



March 22, 2024

Dear Superintendent White:

Thank you for submitting the Alliance Academy of Cincinnati Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

**Strengths of the Reading Achievement Plan:**

- Plan uses teaming structures such as TBTs to implement and monitor efforts.
- Plan describes coaching efforts/feedback loops.
- Plan ties in vision and mission statements in relation to literacy efforts.

**This plan will benefit from:**

- Plan may benefit from an explanation of funding in relation to professional learning.
- Goals could benefit from including all learners – reads “40% of K-2 students will meet end of year benchmark or growth goal”.
- Plan may benefit from more inclusive data set.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Alliance Academy of Cincinnati revises its Reading Achievement Plan and would like the revised plan to be posted to the Department’s website, the request and the revised plan must be sent to [readingplans@education.ohio.gov](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.  
Chief of Literacy  
Section for Literacy Achievement and Reading Success

## READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

**DISTRICT NAME:** Alliance Academy of Cincinnati

**DISTRICT IRN:** 000139

**DISTRICT ADDRESS:** 1712 Duck Creek Road Cincinnati, OH, 45207

**PLAN COMPLETION DATE:** 12/20/2023

**LEAD WRITERS:**

Jenny White (Building Principal), Charlena Hunt (Director of School Quality), Jessica Mahler (ELA Curriculum Specialist), Emily Miller (Assessment Coordinator), Karen Hannant (Manager of Reading Intervention), Alec Dood (Curriculum Specialist)

## OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

## CULTURALLY RESPONSIVE PRACTICE\*

*“**Culturally Responsive Practice**” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

*\*Section headings marked with an asterisk are required by state law.*

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department’s [Culturally Responsive Practice program page](#).

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

**SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS\***

*Insert a list of all leadership team members, stakeholders, 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
Jenny White	Building Principal	National Heritage Academies	51.jwhite@nhaschools.com
Patricia Kist	Dean of Lower Elementary	National Heritage Academies	51.akist@nhaschools.com
Sarah Jenkins	Dean of Upper Elementary	National Heritage Academies	51.sjenkins@nhaschools.com

\*Section headings marked with an asterisk are required by state law.

Name	Title/Role	Location	Email
Sherry Mikell	Dean of Special Education	National Heritage Academies	51.2mikell@nhaschools.com
Charlena Hunt	Director of School Quality	National Heritage Academies	Chunt@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 met during a summer retreat to review and analyze the previous two years' reading scores. The data reviewed included the Ohio State Test, NWEA MAP Assessments, Interim Reports (common assessments), and aimswebPlus Benchmarking Progress.

The team meets weekly to review assessment scores that will be administered throughout the school year for intentional planning of small groups and reading intervention. In addition to weekly leadership team meetings, each Dean meets with the grade level teachers to review data and to assist with intentional planning through weekly data and planning meetings. Additionally, the administration team reviews classroom teachers' lesson prep plans and instructional observations within ELA Reading

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content. The Dean of Intervention meets with the Title 1 staff (paraprofessionals) to review and monitor their program data.

The team communicated the Local Literacy Plan with the instructional staff during summer pre-planning at the beginning of the school year professional development and throughout the course of the school year. The school principal and instructional deans provide observations and feedback regarding reading instruction on a weekly basis. Moreover, the curriculum and instruction ELA reading specialist plans monthly observations with deans to provide instructional coaching conversations to assist 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 AND EQUITY EFFORTS\*

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.*

Alliance Academy's mission is: Working in partnership with parents and community, Alliance Academy of Cincinnati will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning. Our plan provides goals specifically created to improve the necessary support and tools needed for the reading achievement of all students. The plan is aligned to the vision of our educational management organization (EMO), National Heritage Academies.

**\*Section headings marked with an asterisk are required by state law.**

## 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.
4. We must inspire a love of reading in all students.

Academy Academy's plan correlates to the EMO's vision of improved literacy at all grade levels. The goals of the Local Literacy Plan highlight the intentional use of data to guide and inform specific action steps while engaged in continuous growth and development.

