



March 22, 2024

Dear Superintendent Stewart:

Thank you for submitting the Ohio Virtual 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 plan includes a variety of data sources including state testing, reading diagnostic, and dyslexia screening measures.
- The plan includes alignment to priority needs for student achievement in grades 3-5.
- The plan documents an established process for student screening within the first 20-30 days of enrollment.

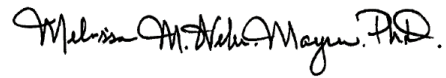
This plan will benefit from:

- This plan may benefit from sharing how the plan was developed and the ways it will be communicated throughout the Ohio Virtual Academy community.
- This plan may benefit from alignment with overarching school improvement plans including but not limited to EdSteps One Plan. This will assist with cohesive planning for Ohio Virtual Academy.
- This plan may benefit from SMART goals that are inclusive of student achievement goals, for example, a percentage of kindergarten students moving from “off track” to “on track” by the time they transition to 1st grade.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If Ohio Virtual 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. 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: Ohio Virtual Academy

DISTRICT IRN: 142950

DISTRICT ADDRESS: 1690 Woodlands Drive Maumee, OH 43537

PLAN COMPLETION DATE: 5/31/2024

LEAD WRITERS: Dr. Debbie Wotring, K-2 Principal and Ms. Amy Helm-Borchers, 3-5 Principal

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 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
Dr. Debbie Wotring	K-2 Principal	Virtual	dwotring@k12.com
Ms. Amy Helm-Borchers	3-5 Principal	Virtual	aborchers@k12.com

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

Name	Title/Role	Location	Email
Lacee Milliken Kristina Day	K-2 Assistant Principal K-2 Assistant Principal	Virtual Virtual	lmilliken@k12.com kday@k12.com
Peggy Landers Lacy Jones	3-5 Assistant Principal 3-5 Assistant Principal	Virtual Virtual	mlanders@k12.com ljones@k12.com
Susan Maple Kate Anderson Shannon Foote Haylee Crecco Allison Daulton Andrea Zimmerman Bethany Collier	K-2 Mentor Lead Teacher Kindergarten Academic Lead Teacher 1 st Grade Academic Lead Teacher 2 nd Grade Academic Lead Teacher 3 rd Grade Academic Lead Teacher 3 rd Grade OG I Support K-2 OG I Support	Virtual Virtual Virtual Virtual Virtual Virtual Virtual	smapple@ohva.org kanderson@ohva.org sfoote@ohva.org hcrecco@ohva.org adaulton@ohva.org azimmerman@ohva.org bcollier@ohva.org
Sarah Stampfle Debbie Beran Haley Lamonica	K-2 School Psychologist 3-5 School Psychologist K-5 School Psychologist	Virtual Virtual Virtual	sstampfle@ohva.org dberan@ohva.org hlamonica@ohva.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

Literacy Vision Statement

All students will develop the skills to read and comprehend on grade level by the end of 3rd grade. Student deficits will be identified through diagnostic assessment tools to determine and monitor whether they are on-track or off-track at specific intervals throughout the instructional calendar year. Implementation of evidence-based interventions and instructional strategies will be used to address academic deficits and facilitate student growth and achievement in literary acquisition.

Teachers will participate in Teachers Based Teams consistently throughout the school year to review academic data, interventions, and student engagement. Teachers will also receive ongoing instructional professional development throughout the school year. An OHVA best practice includes self and peer classroom observations, lead teacher and administrator classroom walk-throughs on going throughout the school year. This allows us to share instructional best practices and makes sure we continue to grow instructional practices.

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

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.

