March 4, 2024

Dear Superintendent Bronston:

Thank you for submitting the Orion 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:
- This plan incorporates a lot of targeted coaching support for teachers.
- The plan incorporates a consistent cycle of reviewing data, which can hopefully improve and inform instruction.
- The action plan map is nicely detailed.

This plan will benefit from:
- This plan could benefit from further alignment between student factors identified as potentially contributing to reading underachievement and the action plan map.
- This plan could benefit from increased attention to culturally responsive practices.
- This plan could benefit from increased attention to ensuring that the professional development and coaching supports are aligned to the science of reading.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Orion 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.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338

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hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Columbus, Ohio 43215 U.S.A.
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Department of
Education &
Workforce

<h1 style="text-align:center">READING ACHIEVEMENT PLAN</h1>

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: Orion Charter Academy

DISTRICT IRN: 000559

DISTRICT ADDRESS: 1798 Queen City Ave Cincinnati, OH 45214

PLAN COMPLETION DATE: December 20th, 2023

LEAD WRITERS: Tonjarene Bronston (Building Principal), Charlena Hunt (Director of School Quality), Jessica Mahler (ELA Curriculum Specialist), Emily Miller (Assessment Coordinator), Karen Hannant (Manager of Reading Intervention), Jessica Mahler (Curriculum Specialist), 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.

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

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

Please see the Department's

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
Tonjarene Bronston	Principal	National Heritage Academies	57.tbronston@nhaschools.com
Cassie Hunter	Dean of Upper Elementary	National Heritage Academies	57.chunter@nhaschools.com
Andrew Sellers	Dean of Middle School and Special Education	National Heritage Academies	57.asellers@nhaschools.com
Charlena Hunt	Director of School Quality	National Heritage Academies	Chunt@nhaschools.com

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

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

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

The district leadership team (DLT) met during the annual summer retreat to review and analyze the school's 21-22 test results. As part of the analysis the team reviewed data from the Decision Framework, Ohio State Test, NWEA MAP Assessments, Interim Reports (common assessments), and the aimswebPlus Benchmarking Progress. We also examined the Ohio State Test Blueprints and our schools Scope and Sequence to ensure alignment and the frequency of power standards.

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

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

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

Section 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.

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

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

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

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

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.*

Reading Spring State Test Yearly Proficiency

GRADE	May 2020	May 2021	May 2022	May 2023
3	N/A	15%	22%	67%
4	N/A	21%	43%	78%
5	N/A	40%	39%	73%
6	N/A	14%	15%	27%
7	N/A	13%	24%	38%
8	N/A	7%	12%	41%

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

	N/A	7%	12%	

Orion 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	2022-23 SY Interim 1	2022-23 SY Interim 2	2022-23 SY Interim 3	2023-24 SY Interim 1	2023-24 SY Interim 2	2023-24 SY Interim 3
3	38%	46%	49%	11%		
4	12%	14%	31%	19%		
5	34%	43%	27%	22%		
6	10%	26%	29%	12%		
7	20%	20%	31%	32%		
8	60%	51%	51%	51%		

Summary (what is interim)

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

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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.

Orion				
Improvement Group	Student Subset	Previously Off-track (# Students)	Improved to On-track (# Students)	Improvement Percent
K-2	K → 1st	5	4	80%
	1st → 2nd	18	12	67%
	2nd → 3rd	11		0%
	K-2 Overall	34	16	47%
3rd Grade	3rd Grade	23		
Overall				

Promotion to Fourth Grade

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

93.8% ●
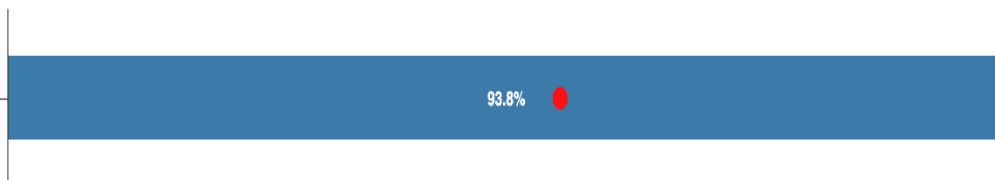
If after NWEA diagnostic testing, a student is deemed "not on-track", using levels set by Ohio's Learning Standards for the end of the previous grade. The students' parents are notified as soon as possible by a member of the intervention team or school administration in writing. The school provides a description of current services the student is receiving 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.