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

### SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- ***The Kindergarten Readiness Assessment,***
- ***Ohio's State Test for English language arts assessment for grades 3-8,***
- ***K-3 Reading diagnostics (include subscores by grade level),***
- ***The Ohio English Language Proficiency Assessment (OELPA)***
- ***The Alternate Assessment for Students with Significant Cognitive Disabilities and***
- ***Benchmark assessments, as applicable.***

**\*Section headings marked with an asterisk are required by state law.**



- *Infant Risk Factors;*
- *Ohio’s Early Learning Assessment (or other preschool-level assessment used by the program);*
- *Kindergarten Readiness Assessment;*
- *Ohio’s State Tests in English language arts (grades 3-8);*
- *Ohio’s State Tests in other content areas (grades 3-8);*
- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);*
- *High School end-of-course tests;*
- *Ohio English Language Proficiency Assessment (English Learners);*
- *Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities; and*
- *Any other assessments, as applicable (curriculum-based measures).*

**SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING\***

*Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.*

**Reading Spring State Test Yearly Proficiency**

<b>GRADE</b>	<b>MAY 2021</b>	<b>MAY 2022</b>	<b>MAY 2023</b>
3	34%	40%	41%
4	46%	45%	42%
5	35%	67%	55%

*\*Section headings marked with an asterisk are required by state law.*

6	25%	21%	63%
7	47%	28%	52%
8	33%	30%	44%

**Summary**

Alliance Academy shows an increase of percentage in Reading proficiency grades 3-8 over a 3-year time span.

**School Interim Report (Common Assessments)**

**Students Scoring Proficient (Score of 3.0 or Above)**

GRADE	2022 SY	2022 SY	2022 SY	2023 SY	2023 SY	2023 SY
	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3
3	27%	17%	21%	12%		
4	34%	43%	54%	27%		
5	48%	61%	55%	13%		
6	42%	78%	66%	13%		
7	19%	36%	39%	54%		

*\*Section headings marked with an asterisk are required by state law.*

8	37%	34%	39%	33%		
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**Summary**

Interim test is an online common assessment administered to all students grades 3-8 in the subject areas of ELA, Math to measure achievement. ELA and math are administered three times per year while Science and social studies is administered twice per year. Interim assessments have been developed by our Curriculum and Instruction team at NHA and aligned to Ohio state standards. The interim assessment mocks the Ohio State Achievement test in multiple ways including: style, rigor, questioning and scoring. Many questions on the interim are released state test question from Ohio DEW. For ELA, students are tested in 3 times per year covering skills and standards that were taught withing the previous 9 weeks. The data from interim assessments helps schools identify areas of proficiency and areas in the content that identify significant gaps in learning according to grade level and content standards. We use this data to plan intervention lessons, plan small group learning per skill and identify which particular students need identified skills retaught.

**Kindergarten Readiness Assessment**

Skill Proficiency	2021 SY	2022 SY	2023 SY
Demonstrating Readiness	26	7	12
Approaching Readiness	28	16	13

*\*Section headings marked with an asterisk are required by state law.*

Emerging Readiness	9	18	9
On Track**	20	28	32
Not on track**	34	6	6

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

### K-3 Students On-Track/Off-Track By Grade Level

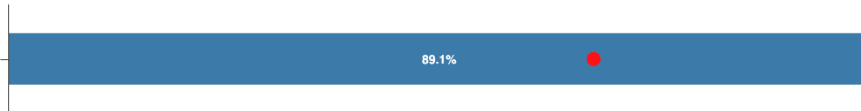
Alliance On-track & Off-track

Status	K	1	2	3	K-3	Status
On-Track	32	37	40	40	149	On-Track
Off-Track	6	14	5	4	29	Off-Track

Alliance				
Improvement Group	Student Subset	Previously Off-track (# Students)	Improved to On-track (# Students)	Improvement Percent
K-2	K → 1st	9	6	67%
	1st → 2nd	17	15	88%
	2nd → 3rd	11	8	73%
	<b>K-2 Overall</b>	<b>37</b>	<b>29</b>	<b>78%</b>
3rd Grade	3rd Grade	3		
<b>Overall</b>				

#### Promotion to Fourth Grade

The Promotion to Fourth Grade measure is the percentage of third grade students who were promoted to fourth grade.