Action Plan for students on a RIMP (Reading Improvement and Monitoring Plan)

Reading Improvement Plan

Grade	Diagnostic Assessment & Frequency	Progress Monitoring Tools	Other Assessments	Weekly Reading Instruction Plan	Parent Involvement
K	<p>AIMSweb+ 3 times per year (Fall, Winter, Spring)</p> <p>Initial Assessment completed within the first 20 days of the school year and all new students within the first 20 days of enrollment</p> <p>KRA-R completed within the first 20 days of school.</p>	<p>AIMSweb+ Weekly progress monitoring for all students working off track</p> <p>Reading Eggs</p> <p>OG Reading Instruction</p>	<p>Exit tickets in Class Kick</p> <p>Sight word lists</p> <p>Fluency passages</p>	<p>-Students who score below the AIMSweb+ on target score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress.</p> <p>-Specific Reading Deficiencies will be identified for targeted intervention (Letter recognition, letter sounds, phonemic awareness)</p> <p>-Small Group Instruction</p> <p>-Differentiated Instruction</p> <p>-OG reading interventions daily for students working on target and below as indicated by data.</p> <p>-Teacher TBT meetings to discuss student data</p>	<p>-RIMP shared with parent</p> <p>-90 Minutes of reading instruction daily</p> <p>-Student class attendance daily</p> <p>-Reading Resources weekly in Academic Newsletters and posted on Schoology</p> <p>-Attend parent/student conferences</p> <p>-<u>Putting Reading First</u> document</p> <p>-Ensure student attends all testing and progress monitoring sessions</p>

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1	<p>AIMSweb+ 3 times per year (Fall, Winter, Spring) Initial Assessment by September 30 and all new students within the first 30 days of enrollment</p>	<p>AIMSweb+ Weekly progress monitoring for all students working off track Reading Eggs OG Reading Instruction</p>	<p>Exit tickets in Class Kick Sight word lists Fluency passages</p>	<p>-Students who score below the AIMSweb+ on target score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress. -Specific Reading Deficiencies will be identified for targeted intervention (Letter recognition, letter sounds, phonemic awareness, phonics, fluency, vocabulary, comprehension) -Small Group Instruction -Differentiated Instruction -OG reading interventions daily for students working on target and below as indicated by data. -Teacher TBT meetings to discuss student data</p>	<p>-RIMP shared with parent -90 Minutes of reading instruction daily -Student class attendance daily -Reading Resources weekly in Academic Newsletters posted in Schoology -Attend parent/student conferences -<u>Putting Reading First</u> document -Ensure student attends all testing and progress monitoring sessions</p>
2	<p>AIMSweb+ 3 times per year (Fall, Winter, Spring) Initial Assessment by September 30 and all new students within the first 30 days of enrollment</p>	<p>AIMSweb+ Weekly progress monitoring for all students working off track Reading Eggs Mindplay for students</p>	<p>Exit tickets in Class Kick Sight word lists Fluency passages</p>	<p>-Students who score below the AIMSweb+ on target score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress. -Specific Reading Deficiencies will be identified for targeted intervention (Letter recognition, letter sounds,</p>	<p>-RIMP shared with parent -90 Minutes of reading instruction daily -Student class attendance daily -Reading Resources weekly in Academic Newsletters posted in Schoology</p>

