



March 4, 2024

Dear Superintendent Moore:

Thank you for submitting the Hamilton County Math and Science Academy 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:**

- The RAP includes a plan to provide regular feedback to educators.
- The RAP includes a plan to provide additional support to students with RIMPs.
- The RAP identifies some external factors that are contributing to student learning deficits.

**This plan will benefit from:**

- Some of the progress monitoring tools listed are vague—specifically those related to subgroups of students. Consider adding additional details to make the plan stronger.
- The main goal listed refers to 3rd grade OST scores on the spring, 2024 administration of the test. However, sub goal 3 refers to all students in grades K-3.
- Some of the subgoals included in the RAP are not but strategies the school will use to reach its goal.
- The plan does not identify any internal factors that may be contributing to student learning deficits. Consider includes these to make the plan stronger.
- Consider the inclusion of a root cause analysis to make the plan stronger.
- The only data provided is scores on the OST for students in grades 3-8. Consider including data for earlier grades as well.
- There is only reference to sharing the plan with teachers of students in grades K-3. The plan should be shared school wide so that all educators are aware.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Hamilton County Math and Science Academy 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: Hamilton County Math and Science Academy**

**DISTRICT IRN: 143602**

**DISTRICT ADDRESS: 2675 Civic Center Drive, Cincinnati OH 45231**

**PLAN COMPLETION DATE: December 19<sup>th</sup>, 2023**

**LEAD WRITERS: Tracy Johnson and Erinn Sams**

## 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.*

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

**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.***

<b>Name</b>	<b>Title/Role</b>	<b>Location</b>	<b>Email</b>
Dwan Moore	Principal/Superintendent	Hamilton County Math and Science Academy	dwan.moore.hcmsa@gmail.com
Timothy Moore Sr.	School Director/Dean of Students	Hamilton County Math and Science Academy	twmoore1953@gmail.com
Tracy Johnson	Preschool -3 <sup>rd</sup> Academic Coach Administrator	Hamilton County Math and Science Academy	tnicole85@aol.com
Erinn Sams	Academic Math Coach Administrator	Hamilton County Math and Science Academy	erinnsams77@gmail.com
Valerie Walker	Reading Intervention Specialist	Hamilton County Math and Science Academy	valwalker75@yahoo.com
Rhonda Barnett	Reading Intervention Specialist	Hamilton County Math and Science Academy	rhondalynnette@yahoo.com
Tracey Watson	1 <sup>st</sup> Grade Lead Teacher	Hamilton County Math and Science Academy	tw1stgrade@gmail.com

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

Name	Title/Role	Location	Email
Allison Hill	ELA Lead Teacher for Grades K-8	Hamilton County Math and Science Academy	hillap4772@gmail.com
Ashley Eckert	3 <sup>rd</sup> Grade ELA Teacher	Hamilton County Math and Science Academy	eckertas25@gmail.com
JaLynn Dukes	5 <sup>th</sup> & 6 <sup>th</sup> Grades ELA Teacher	Hamilton County Math and Science Academy	jalynn.dukes1996@gmail.com
Sara Johnsen	7 <sup>th</sup> & 8 <sup>th</sup> Grades ELA Teacher	Hamilton County Math and Science Academy	sjohnsen1313@gmail.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 Hamilton County Math and Science Academy Leadership Team developed this Reading Achievement Plan based on our available data from the NWEA MAP Spring, Summer (3<sup>rd</sup> Grade Only), and Fall Scores for our Kindergarten through 3<sup>rd</sup> Graders as well as our School's State Report Card. We also analyzed our Restart Readiness Pre-Instruction Scores for our 3<sup>rd</sup> Graders as well as our KRA Scores for our Kindergarteners.

Administrators will monitor Kindergarten through Third Grade student's progress and growth in reading by comparing student's fall, winter, spring, and summer NWEA MAP reading scores. We will also monitor their progress by using the student's Reading Improvement and Monitoring Plan (RIMP) to make sure students are receiving differentiated instruction from their teachers.

