effective knowledge in literacy.

Literacy Vision Statement

Our students will be successful learners through all academic content standards as they excel through literacy mastery.

SECTION 5: MEASURABLE STUDENT PERFORMANCE GOALS

This Reading Achievement Plan is designed to support progress toward student growth. We plan to use the following assessments to aid in measuring student growth: STAR Reading, STAR Early Literacy and the NWEA.

By the end of this plan, all students who are not On Track for reading and on a RIMP will gain 1 year's growth and achievement in reading via the NWEA Reading assessment.

By the end of this plan, all students performing below grade level, will have received remedial reading instruction for a minimum of 1.5 hours a week and will steadily gain growth through bi-weekly progress monitoring via the STAR reading assessment.

SECTION 6: ACTION PLAN MAP(S)

Goal 1: All students in grades Kindergarten through Third, who are not on track to meet the requirements of the Third Grade Guarantee, after the beginning of the year NWEA Reading assessment, will receive intensive reading instruction, three times a week, at thirty minute intervals.

	Action Step 1	Action Step 2	Action Step 3
Components	Administration will monitor NWEA data	Teachers will implement reading plans and goals for students not on track	Students will receive intensive reading instruction



Timeline	Beginning, Middle and End of Year	Plans will be implemented after beginning of year data meetings, goals will be updated quarterly.	Students will receive instruction no less than three times a week for 30 minute periods
Lead Persons	Mrs. Berlean- Principal	Classroom Teachers/Reading Specialists	Classroom Teachers/Reading Specialists
Resources Needed	NWEA/STAR assessments	RIMPS/Goal Setting Worksheets	Literacy curriculum/STAR/RIMPS
Specifics of Implementation	Data meetings will be scheduled and staff will be required to attend	Goals will be determined by student mastery of concepts	Reading scheduled is created by administration for staff to follow.
Measure of Success	Growth will be tracked to determine if instruction is effective	Bi-Weekly progress monitoring to determine student growth	Progress Monitoring through the STAR reading program
Check In/Review Date	3x a year	Quarterly Reviews	End of Year- June 1, 2019

Goal 2: Teachers will meet, in teacher based teams, bi-weekly to analyze and assess reading data, classroom interventions, and strategies that are being utilized to aide and improve reading instruction.

	Action Step 1	Action Step 2	Action Step 3
Components	Bi-Weekly TBT Meetings	Interventions will be reviewed	
Timeline	Every 1 st and 3 rd Wednesday of the month	Every 1 st and 3 rd Wednesday of the month	
Lead Persons	Erica Cotterman Stephanie Burk	Erica Cotterman Stephanie Burk	
Resources Needed	TBT Meeting Minutes	STAR reading assessment data, Classroom Intervention data and strategies, Student RIMPs	
Specifics of Implementation	TBT meetings have been placed on the school calendar and all	TBTs will determine, based on student success, the fidelity of	



	staff are required to attend	interventions and strategies being taught. The team will then develop and incorporate necessary improvements.	
Measure of Success	Review of bi-weekly progress monitoring data	Quarterly RIMP Goal Review	
Check In/Review Date	Monthly Minutes Review by Administration	Quarterly Review	

Goal 3: By the end of the 2017-2018 school year, all staff will have completed, no less than, 15 hours of professional development in the area of reading and literacy instruction.

	Action Step 1	Action Step 2	Action Step 3
Components	Professional Development Created	Professional Development Scheduled	Professional Development Lesson Implementation
Timeline	Fall of 2018	Fall 2018	Throughout the year
Lead Persons	Mrs. Berlean- Principal Mr. Glenn- Assistant Principal	Mrs. Berlean- Principal Mr. Glenn- Assistant Principal	Classroom Teachers and Support Staff
Resources Needed	Professional Development Materials	Computer, Support Materials for PD	Curriculum, Lesson Plan Rubric
Specifics of Implementation	Based on student data, administration will determine the specific literacy learning opportunities needed for staff	The principal will schedule and inform staff of necessary attendance of PD	Staff will be responsible to implement and note strategies learned into their daily instruction
Measure of Success	Staff accepts and agrees to participate	Staff submit certificates after receiving professional development	Lesson plans checked weekly by administration, to determine if strategies learned are being imbedded into instruction
Check In/Review Date	June 1, 2019	June 1, 2019	Weekly (After PD)