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		<p>reading 20-50 wpm</p> <p>OG Reading Instruction</p>		<p>phonemic awareness, phonics, fluency, vocabulary, comprehension)</p> <p>-Small Group Instruction</p> <p>-Differentiated Instruction</p> <p>-OG reading interventions daily for students working on target and below as indicated by data.</p> <p>-Teacher TBT meetings to discuss student data</p>	<p>-Attend parent/student conferences</p> <p>-<u>Putting Reading First</u> document</p> <p>-Ensure student attends all testing and progress monitoring sessions</p>
3	<p>MAP/ NWEA</p> <p>3 times per year (Fall, Winter, Spring)</p> <p>Initial Assessment by September 30 and all new students within the first 30 days of enrollment</p> <p>MAP Reading Fluency- Dyslexia Screener (BOY)</p>	<p>Reading A-Z/ RAZ Kids for fluency, vocabulary, language structure, and comprehension</p> <p>Reading A-Z/ Foundations for phonological awareness and decoding</p> <p>OG Reading Instruction</p> <p>MAP Reading Fluency</p> <p>Fluency Passages</p>	<p>Exit tickets- Class Kick and Schoology</p>	<p>-Students who score below the MAP cut score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress.</p> <p>-Specific Reading Deficiencies will be identified for targeted intervention (Phonemic awareness, phonics, fluency, vocabulary, comprehension)</p> <p>-Students will work with a qualified Reading Teacher</p> <p>-Small Group Targeted Instruction</p> <p>-Differentiated Instruction</p>	<p>-RIMP shared with parent and updated quarterly</p> <p>-90 Minutes of reading instruction daily</p> <p>-Student class attendance daily</p> <p>-Reading Resources sent weekly in Newsletters</p> <p>-Attend Student led conferences</p> <p>-<u>Putting Reading First</u> document</p> <p>-Ensure student attends all testing and progress monitoring sessions</p>

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				<p>-Strategies- Text-to-speech; self, world, text connections, Graphic Organizers, Preview passage/Preview questions, Think-Pair-Share, Paired Passages for comparing and contrasting</p> <p>-Teacher TBT meetings to discuss student data</p> <p>-OG reading interventions daily for students well below grade level as indicated by data.</p> <p>-OG Strategies for all reading classes. Morphology</p>	
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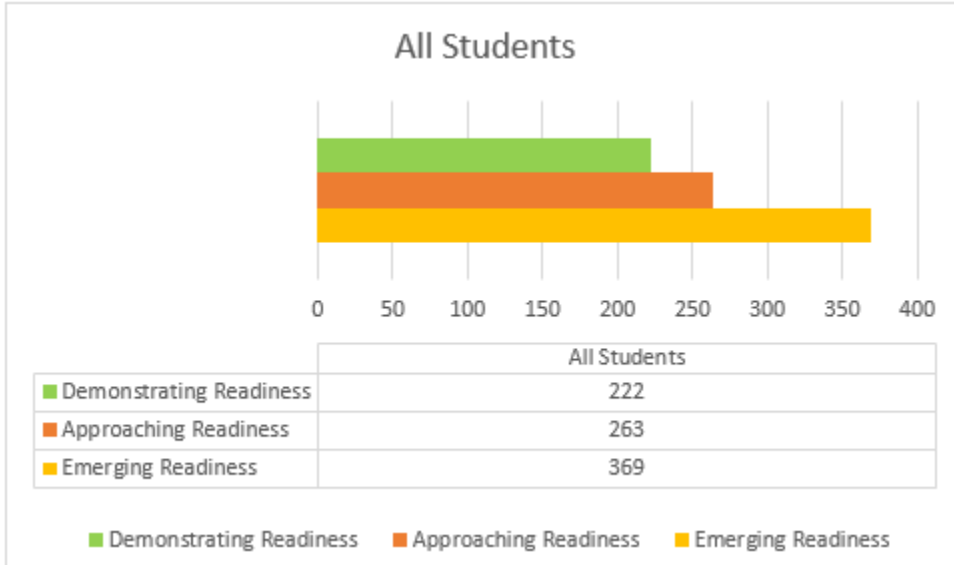
**Section headings marked with an asterisk are required by state law.*

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- 2023 Fall Scores**



- Ohio’s State Test for *English Language Arts Assessment for grades 3-8 2022-23 Spring Scores***

Tested Grade	Test Subject (Spring)	OHVA Proficient and Above Percent 2023 (Count)
03	English Language Arts	45
04	English Language Arts	41
05	English Language Arts	51
06	English Language Arts	35
07	English Language Arts	48
08	English Language Arts	36