Once our plan is fully developed, it will be shared with our Kindergarten through third grade staff.

## 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.***

The Hamilton County Math and Science Academy's Reading Achievement Plan is aligned to and supports the overall continuous improvement of our academy at lengths through our district goal of improving the percentage of student's proficient in Reading by third grade. This coincides with our school's vision of focusing on all students reaching their highest potential.

The HCMSA's Reading Achievement Plan is the work of our K-3 Literacy Team, to improve language and literacy outcomes for all students as well as that all students are reading at grade level by third grade.

The Literacy Plan and data will be reviewed monthly by our Administration Team through analyzing our monthly benchmark data and adjustments will be made according to results. The plan will be revised yearly in the spring for the following year based on the Ohio State Testing Data by our Reading Achievement Plan Team.

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

## 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.**

#### **Comparison of The Ohio's State Test for English Language Arts Assessment for Grades 3-8 from Spring of 2022 until Spring of 2023**

<b>% Meeting Indicator</b>	<b>Spring of 2022</b>	<b>Spring 2023</b>
Grade 3	72.7%	68.7%
Grade 4	63.2%	65.7%
Grade 5	81.6%	81.6%
Grade 6	71.7%	77.3%
Grade 7	82.2%	84.2%
Grade 8	70.8%	83.0%

### 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.**

**\*Attendance:** Hamilton County Math and Science Academy's 2022-2023 Grade Card shows an attendance rate of 93.1%; however, when looking at our chronic absences of 22.7%, we noticed that this percentage of students were missing critical learning time, which has affected their learning progress.

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



**\*Lack of Preschool Opportunities:** Due to our school being a Charter Community school, we are only able to offer 10-12 slots for our Preschool Program. We found that a great percentage of our entering Kindergarteners do not attend Preschool, which is a disadvantage for those students since they do not have the foundational skills at the beginning of Kindergarten.

**\*Technology:** Many of our students in K-3 lack the keyboarding skills needed to properly complete the online computerized tests due to not having access to computers at home. It is also a small amount of instructional time available to teach students how to type before they must take the Ohio State tests online in the fall of third grade.

**\*COVID Learning Gap-** Unfortunately, COVID had a huge effect on our students learning progress due to learning online for over a year and a half. Without having the ability for one-on-one learning, small group instruction, and in-person intervention with a teacher and support staff, students had a decline in 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.***

### **Overall Student Performance Goal**

To increase the percentage of 3<sup>rd</sup> Grade students meeting or exceeding at least a proficient score from a 42.7% to 52% by the Spring of 2024 administration of the English Language Arts Ohio State Tests.

### **Subgoals**

**Goal #1:** During the Winter of 2024, we will offer a six-week intervention on Tuesdays and Thursdays that is focused on teaching reading using Orton Gillingham strategies and SAVVAS intervention for learners in grades K-3.

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

**Goal #2:** By the Winter of 2024, students will utilize individualized computer-based intervention that targets key areas that need to be improved within their reading skills. These computer-based interventions will be through SuccessMaker, which is aligned directly with our SAVVAS curriculum as well as Study Island. Study Island also allows students to receive individual instructions based off their reading deficiencies from their NWEA MAP reading scores.

**Goal #3:** By Spring of 2024, we will increase to at least 75% the number of K-3 learners meeting or exceeding their MAP targets as measured by their NWEA MAP reading scores.

**Goal #4:** By Fall of 2024, 100% of K-3 students will receive an additional 30 minutes of daily intervention or enrichment using research-based strategies including Orton-Gillingham focused on the critical components of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension).

**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:** During the Winter of 2024, we will offer a six-week intervention after school on Tuesdays and Thursdays that is focused on teaching reading using Orton Gillingham strategies and SAVVAS intervention for learners in grades K-3.

**Evidence-Based Strategy or Strategies:** SAVVAS Intervention Resources and Orton Gillingham strategies for learners in grades K-3.