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

Kindergarten Readiness Assessment

Demonstrating Readiness	26	18	9
Approaching Readiness	32	36	16
Emerging Readiness	13	9	10
On Track**	57	59	26
Off Track**	16	7	13

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

K-3 Off-Track/On-Track By Grade

Orion On-track & Off-track

K	1	2	3	K-3		Status
32	29	45	24	130		On-Track
14	25	16	25	80		Off-Track

aimswebPlus Benchmarking

Students	2022-23 % Meeting AW Goal
All K-2	31%

3rd Grade Promotion Percentage YOY

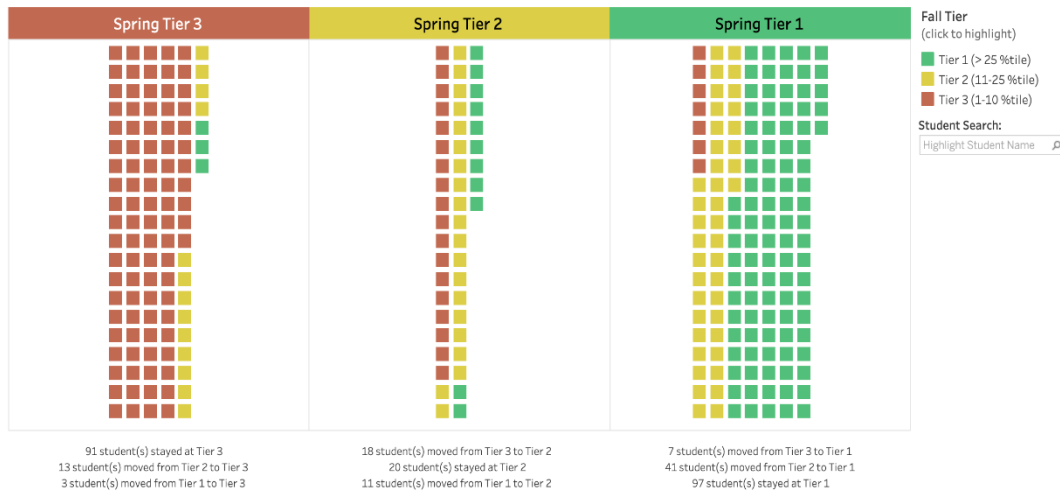*Section headings marked with an asterisk are required by state law.*

Promotion to 4th Grade		
School	**2021-22**	**2022-23**
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%

3rd Grade Reading Improvement Plan Data (RIMP)

Orion Academy			
State Proficiency	**2021 SY**	**2022 SY**	**2023 SY**
On Track	26	36	28
Not on Track	35	25	24

2022-23 Tier Movement

Fall-Spring Student Tier Movement
Orion

Spring Tier 3	Spring Tier 2	Spring Tier 1

Fall Tier
(click to highlight)
- Tier 1 (> 25 %tile)
- Tier 2 (11-25 %tile)
- Tier 3 (1-10 %tile)

Student Search:
Highlight Student Name

91 student(s) stayed at Tier 3
13 student(s) moved from Tier 2 to Tier 3
3 student(s) moved from Tier 1 to Tier 3

18 student(s) moved from Tier 3 to Tier 2
20 student(s) stayed at Tier 2
11 student(s) moved from Tier 1 to Tier 2

7 student(s) moved from Tier 3 to Tier 1
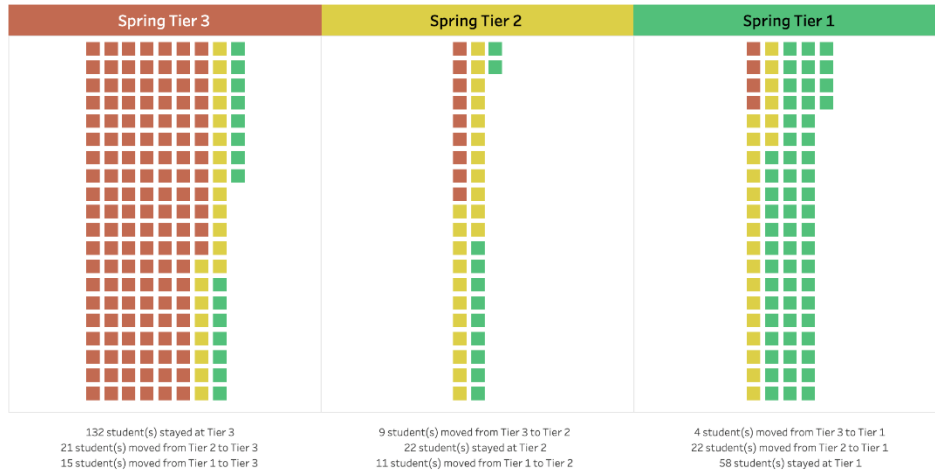41 student(s) moved from Tier 2 to Tier 1
97 student(s) stayed at Tier 1