If after NWEA diagnostic testing, a student is deemed “not on-track”, using levels set by Ohio’s Learning Standards for the end of the previous grade. The students’ parents are notified as soon as possible by a member of the intervention team or school administration in writing. The school provides a description of current services the student is receiving

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and proposed supplemental instructional services. We also provide notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt.

**3<sup>rd</sup> Grade Promotion Percentage YOY**

<b>Promotion to 4th Grade</b>		
<b>School</b>	<b>2021-22</b>	<b>2022-23</b>
Alliance	86.0%	89.1%
Apex	91.1%	92.5%
Bennett Venture	86.4%	87.9%
Emerson	83.3%	87.3%
Orion	77.1%	93.8%
Stambaugh	95.6%	89.1%
Winterfield	76.8%	90.2%

**aimswEBPlus Benchmarking**

<b>Students</b>	<b>2022-23 % Meeting Expected Growth Goal</b>
All K-2	66%

**3<sup>rd</sup> Grade Reading Improvement Plan Data (RIMP)**

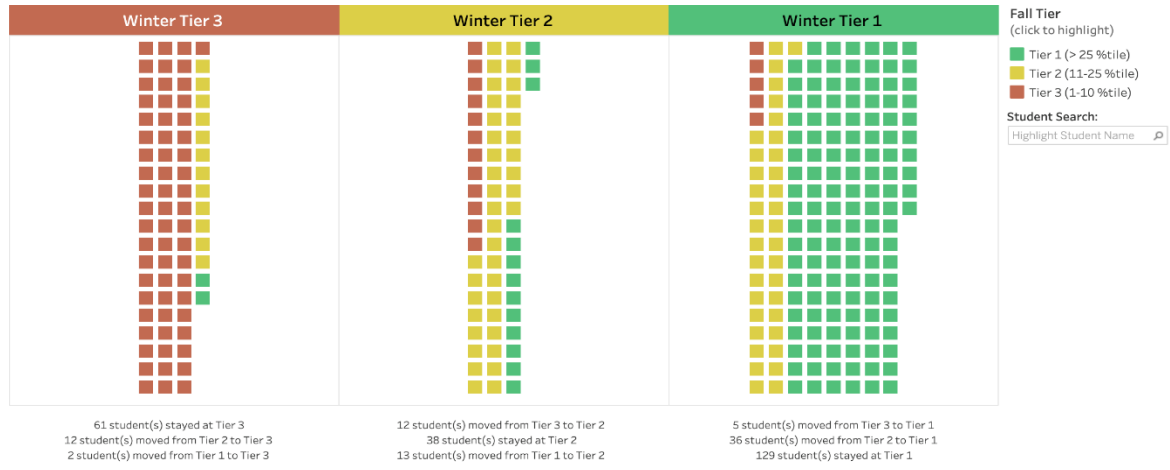
<b>Alliance Academy of Cincinnati</b>			
<b>State Proficiency</b>	<b>2021 SY</b>	<b>2022 SY</b>	<b>2023 SY</b>
<b>On Track</b>	27	47	41
<b>Not on Track</b>	46	17	4

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## 2022-23 School Year

### Fall-Winter Student Tier Movement

Alliance



## 2021-22 School Year

### Fall-Winter Student Tier Movement

Alliance



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## NWEA GROWTH MEASURES 2020 REPORT

NWEA Growth Measures							
Growth Window: Fall - Fall 2020-2021							
All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	50%	49%	K-2	1	-0.2	-1.9
	3	19%	29%		3	-8.0	-7.3
	Wing	33%	38%		Wing	-4.4	-4.8
3-5	4	20%	23%	3-5	4	-4.3	-7.1
	5	28%	40%		5	-4.6	-4.8
	6	39%	57%		6	-1.8	0.4
Wing	29%	40%	Wing	-3.6	-3.9		
6-8	7	51%	51%	6-8	7	-1.4	-0.9
	8	59%	30%		8	0.6	-4.2
	Wing	54%	42%		Wing	-0.5	-2.4
2-8 Total		36%	38%	2-8 Total		-3.4	-4.1

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.