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
<b>Timeline</b>	Winter 2024-Spring 2024	Winter 2024-Spring 2024	Winter 2024-Spring 2024
<b>Lead Person(s)</b>	Classroom Teacher	Classroom Teacher	Classroom Teacher
<b>Resources Needed</b>	SAVVAS Intervention Resources Reading Intervention Specialists	SAVVAS Intervention Resources Reading Intervention Specialists	SAVVAS Intervention Resources Reading Intervention Specialists

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

	Action Step 1	Action Step 2	Action Step 3
<b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</b>	<p>Gather data on students that are not on track or below proficient.</p> <p>Contact parents of these students to communicate the need to attend the six-weeks of after school intervention.</p>	<p>Once all students have been identified, classroom teachers will review student's individual data from their MAP scores as well as Fall results from the OST.</p>	<p>Students will attend the after-school intervention that will be monitored closely through walkthroughs and observations of the intervention sessions by our Administration Team.</p>
<b>Measure of Success</b>	<p>Confirmation from parents of the students that need the six-weeks of after school intervention.</p>	<p>Classroom teachers will compose a list of skills that they will teach for each session to meet their student's needs.</p>	<p>During the walkthroughs and observations, a checklist will be completed by our Administration Team.</p> <p>Pre and Post tests will be administered to see student's growth.</p>
<b>Description of Funding</b>	<p>SAVVAS Intervention Resources is already included in our curriculum, so no funding is needed.</p>	<p>The salary for classroom teachers and reading intervention specialist is included in our yearly school budget.</p>	<p>SAVVAS Intervention Resources is already included in our curriculum, so no funding is needed.</p> <p>The salary for classroom teachers and reading intervention specialist is included in our yearly school budget.</p>

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

	Action Step 1	Action Step 2	Action Step 3
<b>Check-in/Review Date</b>	2 Weeks Before Intervention Begins	1 Week Before Intervention Begins	Tuesdays and Thursdays

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

## Goal # 2 Action Map

**Goal Statement: By the Winter of 2024, students will utilize individualized computer-based intervention that targets key areas that need to be improved within their reading skills. These computer-based interventions will be Successmaker, which is aligned directly with our curriculum SAVVAS as well as Study Island. Study Island also allows students to receive individual instructions based off their reading deficiencies from their NWEA MAP reading scores.**

### Evidence-Based Strategy or Strategies: Successmaker & Study Island

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>			
<b>Timeline</b>	Winter 2024-Winter 2025	Winter 2024-Spring 2025	Winter 2024-Spring 2025
<b>Lead Person(s)</b>	Classroom Teacher	Classroom Teacher	Classroom Teacher
<b>Resources Needed</b>	SAVVAS Successmaker	Study Island	SAVVAS Successmaker  Study Island
<b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</b>	Students will work on Successmaker three times a week for an hour, which will provide computer based individualized intervention.	Students will work on Study Island daily during intervention, which will provide computer based individualized intervention.	Data will be collected from each Intervention Program to see how students are progressing within the foundational areas of reading skills.

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

	Action Step 1	Action Step 2	Action Step 3
<b>Measure of Success</b>	Progress will be monitored weekly through analyzing administrative reports that gives details of each student's progress within their areas of improvement of their Reading Skills.	Progress will be monitored weekly through analyzing administrative reports that gives details of each student's progress within their areas of improvement of their Reading Skills.	We will compare monthly benchmark scores in reading as well as check students progress of student's learning to make sure scores have increased.
<b>Description of Funding</b>	SAVVAS Successmaker Intervention Program is already included in our yearly school budget.	Study Island is already included in our yearly school budget.	Both SAVVAS Successmaker and Study Island are already included in our yearly school budget.
<b>Check-in/Review Date</b>	Weekly	Weekly	Weekly

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

### Goal # 3 Action Map

**Goal Statement: By Spring of 2024, we will increase to at least 75% the number of K-3 learners meeting or exceeding their MAP targets as measured by their NWEA MAP reading scores.**