2021-22 Tier Movment

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

Fall-Spring Student Tier Movement
Orion

Spring Tier 3	Spring Tier 2	Spring Tier 1

132 student(s) stayed at Tier 3
21 student(s) moved from Tier 2 to Tier 3
15 student(s) moved from Tier 1 to Tier 3

9 student(s) moved from Tier 3 to Tier 2
22 student(s) stayed at Tier 2
11 student(s) moved from Tier 1 to Tier 2

4 student(s) moved from Tier 3 to Tier 1
22 student(s) moved from Tier 2 to Tier 1
58 student(s) stayed at Tier 1

Click and drag to select a student or group of students above to view details

NWEA GROWTH MEASURES 2021 REPORT

NWEA Status Measures
Season: Fall 2020-2021

Wing	Grade	% In Bottom Quartile — Math	% In Bottom Quartile — Reading	Wing	Grade	% At or Above Grade Level — Math	% At or Above Grade Level — Reading
K-2	K	20%	4%	K-2	K	47%	62%
	1	44%	39%		1	31%	37%
	2	53%	46%		2	27%	28%
	Wing	40%	30%		Wing	35%	42%
3-5	3	59%	37%	3-5	3	15%	41%
	4	54%	41%		4	15%	24%
	5	66%	46%		5	13%	30%
	Wing	60%	42%		Wing	14%	32%
6-8	6	63%	45%	6-8	6	6%	22%
	7	59%	37%		7	14%	21%
	8	62%	52%		8	12%	24%
	Wing	61%	44%		Wing	10%	22%
School		53%	38%	School		21%	32%

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

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	38%	36%	K-2	1	-2.1	-4.0
	3	13%	35%		3	-6.4	-1.4
	Wing	27%	36%		Wing	-3.9	-3.2
3-5	4	18%	42%	3-5	4	-6.9	-5.8
	5	29%	34%		5	-5.1	-4.7
	6	40%	28%		6	-2.0	-4.2
	Wing	30%	34%		Wing	-4.5	-4.8
6-8	7	23%	36%	6-8	7	-6.3	-3.6
	8	47%	47%		8	-0.8	-2.8
	Wing	34%	41%		Wing	-3.8	-3.2
2-8 Total		29%	37%	2-8 Total		-4.6	-4.0

NWEA GROWTH MEASURES 2022 REPORT

NWEA Status Measures
Season: Fall 2021-2022

		% In Bottom Quartile				% At or Above Grade Level	
Wing	Grade	Math	Reading	Wing	Grade	Math	Reading
K-2	K	28%	16%	K-2	K	26%	27%
	1	37%	44%		1	27%	26%
	2	57%	66%		2	18%	14%
	Wing	40%	40%		Wing	24%	23%
3-5	3	47%	45%	3-5	3	18%	31%
	4	51%	37%		4	23%	30%
	5	58%	40%		5	16%	34%
	Wing	52%	41%		Wing	19%	32%
6-8	6	67%	43%	6-8	6	7%	25%
	7	74%	60%		7	6%	18%
	8	60%	47%		8	5%	23%
	Wing	68%	49%		Wing	6%	22%
School		52%	43%	School		17%	25%

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

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	26%	16%	K-2	1	-12.2	-12.8
	3	59%	50%		3	1.0	-1.2
	Wing	40%	31%		Wing	-6.4	-7.7
3-5	4	76%	34%	3-5	4	2.9	-2.1
	5	33%	36%		5	-4.1	-2.2
	6	54%	49%		6	-0.7	0.7
	Wing	53%	41%		Wing	-0.8	-1.0
6-8	7	39%	48%	6-8	7	-2.5	-3.8
	8	36%	34%		8	-2.4	-4.0
	Wing	37%	42%		Wing	-2.5	-3.9
2-8 Total		49%	43%	2-8 Total		-1.0	-1.9

NWEA GROWTH MEASURES 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	12%	29%	K-2	1	-6.6	-8.8
	3	100%	100%		3	11.0	17.0
	Wing	14%	30%		Wing	-6.2	-8.2
3-5	4	39%	38%	3-5	4	-2.9	-2.3
	5	68%	50%		5	2.4	1.5
	6	57%	49%		6	0.2	-1.7
	Wing	52%	45%		Wing	-0.5	-1.0
6-8	7	28%	43%	6-8	7	-4.0	-3.3
	8	49%	50%		8	-0.7	-0.6
	Wing	39%	47%		Wing	-2.2	-1.9
2-8 Total		47%	46%	2-8 Total		-1.1	-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 11/9/2023.