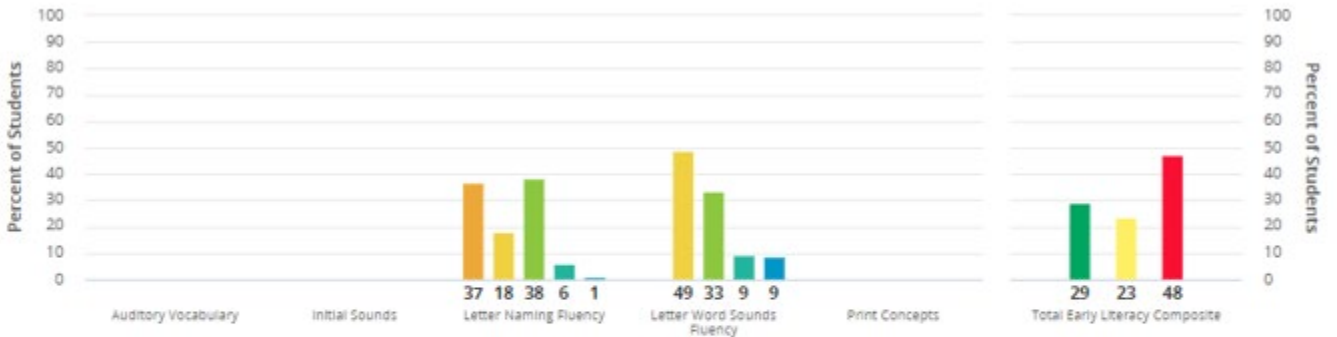
- K-3 Reading diagnostics (include subscores by grade level)**

Fall 2023 AIMSweb+ ELA Benchmarking Data

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Early Literacy Summary

Account (30 %ile)



Level	Auditory vocabulary		Initial Sounds		Letter Naming Fluency		Letter Word Sounds Fluency		Print Concepts	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	%	0	%	343	36.7%	0	0%	0	%
Below Average	0	%	0	%	167	17.9%	456	48.3%	0	%
Average	0	%	0	%	359	38.4%	311	33.3%	0	%
Above Average	0	%	0	%	57	6.1%	87	9.3%	0	%
Well Above Average	0	%	0	%	9	1%	81	8.7%	0	%
School Median Percentile	0		0		22		30		0	

Total Early Literacy Composite		
# of Students	% of Students	Risk
272	29.1%	Low
219	23.4%	Moderate
444	47.5%	High
23		School Median %ile

*National norms in development for PS; Use local norms.

• NWEA MAP FALL 2023 Data

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	113	17%	103	15%	122	18%	146	22%	193	29%	189-190-190	17.8
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	118	17%	91	13%	115	17%	160	24%	193	29%	190-191-192	20.4
Informational Text: Language, Craft, and Structure	145	21%	107	16%	118	17%	148	22%	159	23%	187-188-189	19.7
Literary Text: Key Ideas and Details	99	15%	114	17%	105	16%	159	23%	200	30%	191-191-192	19.2
Informational Text: Key Ideas and Details	139	21%	100	15%	117	17%	150	22%	171	25%	188-189-189	19.4
Literary Text: Language, Craft, and Structure	117	17%	111	16%	115	17%	150	22%	184	27%	189-190-191	18.7

	Participation	MAP Norm Mean	OHVA 3 rd Grade Mean	Scored at or above Grade Level mean RIT	Met State MAP cut score (192)
	23-24	95%	186.6	61% (413 students)	51% (341 students)

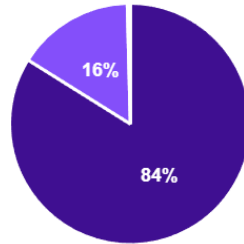
*cut score 192

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- **MAP Reading Fluency Dyslexia Screener**

Dyslexia Screener Summary

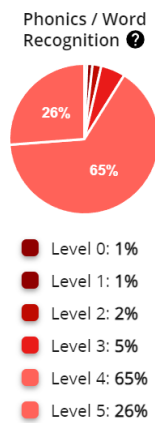
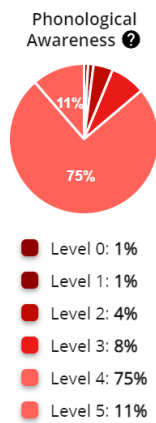
745 student results