**Evidence-Based Strategy or Strategies: SAVVAS Intervention Resources for learners in grades K-3.**

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Guided Readers	Small Group RTI	Individual work with Reading Intervention Specialist
<b>Timeline</b>	Winter 2024-Spring 2024	Winter 2024-Spring 2024	Winter 2024-Spring 2024
<b>Lead Person(s)</b>	Classroom Teacher	Classroom Teacher	Classroom Teacher and Reading Intervention Specialist
<b>Resources Needed</b>	SAVVAS Intervention Resources for learners in grades K-3	SAVVAS Intervention Resources for learners in grades K-3	SAVVAS Intervention Resources for learners in grades K-3  Reading Intervention Specialist
<b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation)</b>	Utilize Guided Readers that are on each student's reading level, which was determined by their Fall MAP Scores.	Classroom Teacher will facilitate small groups at least 3 times a week with students.	Reading Intervention Specialist will meet individually with students at least 2 times a week to review areas of concern within their reading levels.

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



	Action Step 1	Action Step 2	Action Step 3
<b>support and leadership structures)</b>			
<b>Measure of Success</b>	<p>Monthly monitoring through Benchmark Assessments geared towards specific reading skills.</p> <p>Also, check for growth on each administration of the NWEA MAP Assessment.</p>	<p>Monthly monitoring through Benchmark Assessments geared towards specific reading skills.</p> <p>Also, check for growth on each administration of the NWEA MAP Assessment.</p>	<p>Pre and Post tests will be administered to see student's growth.</p> <p>By Spring of 2024, 75% of our K-3 learners meet or exceed their MAP targets as measured by their NWEA MAP reading scores</p>
<b>Description of Funding</b>	<p>SAVVAS Intervention Resources is already included in our curriculum, so no additional funding is needed.</p>	<p>SAVVAS Intervention Resources is already included in our curriculum so no additional funding is needed.</p>	<p>SAVVAS Intervention Resources is already included in our curriculum so no additional funding is needed.</p> <p>The salary for classroom teachers and Reading Intervention Specialist is included in our yearly school budget.</p>
<b>Check-in/Review Date</b>	Monthly	Monthly	Weekly & Monthly

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

### Goal # 4 Action Map

**Goal Statement: By Fall of 2024, 100% of K-3 students will receive an additional 30 minutes of daily intervention or enrichment using research-based strategies including Orton-Gillingham focused on the critical components of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension).**

**Evidence-Based Strategy or Strategies: SAVVAS Intervention and Orton Gillingham strategies for learners in grades K-3.**

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	SAVVAS Mini Lessons on Critical Components	Small Group RTI	Individual work with Reading Intervention Specialist
<b>Timeline</b>	Winter 2024-Spring 2024	Winter 2024-Spring 2024	Winter 2024-Spring 2024
<b>Lead Person(s)</b>	Classroom Teacher	Classroom Teacher	Classroom Teacher
<b>Resources Needed</b>	SAVVAS Intervention Resources	SAVVAS Intervention Resources	SAVVAS Intervention Resources Reading Intervention Specialists
<b>Specifics of Implementation (Professional development, training, coaching, system structures, implementation)</b>	Gather data on students from Fall NWEA scores. From this data all K-3 ELA Teachers will teach mini-lessons and provide activities on	From the results of the assessment, teachers will create small groups to focus more intensively on the critical reading areas	Our Reading Intervention Specialist will meet individually with the students that were identified as needing more intensive intervention utilizing