Report generated on 11/10/2022.

## NWEA GROWTH MEASURES 2021 REPORT

NWEA Growth Measures							
Growth Window: Fall - Fall 2021-2022							
All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	14%	23%	K-2	1	-11.3	-13.0
	3	21%	45%		3	-6.7	-7.2
	Wing	18%	35%		Wing	-8.8	-9.9
3-5	4	44%	56%	3-5	4	-2.5	0.1
	5	48%	58%		5	-1.8	2.1
	6	44%	53%		6	-2.1	1.5
Wing	45%	56%	Wing	-2.2	1.1		
6-8	7	30%	53%	6-8	7	-3.0	0.2
	8	29%	47%		8	-5.2	-2.9
	Wing	29%	50%		Wing	-4.1	-1.5
2-8 Total		36%	52%	2-8 Total		-3.7	-1.3

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.

Report generated on 11/10/2022.

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## NWEA GROWTH MEASURES 2022 REPORT

NWEA Growth Measures							
Growth Window: Fall - Fall 2022-2023							
All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	35%	29%	K-2	1	-2.5	-5.2
	3	59%	63%		3	1.5	2.7
	Wing	46%	45%		Wing Index	-0.6	-1.5
3-5	4	49%	60%	3-5	4	0.1	2.1
	5	56%	67%		5	0.4	2.2
	6	83%	69%		6	5.1	3.5
	Wing	61%	65%		Wing	1.6	2.5
6-8	7	55%	73%	6-8	7	1.8	4.6
	8	70%	63%		8	1.9	1.5
	Wing	62%	68%		Wing	1.9	3.1
<b>2-8 Total</b>		61%	65%	<b>2-8 Total</b>		1.7	2.7

*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.*

*Report generated on 11/10/2022.*

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## NWEA GROWTH MEASURE 2023 REPORT

**NWEA Growth Measures**  
Growth Window: Fall - Fall 2023-2024

All Students							
% Met Typical Growth				Growth Index			
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	1	27%	24%	K-2	1	-4.8	-6.3
	3	56%	61%		3	0.1	2.4
	Wing	41%	41%		Wing	-2.5	-2.2
3-5	4	52%	50%	3-5	4	-1.4	1.3
	5	42%	43%		5	-1.5	-2.0
	6	57%	49%		6	1.3	-1.4
	Wing	50%	47%		Wing	-0.5	-0.8
6-8	7	61%	43%	6-8	7	1.9	-0.9
	8	43%	60%		8	-1.8	0.0
	Wing	52%	52%		Wing	0.0	-0.4
<b>2-8 Total</b>		52%	50%	<b>2-8 Total</b>		-0.3	-0.2

*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.*

Report generated on 11/9/2023.

### Summary of 3 yr. trend NWEA fall to fall

NWEA ELA met typical has shown some positive growth trends withing last 3 years. Total meeting typical growth fall to fall in 2023-24 at 52%, 2022-23 at 61% and 2021-22 36%. Our most struggling grade level noted is grade 1 year over year. Alliance suffered from teacher turn over, rise of alternatively certified staff members and administration turn over throughout the building. There is also a significant number of students entering kindergarten with lower academic skills levels due to lack of preschool. Our overall growth index which measures how many RIT points a student grew above or below their growth projection has improved overall (grades 1-8) since 2021-22 school year. However, YOY (2022 to 2023 school year) the overall growth index has decreased by 2.5 percentage points. With drops in grade all grade level, especially our k-2 area.

**\*Section headings marked with an asterisk are required by state law.**

### SECTION 3 PART C: ROOT CAUSE ANALYSIS

*Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.*

### SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS\*

*Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). 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

Alliance Academy will improve student performance by at least 1 percentage points or higher on the Early Literacy component of the 2023-2024 state report card.