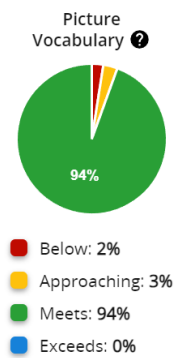
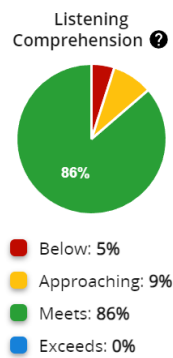
- 625 students were not flagged
- 117 students were flagged
- 3 students has insufficient data

Foundational Skills Performance Breakdown

DECODING



LANGUAGE COMPREHENSION



- ***The Ohio English Language Proficiency Assessment (OELPA) 2022-23 EOY Data***
 - 58 K-5 students listed as EL and assessed w/OELPA
 - 34 students met expectations
 - 24 students did not meet expectations
- ***The Alternate Assessment for Students with Significant Cognitive Disabilities 2022-23 EOY Data***
 - 25 K-5 students listed as AA

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- 8 K-2 students NA
- 17 3-5 grade students
 - Score of 1= 14 students
 - Score of 2= 2 students
 - 1 student Did Not Attend

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.

- Skill deficits during Covid years for our PreK-3rd grade students.
- OHVA has a higher percentage of students who enroll each year below target than those students who remain enrolled with us year over year.
- Student engagement concerns- attending school, attending class, actively participating in class and interventions, and completing lessons and class exit tickets.

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.

Students enrolling in Ohio Virtual Academy have a skill deficit due to Covid years. Our PreK-3rd grade students are missing foundational pre-reading skills. Those gaps need to be filled in before we can move forward providing reading instruction to meet grade level reading goals.

OHVA has a higher percentage of students who enroll each year below target than those students who remain enrolled with us year over year. Historically, we have reviewed our data and found that the longer we are able to keep our students the greater academic gains we are able to make with them. When comparing new to OHVA students to re-enrolling students benchmarking data the newly enrolling student data is always significantly lower.

At OHVA we are data informed. When reviewing the data, we have found that students who engage in our program make the greatest growth gains. Those students with engagement concerns: those who are not attending school, not attending class, not actively participating in class and interventions, and not completing lessons and exit tickets do not make academic growth.

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.

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OHVA K-3 Literacy Goal and Action Plan

Goal #1 Implementation of Reading Improvement and Monitoring Plan with appropriately identified students to provide interventions to move students on track by the end of their 3rd grade year.

- All OHVA students are diagnostically assessed using the appropriate grade level diagnostic measure.
 - The goal is to have 100% of Kindergarten students assessed within 20 days of enrollment.
 - The goal is to have 100% of 1st – 3rd graders assessed within 30 days of enrollment.
 - Students will be assessed again during the school year Fall, Winter, and Spring using the appropriate measure.
- Teachers will receive Professional Development throughout the school year in the following areas:
 - Administration of the assessment tool prior to the assessment period
 - Writing Reading, Improvement, and Monitoring Plans
 - Utilizing the assessment data
 - Orton-Gillingham instructional strategies
- Teachers and Intervention Specialists will complete the diagnostic assessment.
- Teachers, Intervention Specialists, and Reading Interventionist will be responsible for writing the RIMP, providing the OG instruction, and interventions.
- The Diagnostic Assessment will be used to determine on track or off track with a goal of moving minimally 70% of our students to on track by the end of the school year.
- Students who are determined to be off track will receive a Reading Improvement and Monitoring Plan within the required time frame.
 - RIMPs document areas of weakness/es and interventions provided.Students will be progress monitored ongoing and data reviewed ongoing in TBT meetings