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

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 46%, 2022-23 at 43% 2021-22 at 37%. Our most struggling grade level noted is grade 1 year over year. Orion suffered from teacher turn over, rise of alternatively certified staff members and administration turn over at this grade level. 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 (1-8) since 2021-22 school year. YOY (2022 to 2023 school year) the overall growth index has increased by 0.6 percentage points. With significant increase in grade 3.

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.

Orion Academy's 2021-2022 daily average attendance shows an attendance rate of 87.2%. Students miss consecutive days of school frequently. The days students miss are detrimental to their overall success, it disrupts the students' learning progress and creates large learning gaps.

Orion Academy did not meet any indicators in grades 3-8 English Language Arts in the 2021-2022 school year.

Year after year, Orion Academy experiences high student attrition. The student attrition at the end of the 21-22 school year was 34.6%. Orion Academy has students, who, because they moved into or out of the area, did not spend a majority of the year within the district.

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

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

- High Teacher Turnover year after year.

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

- Teacher Quality and Experience.

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

Lack of Kindergarten student participation in previous quality early learning programs (pre-K, Head Start, etc.)

SECTION 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.

<u>Goal 1</u>

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

Orion Academy will improve the Improving at Risk K-3 Literacy Score by at least 1 percentage point or higher on the Early Literacy component of the 2023-2024 report card.

Goal 2

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

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: Orion Academy will improve the Improving at Risk K-3 Literacy Score by at least 1 percentage point or higher on the Early Literacy component of the 2022-2023 report card.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Train teachers on using Reading Mastery, an ELA instructional tool.	All teachers will implement a Balanced Literacy Block with small groups.	Utilize Academic Literacy Coach to assist with monitoring instruction and providing coaching feedback.

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

	Action Step 1	Action Step 2	Action Step 3
Timeline	July 2023– September 2024	August 2023 – March 2024	August 2023 – March 2024
Lead Person(s)	Curriculum & Instruction Team Service Center Professional Development	Academy Deans Intervention Team	School based Instructional Coach National Instructional Coach
Resources Needed	Training Materials Assessment Data Materials to implement	Literacy Curriculum Resources	Academic Calendar and School Schedule for Observations
Specifics of Implementation (Professional development, training, coaching, system structures,	Training of new teachers during NTS in July Full day Regional PD on instructional framework and curriculum tools	Lesson Prep Plans utilizing materials on Google Drive Explore resources and tools available for engaged instruction	Coaching Form on Phases of Key Levers for Implementation to be shared with deans and teachers

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

	Action Step 1	Action Step 2	Action Step 3
implementation support and leadership structures)	Data analysis and planning weekly collaborative meetings during grade-level planning	Use of "power standards" and data to intentionally plan for small groups and intervention based on skill profile	Schedule for deans to collaboratively engage in observations and coaching conversations
Measure of Success	Student bi-weekly reports of progression through the program	Lesson Plans with Preparation notes from teachers posted on universal school drive Anchor charts posted in classrooms Periodic observation notes	Weekly grade-level meeting notes with deans Periodic observation notes Monthly C&I visit reports Principal Feedback
Description of Funding			
Check-in/Review Date	January 2024	September 2023 January 2024	Monthly

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

	Action Step 1	Action Step 2	Action Step 3
			September 2023 – March 2024

Goal #_2__ Action Plan Map

Goal Statement: In 2023-2024, at least 40 percent of K-2 students at Orion 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
Implementation Component	Progress monitor K-2 students bi-weekly.	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 23-May 24
Lead Person(s)	Title One Intervention Team	ELA Teachers, K-8 Academy Deans C&I Instructional Coach	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
<mark>Description of Funding</mark>			
Check-in/Review Date	January 2024	<mark>September 2023-</mark>	<mark>September 2023 – March 2024</mark>

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

		January 2024	

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

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

SECTION 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).

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

**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.

<mark>How we identify RIMPS, what data we use and how we monitor the plan</mark>

At Orion Charter 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.

*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 appreciate 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.

1. Students with RIMPS will engage in 90 minutes of small group instructional rotations and an intervention pull out based on their identified reading deficiency from school data reports.

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2. Ohio Operating System – Orion Academy will utilize best practices in its daily instruction. The Curriculum and Instruction team of National Heritage Academies has collaborated to prepare lessons highly aligned to Ohio standards to address reading performance goals for grades K-8. The reading lesson structures will be implemented daily during 90–120-minute blocks.