#### Goal #2

Students in grades K-2 will take a nationally normed standardized assessment. In 2023-2024, at least 40 percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

*\*Section headings marked with an asterisk are required by state law.*

## SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS\*

*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. Include a description of the professional development activities provided for each goal.*

### Goal # 1 Action Map

Goal Statement: Alliance Academy will improve student performance by at least 1 percentage points or higher on the Early Literacy component of the 2023-2024 state report card.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<p>Ensure all teachers are trained in the following Phonological Awareness and Phonics instructional resources:</p> <ul style="list-style-type: none"> <li>• Reading Mastery</li> <li>• Heggerty Phonemic Awareness</li> </ul>	<p>All teachers will implement all Phonological and Phonemic Awareness instructional resources with fidelity.</p>	<p>Utilize Academic Literacy Coaches to assist with monitoring instruction and providing coaching feedback.</p>

\*Section headings marked with an asterisk are required by state law.

	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> <li>95% Group Sound/Spelling Card implementation</li> </ul>		
Timeline	August 2023	August – May of each school year.	August – May of each school year.
Lead Person(s)	Curriculum & Instruction Team NHA Service Center Professional Development	Academy Deans Classroom Intervention Teachers	Jessica Mahler Alec Dood
Resources Needed	Training Materials Assessment Data Curricular materials to implement	Literacy Curriculum Resources	Academic Calendar and School Schedule for Observations
Specifics of Implementation (Professional development, training,	Training of new teachers during NTS in August	Lesson Prep Plans utilizing materials on Google Drive	Coaching Form on Key Levers for Implementation to be

*\*Section headings marked with an asterisk are required by state law.*

	Action Step 1	Action Step 2	Action Step 3
coaching, system structures, implementation support and leadership structures)	Two full day Regional PD on instructional framework and curriculum tools  Additional training for teachers hired after NTS  Weekly collaborative meetings during grade-level planning	Explore resources and tools available for engaged instruction  Use of data to intentionally plan for small groups and intervention based on skill profile	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  Grade-Level TBT Minutes	Literacy Block Schedule  Written communication plan  Lesson Prep Plans with sticky notes attached with intentional specifics by classroom teachers	Monthly observation reports from C&I Team  Coaching Planning Forms  Written observations on coaching forms
Description of Funding			

*\*Section headings marked with an asterisk are required by state law.*

	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	September	Monthly	Monthly

### Goal # 2 Action Map

Goal Statement: In 2023-2024, at least 40 percent of K-2 students will meet either an end of year benchmark or growth fluency goal.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	<ul style="list-style-type: none"> <li>Progress monitor K-2 students bi-weekly.</li> </ul>	Literacy Coaches and academy deans will coach teachers around fluency data analysis and response	Bi-weekly or monthly fluency data analysis and response TBT meetings
Timeline	All school year	November 2023	November 22-May 23
Lead Person(s)	Title One Intervention Team	ELA Teachers, K-8 Academy Deans	ELA Teachers, K-8 Academy Deans

*\*Section headings marked with an asterisk are required by state law.*

		Jessica Mahler  Alec Dood	
Resources Needed	aimswebPlus  Benchmarking Tools	aimswebPlus reports  data analysis process	aimswebPlus reports  data analysis process
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Intervention team will (a) review high-frequency words, (b) teach students common-sound-spelling patterns.	Literacy Coaches will provide professional development and coaching around fluency data response and analysis.	Academy deans will hold bi-weekly or monthly data analysis and response TBT meetings
Measure of Success	Student bi-weekly reports of progression through the program	Professional Development Schedule and Sign-in sheets	Monthly C&I visit reports  Grade-Level TBT  Minutes
Description of Funding			
Check-in/Review Date	Check-in/Review Date	Bi-weekly	November-January

*\*Section headings marked with an asterisk are required by state law.*

## SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.\*

*Describe the process for monitoring the progress and implementation of the plan's strategies.*

Progress will be monitored, shared, and discussed in TBT/BLT meetings using learning walk data, interim reports, and monthly Curriculum and Instruction coaching reports. During 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.