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

	Action Step 1	Action Step 2	Action Step 3
<b>support and leadership structures)</b>	<p>the critical reading components that their student's performed below proficiency level on to reinforce their understanding of these areas.</p> <p>At the end of the mini lessons and activities, each teacher will give an assessment to check student's performance levels in each critical reading component area.</p> <p>Daily Schedules will be adjusted to include this strategy.</p>	<p>that students are not proficient within.</p> <p>After a month of Small Group RTI, teachers will give an assessment to see which students need a more intensive intervention.</p> <p>Daily Schedules will be adjusted to include this strategy.</p>	<p>Orton Gillingham strategies for at least 2 times a week to review areas of concern within their reading levels.</p>
Measure of Success	<p>Monthly monitoring through Benchmark Assessments geared towards specific critical reading component skills.</p> <p>Also, check for growth on each administration of the NWEA MAP Assessment.</p>	<p>Monthly monitoring through Benchmark Assessments geared towards specific critical reading component skills.</p> <p>Also, check for growth on each administration of the NWEA MAP Assessment.</p>	<p>Pre and Post tests will be administered to see student's growth.</p>
Description of Funding	<p>SAVVAS Intervention Resources is already included in our</p>	<p>The salary for classroom teachers and reading</p>	<p>SAVVAS Intervention Resources is already included in our</p>

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

	Action Step 1	Action Step 2	Action Step 3
	curriculum, so no funding is needed.	intervention specialist is included in our yearly school budget.	curriculum, so no funding is needed.  The salary for classroom teachers and reading intervention specialist is included in our yearly school budget.  Our Reading Intervention Specialist has already completed the Orton Gillingham Training.
Check-in/Review Date	Monthly	Monthly	Weekly & Monthly

**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.***

\*Hamilton County Math and Science Academy will measure progress toward learner's performance goal utilizing NWEA MAP reading data for grades K-3.

\*Progress towards performance goals will be monitored and measured by the teachers working with our students.

\*Student's receiving assistance through IEPs will have their progress monitored and reported on a quarterly basis.

\*Additionally, students on RIMPs will have their plans evaluated and refined quarterly.

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

## 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).***

#### **SAVVAS Learning Company Intervention Resources**

SAVVAS Reading Curriculum is aligned with the Science of Reading which includes print concepts, phonological awareness, phonics, and the teaching of high-frequency words as well as fluency. This Reading program currently earned green ratings in all areas for all grades on the EdReports. The SAVVAS Reading Curriculum also offers two flexible pathways to support reading instruction. Teachers can use all foundational reading skills or can choose to pull content from specific strands as needed to support or enhance core literacy instruction. To guide learning, it provides formative assessments to guide planning, teacher self-checks tools, digital resources that provides differentiated instruction. It has daily explicit foundational skills instruction, evidence-based reading and writing instruction, engaging literature as well as storytelling, diagnostic tools to increase opportunities for differentiated instruction, ample practice for skills mastery and a clear path to building knowledge.

SAVVAS Reading Curriculum provides intervention resources that assist our teachers with small group guides for small group instruction, leveled readers for guided reading, and extension activities in enhance learning. Within the small group guides, teachers can collaborate in organization with grouping. Teachers can instruct whole group or small group mini lessons.

All Kindergarten to Third Grade students will participate with students on RIMPs receiving additional support.

#### **SuccessMaker**

SuccessMaker is an adaptive learning system that provides all K-3 students with a personalized learning experience that adjusts in real time to their specific individual learning needs. SuccessMaker also monitors answer patterns and students enter an intervention cycle within the online program when they need more support with a specific reading skill or concept. The SuccessMaker reading instructional model includes an initial placement assessment, adaptive instruction, and guided practice, fluency practice, independent practice retention, and adaptive remediation as well as progress monitoring.

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

It supports struggling readers by providing guidance, remediation, fluency assessment, and independent practice interactively at their exact reading level. It also keeps all students on pace to meet the Ohio English Language Arts standards and continuously monitors students without test stress. Students construct, select, and match items to demonstrate their understanding. Close reading scaffolds and instructional support include an animated “reading coach” to guide students.

All Kindergarten to Third Grade students will participate with students on RIMPs receiving additional support.