Overall Improvement Plan Alignment with School Improvement Plan and Goals

PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data, identify at least 3 and no more than 5 priorities (goals) that focus on the specific achievement gap(s) identified for the school.	Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies):
<p>PRIORITY NEED/GOAL 1</p> <p>Increase reading achievement in grades 3-5 where:</p> <ul style="list-style-type: none"> ▪ 75% of 3rd graders and ▪ 70% or more 4th and 5th graders <p>will be "on track" as measured by NWEA/MAPS growth assessments by the end of the 2020-2021 school year.</p>	<p>Ensure structures and procedures in place to support Learning Coaches and families be successful in an online model.</p> <p>Building a culture where staff members understand they are an advocate for students and for student success and value the partnership with Learning Coaches.</p> <p>Continually develop the skills and knowledge of teachers so that they can effectively instruct in an online environment.</p> <p>Support Learning Coaches to identify quality instructional practices to use and apply in the home environment.</p> <p>Use of data to differentiate instruction and provide specific foundational needs of students.</p> <p>Continue to work to align curriculum, instruction and assessments by mapping out each grade level annually.</p> <p>Modify curriculum and target instruction, as needed (e.g. for our Students with Disabilities).</p>	<p>Improve our method of inclusion to increase the success of students with disabilities.</p> <p>OHVA will offer an individualized/differentiated curriculum to all students through the use of a mastery-based curriculum in grades 3-5. Both synchronous and asynchronous learning opportunities are available to all students. Teachers have ongoing opportunities to upgrade their skills through Professional Development and through Professional Learning Community involvement. Tuition reimbursement is offered to all staff members to augment licensure and add certifications and/or endorsements.</p> <p>A culture of data driven instruction will continue to be utilized across all grade levels at OHVA. Professional development and mentoring programming will be offered to further refine staff abilities to collect, analyze, and utilize student level data.</p> <p>High student engagement is a consistent goal for the academic program at OHVA. Efforts to increase engagement by OHVA families and students will be increased by coordinating efforts and resources within and outside of OHVA.</p> <p>Principals and hiring managers screen each teaching candidate's credentials prior to the interview process. OHVA uses an online program that requires applicants to make credentials available prior to the interview. After hire, the OHVA academic professional development coordinator verifies credentials and generates a HQT file for each teacher. The individual HQT information is aligned to the teacher's individual professional development plan for license renewal. The HQT information is collected and verified using the ODE HQT toolkit. The HQT status of all teachers is made available to</p>

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PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data, identify at least 3 and no more than 5 priorities (goals) that focus on the specific achievement gap(s) identified for the school.	Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies):
		<p>the public. Teachers are hired and assigned courses based on their licensure and HQT status. OHVA annually reviews and revises employment procedures to ensure they meet Highly Qualified Teacher standards. OHVA Academic Professional Development Coordinator is the single point of contact for HQT verification.</p> <p>OHVA provides ongoing, high quality professional development all OHVA staff (teachers and other instructional staff) focused on understanding the academic needs of all students. The OHVA school improvement plan focuses on how to impact academic gaps in student achievement by targeting instructional and assessment practices that result in improved student performance. The planning process involves all internal stakeholders (e.g. parents, teachers, students, and board members) as well as external stakeholders such as our charter school authorizing entity. The needs of the OHVA school improvement plan is communicated and actualized by all staff. We support positions and conferences focused on highly quality professional development that is aligned to our identified academic needs. We allocate specific staff and parent in-services on professional development and training needs as identified. All professional development is supported through each stakeholder's Individual Professional Development Plan. Additionally, our parent steering committee supports the school improvement plan as outlined in their parent driven goals. OHVA uses mentor leads to provide resident educator mentorship. In addition, OHVA's administration employs an Academic Professional Development Coordinator.</p> <p>OHVA will continue to pursue the highest quality staff members through recruitment online, at college job fairs, and through personal referrals from current staff.</p> <p>OHVA uses Title I and Title IIA funds to support and ensure that all staff members are offered high quality professional development opportunities to maintain their HQT status. Title IIA funds are used to recruit and retain highly qualified teachers in core academic areas</p>