Alliance 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 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS\*

### SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS\*

*Describe the evidence-based strategies identified in Section 5 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 (RIMPs).*

**\*\*Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

**\*Section headings marked with an asterisk are required by state law.**



*\*\*Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

### How we identify RIMPS, what data we use and how we monitor the plan

At Alliance Academy we use NWEA to identify students who need a RIMP. After NWEA diagnostic testing, a student is deemed “not on-track”, using levels set by Ohio’s Learning Standards for the end of the previous grade. The students’ parents are notified as soon as possible by a member of the intervention team or school administration in writing. The school provides a description of current services the student is receiving and proposed supplemental instructional services. We also provide notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt. Students are given NWEA testing 3 times per year to monitor improvement (fall, winter and spring). We also progress monitor AIMS Web Plus. This program is designed for universal screening and progress monitoring to identify struggling students early and to monitor student acquisition of foundational academic skills. AimswebPlus assesses students in Kindergarten through Grade 8. Tier 1 - Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability. Tier 2 - Assess and monitor at-risk students and the effectiveness of instructional changes. Tier 3 - Write individualized annual goals and monitor progress more frequently (bi-weekly to weekly) for those who need intensive instructional services.

### Explain dyslexia monitoring

*\*Section headings marked with an asterisk are required by state law.*

Tier 1 screeners will be completed within the first 30 days of the school year or within the first 30 days of enrollment for students coming mid-year. The assessments that will be used at the Tier 1 screener are the assessments that make up the benchmark composite score in aimswebPlus. The following are the assessments for each grade level:

K: IS, LNF, LWSF

1: IS, LNF, LWSF, ORF

2: LWSF, NWF, WRF, ORF, RC, VOC

3-6: ORF, RC, VOC

Tier 2 screeners will be completed within the first six weeks of the school year. These screeners must inform instruction and be linked to structured literacy instruction. Students will be given the Mastery Tests and Individual Reading Checkouts in Reading Mastery to determine progress for students and which skills need to be strengthened. If students are progressed monitored and continue to struggle, schools may also use additional tests in aimswebPlus to determine specific needs the following table lists specific areas that schools can assess based on student need:

Tier 1 and Tier 2 intervention will be provided through Reading Mastery instruction and appropriate placement. Reading Mastery instruction includes explicit instruction in phonemic awareness, sound and symbol recognition, and decoding skills. Students will also get explicit instruction with encoding during their time with Reading Mastery. Students will be placed in the appropriate groups to develop the necessary skills for literacy. These students will be progress monitored biweekly as well as be given in-program assessments to determine when more instruction is necessary or when they should be placed in a group that would better suit their skill needs. Students will also be given explicit phonological awareness instruction through Heggerty.

The Dean of Intervention will ensure teachers and interventionists have the professional development they need in order to execute the programs and provide coaching as necessary to improve instruction.

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 instruction rotations and an intervention pull out based on their identified reading deficiency from school data reports.

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2. Ohio Operating System – Alliance 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.

	ESSA Definition	What does it mean?
Tier 1	Strong evidence from at least one well-designed and well-implemented experimental study	<p>Using experimental studies (e.g., Random Control Trials), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>
Tier 2	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study	<p>Using quasi-experimental studies (e.g., Regression Discontinuity Design), researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The research studies use large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>

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	ESSA Definition	What does it mean?
Tier 3	Promising evidence from at least one well-designed and well-implemented correlational study	<p>Using correlational studies, researchers have found that the intervention improves a relevant student outcome (e.g., reading scores, attendance rates).</p> <p>The studies do not have to be based on large, multi-site samples.</p> <p>No other experimental or quasi-experimental research shows that the intervention negatively affects the outcome.</p>
Tier 4	Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes	<p>Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3.</p> <p>However, there is good reason to believe – based on existing research and data – that the intervention could improve a relevant student outcome.</p> <p>Before using a Tier 4 activity or intervention, districts/programs should:</p> <ul style="list-style-type: none"> <li>• Explore Existing Research: Why do we believe this intervention will meet our needs?</li> <li>• Develop a Logic Model: How will the intervention improve student outcomes?</li> <li>• Plan to Evaluate: How will we know that the intervention is improving student outcomes?</li> </ul>