## **Study Island**

Study Island is an effective intervention tool that helps teachers identify students that are at risk, plan evidence base interventions and monitor ongoing progress. Study Island gives practice informative assessments and test preparation. It also provides in-depth support to student learning by continuously engaging, monitoring, and assessing progress.

Study Island is a supplemental program designed to add educational value to students through mini-lessons, refresher materials, and testing. Study Island has various individual features and state-specific content, making it an ideal resource in addition to planned lessons and in-class learning. As a learning tool, Study Island provides State-specific information designed to prepare students for the Ohio State English Language Arts Tests. It also includes content that meets Ohio teaching standards. It provides practical testing in a digital environment, which helps with improving our students’ keyboarding skills. Study Island also allows direct pathways for our students based on their NWEA MAP Reading Scores.

This is what makes Study Island the ideal option for teachers looking to improve the knowledge and scope of their students. This program is also valuable for receiving insight and feedback into students’ understanding and encouraging them to think more deeply about their answers. As a precursor to standardized testing, Study Island provides an environment that promotes learning through actions instead of passively listening. Research has suggested that children that are invested in their learning do better educationally, a theory this program helps to support and integrate.

All Kindergarten to Third Grade students will participate with students on RIMPs receiving additional support.

## 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 7, 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.***

Using the guidance provided for direct instruction, which are evidence-based practices from our SAVVAS Learning Company Curriculum and Intervention Resources as well as our computer-based intervention programs of Successmaker and Study Island will all be implemented to aid the Hamilton County Math and Science Academy's Reading Achievement Plan:

\*HCMSA will dedicate special attention to our struggling readers that are performing below the proficient level in reading by teaching mini-lessons and small groups instruction.

\*Classroom ELA teachers will ensure that students read daily level readers from our SAVVAS Intervention Resources to support reading accuracy, fluency, and comprehension. Our Administration Team will monitor classroom teachers through weekly ELA meetings, thorough checks of weekly lesson plans, and walkthroughs to make sure these skills are properly being taught.

\*Classroom ELA teachers will teach students to decode words, analyze word parts, and write as well as recognize words through small group instruction along with one-on-one intervention with our Reading Intervention Specialist utilizing Orton Gillingham strategies to enhance their understanding of critical reading components. Our Administration Team will monitor classroom teachers through weekly ELA meetings, thorough checks of weekly lesson plans, and walkthroughs to make sure these skills are being taught properly.

\*Classroom teachers will implement and monitor students' engagement in our computer-based intervention programs of Successmaker and Study Island. Our Administration Team will monitor weekly reports to make sure students are showing progress.

## 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.***

The Hamilton County Math and Science Academy will utilize Hamilton County Education Service Center (HCESC) as well as our sponsor Buckeye Community Hope Foundation to provide professional development to all teaching staff focused on Literacy Awareness, Culturally Responsive Practice, and the Science of Reading. This will ensure that teachers have the resources, tools, and competencies needed to increase their teaching abilities.

Until direct professional developments sessions have been scheduled, our ELA Team will engage in the courses offered through the Ohio Department of Education on The Science of Reading and our staff will complete the Culturally Responsive Practices courses.

[The Science of Reading | Ohio Department of Education](#)

[Culturally Responsive Practices and Text Sets \(ohio.gov\)](#)

Our Staff will have ongoing professional development sessions on our SAVVAS Curriculum/Intervention Resources, Successmaker, and Study Island which will allow our staff to continue to enhance their understanding of the key components of each program. These professional development sessions will also allow our staff to engage in various areas of these programs to make sure they are utilizing the program to it's fullest potential. They will also continue to learn how to pull reports to make sure they are using their student's data to drive their instruction.

Collaboratively, teachers will continue to review the Ohio Model Curriculum for English Language Arts, especially looking at the instructional supports through the following link:

<http://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/Model-Curriculum-for-English-Language-Arts>

Teachers will be provided monthly time to work collaboratively to further enhance their professional literacy skills as addressed in the Reading Achievement Plan as well as meet weekly to review our four key action goals.

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



## APPENDICES

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

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