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PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data, identify at least 3 and no more than 5 priorities (goals) that focus on the specific achievement gap(s) identified for the school.	Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)	Solutions (Strategies):
		<p>attend workshops, conferences, and classes specific to their teaching assignment, towards the maintenance of their HQT needs, and professional growth. Professional development needs are identified as a result of the local report card and local data and outlined in the OHVA school improvement plan, which outlines teacher instructional commitments, parent involvement practices, and targeted instructional practices. Kate Dlu is the School Treasurer at OHVA coordinating and documenting the fiscal resources for alignment. Funding sources are coordinated through the school's planning team, which analyzes the HQT/PD and teacher staffing needs each year along with all other needs evidenced through the Local Report Card. Fiscal resources and strategies are aligned to the needs identified in the Needs Assessment. The school treasurer coordinates and documents use of fiscal resources for audit purposes. The school provides fiscal and human resources to support initiatives to promote retentions of HQT teachers and Principals.</p> <p>Enrichment and/or tutoring services will be provided to students meeting eligibility criteria based on applicable academic data and staff referrals. Families will receive timely notification of selection for these services as required. Students will have real time access to advisors, and school counselors to support social and emotional development.</p> <p>OHVA students will participate 100% in grade level appropriate state mandated assessments.</p> <p>OHVA students with disabilities will participate in state mandated assessments as per their IEP/504 or other special education documentation directs.</p> <p>OHVA will provide Title I services and supplemental materials as needed for homeless students.</p> <p>Coordination of services will be overseen by Federal Programs Coordinator and At Risk Services Coordinator to facilitate supports for families as needed.</p>

**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: Implementation of Reading Improvement and Monitoring Plan with appropriately identified students to provide interventions to move students on track by the end of their 3rd grade year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	100% of students will be assessed using appropriate diagnostic assessment tool.	Align interventions to areas of weakness and begin implementation.	Progress monitor and document.
Timeline	Fall, Winter, Spring	Fall, Winter, Spring	Ongoing
Lead Person(s)	ELA Teacher Intervention Specialist	ELA Teacher Reading Interventionist Intervention Specialist	ELA Teacher Reading Interventionist Intervention Specialist
Resources Needed	Assessment	Orton-Gillingham strategies	PM tools
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Provide professional development training on how to use the assessment tools and utilizing the data. Ongoing staff PD TBTs	Provide OG professional training. Ongoing staff PD Walk-throughs by administration in targeted intervention classes TBTs	Provide professional development training on how to use the assessment tools and utilizing the data. Ongoing staff PD TBTs
Measure of Success	Provide professional development training utilizing the data.	Ongoing staff PD	TBTs

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

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	Assessment tools paid out of school budget	Grant funded Orton-Gillingham training	Assessment tools paid out of school budget
Check-in/Review Date	Monitor ongoing for completion during benchmarking.	Update RIMP Quarterly	Weekly data review with instructional team.

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

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

OHVA administration attend weekly TBT data meetings with an agenda item of student strategies/implementation. Student and teacher level data is compiled daily through PowerBI and available "on-demand" for administrative and teacher usage. The expectation is that staff are reviewing data points daily as shown in professional development sessions.

**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*

***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.*

***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.*

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

1. OHVA will utilize leadership data meetings to discuss overall implementation.
2. OHVA will schedule bi weekly meetings with an agenda item of reviewing overall internal assessment/progress data
3. Staff will provide recorded lessons to administration for review of implementation.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

***Under Ohio law (House Bill 33 of the 135th 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.*

All of OHVA's profession development is reviewed for cultural responsiveness/understanding. OHVA employees a diversity and inclusion coordinator that aids in this best practice.

**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.*