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)\*

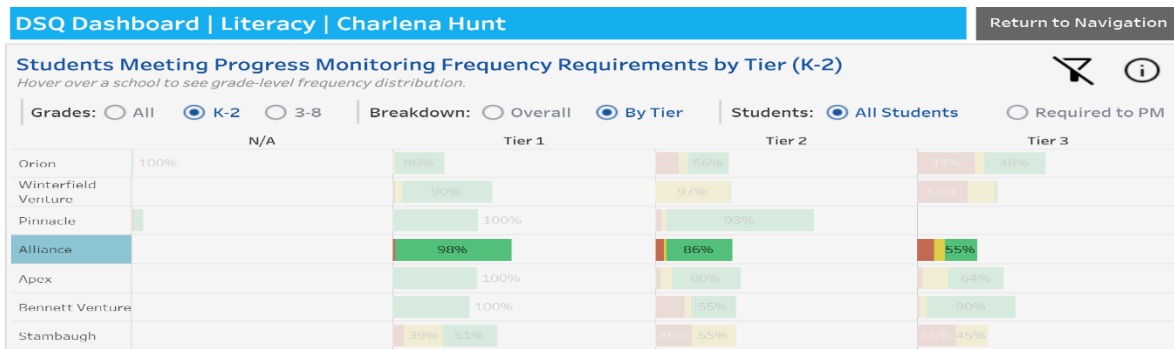
*Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:*

1. *Be effective;*
  2. *Show progress; and*
  3. *Improve upon strategies utilized during the two prior consecutive school years.*
- ✓ Teacher Based Team (TBT) meetings will be held weekly to monitor teacher instruction and planning by using classroom data from assessments, fluency and comprehension reports, and student data binders.

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- ✓ The ELA Instructional Coach will focus on daily instruction and coaching needs of individual teachers during visits and debrief with school leaders. 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.).
- ✓ The Title I Intervention Team will use the 45-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.

### Example of Aimweb Progress Monitoring



### What we do when a child is not showing progress

When a child is not showing progress according to benchmarking and progress monitoring data we respond by:

1. Use data to identify student skill gaps that can be targeted during intervention, as well as areas of strength that can be leveraged to increase student success.

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2. Providing more opportunities across the school day to practice. This is done through the school day during small pockets of free time throughout the day. Example: During bell work or increasing intervention periods.
3. The teacher will purposefully increase student opportunities to respond. The teacher or specialist will provide corrective feedback.
4. The teacher can decrease the size of the student group to give this student more opportunities to respond or mor “at bats”. This also reduces teacher talk and increase instructional pace.

## SECTION 7 PART C: STAFFING AND 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. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.*

***\*\*Under Ohio law (House Bill 33 of the 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.***

***\*\*Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.***

At Alliance Academy, multiple professional developments will be implemented for teachers to ensure students are demonstrating growth with their reading comprehension and fluency. Alliance Academy's

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culture of high expectations for instructional rigor and behavior requires implementation of a strong curriculum aligned to Ohio Learning Standards. Weekly team meetings and biweekly one-on-one meetings with teachers revolve around review of student data. Reviewing student data in this way helps deans identify opportunities to coach teachers on curriculum objectives, lesson planning, instructional strategies, and behavioral interventions. Alliance Academy also uses student data to select small groups of students to provide differentiated instruction. Teachers and support staff work more closely with each student based on where they are academically and focus on specific learning objectives.

### **Increase professional development on reading instruction**

Curriculum specialists provided professional development on Science of Reading training/workshops to all K-8 teachers. Alliance 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 Curriculum Specialist, Jessica Mahler, is scheduled monthly September 2023 – March 2024. Students who fall in the bottom quartile are identified and given additional small group instruction in grades K-8 with At-Risk teachers and Interventionists.

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. Program data from the intervention tools will also be used to monitor student progress and reteach as necessary.

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 state standards and pedagogy**

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Professional development on small-group instruction, the science of reading, phonics, the complexity of state standards and differentiation is ongoing and provided both by NHA and the Deans, Principal and teacher leaders. Differentiated PDs are offered monthly based on classroom observations and the needs of each staff member.

Deans also observe opportunities to enhance the effort in lesson planning and preparation discussion, as well as weekly data meetings in which student progress or lack of progress is discussed. Overall, state proficiency gains indicate small-group instruction is an effective tool, and adjustments to instruction will be needed in some grades, subjects, and subgroups. The ongoing monitoring of data will allow for adjustments as needed.



## APPENDICES

*If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.*

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