SECTION 7: PLAN FOR PROGRESS MONITORING

The evidence will be collected by the leadership team who will monitor the implementation of the plan after the conclusion of each round of literacy assessments given. These assessments include the NWEA Reading MAP for Primary Grades and NWEA Reading Grades 2-5, as well as, the STAR Reading and Early Literacy Assessment. These assessments will be given three times a year; beginning, middle, and end of year. The team will gather the data and determine both the growth and proficiency of each student. The team will utilize the SMART Goals as a guide through the data analysis process to determine the effectiveness of each assessment, as well as, the instructional strategies and supports that have been in place to enhance student learning and success. Through this process will assist in facilitating the improvement that is necessary for students who are not progressing towards each goal. Through each piece of evidence, which proves progress has not been made, the team will work together to find, train and support classroom teachers in providing the necessary interventions that will enable students to understand and master all concepts of literacy.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR STUDENTS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT STUDENTS

Data Wall – will be used to teach children in the classroom to recognize and enhance achievement based on student mastery in each reading standard.

Vocabulary Acquisition- Understanding academic vocabulary and language to enhance student learning through all content areas of learning. This is especially needed with our IEP and ELL students.

Small Group Instruction- Students, in the RtI program on a Tier 2, will receive small group instruction which will directly align with reading goals listed in each student's RIMP. This type of instruction will take place for a minimum of 1.5 hours a week.

Individualized Instruction- Students, in the RtI program on a Tier 3, will receive individualized instruction which will directly align with reading goals listed in each student's RIMP. This type of instruction will take place for a minimum of 1.5 hours a week.

Guided Reading- Will be utilized in each K-3 literacy block on a daily basis so that reading is paced at each student's reading level.

DOK Questioning- Teachers will utilize DOK questioning in all areas of reading to enhance the learning, thinking, and retention of reading skills.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

As in prior years as Horizon Science Academy Dayton Elementary, reading strategies and interventions continue to be imbedded into each literacy block. Teachers work collaboratively with support staff to enhance reading across all content areas. Each classroom has a designated data wall for students and staff to review and analyze mastery and growth of literacy concepts. Yet, through thorough data analysis, the literacy team met to discuss what can be done on a daily basis to improve literacy.



Therefore, it was determined that adding three Response to Intervention periods to each class, per week, would enhance literacy instruction. The schedule two years prior had the Response to Intervention times embedded in each Language Arts period of all classes. However, it was apparent that more time needed to be allotted to specifically focus on literacy instruction. Thus, the Response to Intervention, forty-five minute periods, has been added to the daily schedule, three times a week. The goal, in all classrooms, is to ensure that intensive reading instruction is taking place for all students on a Tier 2 and/or Tier 3. In addition, the focus on literacy will increase for the 2018-2019 year as administration will conduct weekly observations, as well as, formal evaluations to ensure the fidelity of each reading strategy and intervention is being monitored. Previous years, walk through evaluations were conducted on a quarterly basis. Likewise, the effectiveness of each intervention and strategy will also be analyzed through bi-weekly TBT, as well as, monthly BLT meetings. A strong foundation for literacy instruction has been present in all years of instruction at Horizon Science Academy Dayton Elementary. However, with the added strategies, specified instruction and intervention time, as well as, thorough monitoring, the school will ensure a stronger performance in student growth through literacy.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Professional development opportunities will be scheduled and provided for all staff. The following opportunities will be available for staff:

1. Depth of Knowledge Questioning
2. Guided Reading Instruction
3. Response to Intervention
4. Writing a RIMP
5. Progress Monitoring Effectively through STAR
6. Data Analysis and Lesson Planning

In addition, any staff wanting to attend a professional development course, in the area of reading, will be encouraged to attend. Likewise, any staff member whose overall Reading proficiency score, as a class, is below 70% will be required to attend professional development in Reading instruction.