3. Literacy coach will schedule monthly visits to cooperatively observe reading instruction with school deans (30 minutes for each grade level). After the observation, the literacy coach will lead coaching conversations with the teacher and dean during feedback meetings to address strengths and growth areas for each teacher to ensure reading instruction is ultimately improving students' reading skills.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*
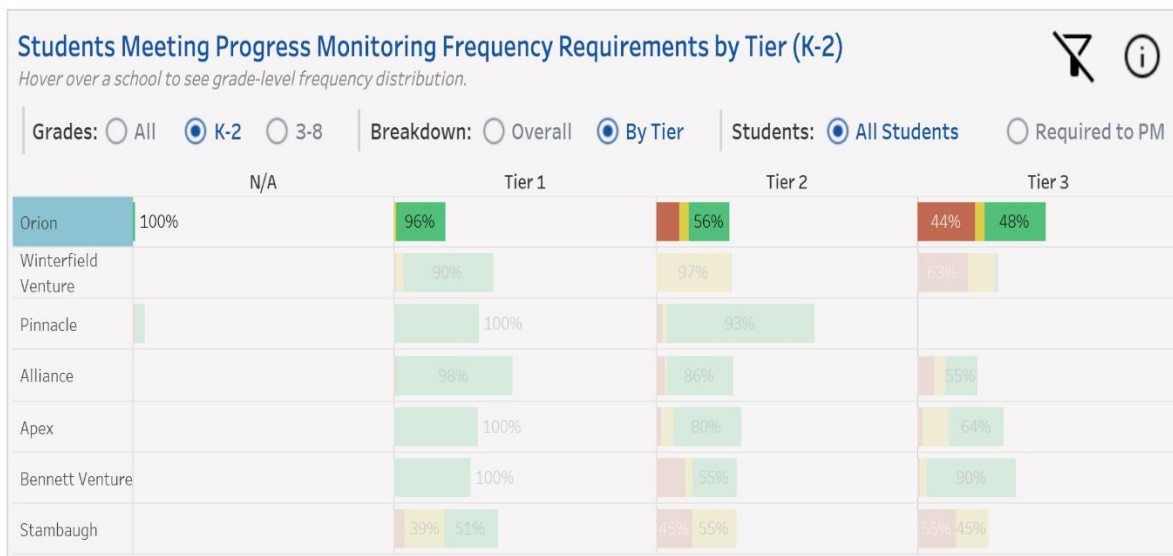
Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

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

1. Teacher Based Team (TBT) meetings will be held bi-weekly to monitor teacher instruction and planning by using classroom data from assessments, fluency and comprehension reports, and student data binders.

2. The ELA Literacy Coach will focus on daily instruction and coaching needs of individual teachers during monthly visits and debrief with the school principal. During debriefings, the leadership team will review and execute coaching progression plans based on individual teachers' needs and immediately follow up with action steps (i.e. modeling expectations of the lesson structures, videotaping best practices and sharing with team, revamping particular instructional focus needs based on student deficits, etc.).

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

Aimsweb Progress Monitoring Example

Students Meeting Progress Monitoring Frequency Requirements by Tier (K-2)
Hover over a school to see grade-level frequency distribution.

	N/A	Tier 1	Tier 2	Tier 3
Orion	100%	96%	56%	44% 48%
Winterfield Venture		90%	97%	63%
Pinnacle		100%	93%	
Alliance		98%	86%	55%
Apex		100%	80%	64%
Bennett Venture		100%	55%	90%
Stambaugh		39% 51%	45% 55%	55% 45%

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:

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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.

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 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.*

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

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

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

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

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

Increase professional development on differentiated instruction and Asking Questions

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

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Teachers and deans will work together to establish fluid groups based on students' growth needs. Deans, along with the principal, will monitor data and small group activities to guide ICs for ongoing adjustments. The Orion Leadership team has been focused on data analysis. Common assessments and Spring test results continue to provide urgency for differentiated instruction, and data analysis. Deans also observed opportunities to enhance this effort in lesson planning discussions, which will be a focus in 2023-24. Overall, state proficiency gains indicate small-group instruction is an effective tool, and adjustments to instruction are needed in all grades, subjects, and subgroups. Ongoing training and feedback will take place during school instructional time throughout the 2023-2024 school year.

Increase professional development on reading instruction

Curriculum specialists provided professional development on Reading Mastery and Corrective Reading training/workshops to all K-8 teachers. Orion Academy will need more time to improve reading in the lower grades. We believe we have the right tools, and, through classroom observations, our leadership team will provide individualized coaching to teachers on effective implementation for better results. ELA Literacy Coach, Erica Watson, is scheduled monthly August 2023 – March 2024.

Implement mock state assessments

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

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APPENDICES