

Horizon Science Academy Columbus Elementary

Goals 18-19 School Year

Goal # 1 Goal Statement: Horizon Science Academy Elementary Team will increase end of the year literacy proficiency of 3rd grade students from 59.3% to 80% by June, 2021, as measured by the Ohio State Reading Test.

Evidence-Based Practice: Direct Instruction (reading Mastery), Sheltered Language Instruction (SIOP), Routine Progress Monitoring, Journeys curriculum and implementation consultation, increase in early literacy exposure

	Action Step 1	Action Step 2	Action Step 3
Components	Increase 2 phonics/phonemic awareness	increase EOY third grade vocab	early literacy community based programming
1. Timeline	1.Purchase prior to start of 2018-19 school year 2. Professional development for Reading Mastery, STAR, SIOP and Journeys to take place within 2018-19 school year. Consultation for Journeys to take place at quarterly intervals with staff review sessions to follow, each quarter through 2021 school year.	1.Purchase prior to start of 2018-19 school year 2. Professional development for Reading Mastery, STAR, SIOP and Journeys to take place within 2018-19 school year. Consultation for Journeys to take place at quarterly intervals with staff review sessions to follow, each quarter through 2021 school year.	2018-19: Literacy night 6x per school year
2. Lead Person(s)	Wolf, Shoaf, Johnston, Grade level Leads	Wolf, Shoaf, Johnston, Grade level Leads	Wolf, Shoaf, Johnston, Grade level Leads
3. Resources Needed	1.Reading Mastery Curriculum and Professional Development 2.Professional	1.Reading Mastery Curriculum and Professional Development 2.Professional	Literacy night scheduling and materials, communication and

	Development in SIOP, STAR and Journeys	Development in SIOP, STAR and Journeys	materials to library branch for tutoring
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not interrupted by other school activities.	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not interrupted by other school activities.	Prior to end of school year, team leaders will meet with and schedule literacy nights with local branches of library. Team leaders will gather information and outreach materials from library branches.
5. Measure of Success	See Goal 1, Sub goal 1	See Goal 1, Sub goal 2	See Goal 1, Sub goal 3
6. Check-In/Review Date	Prior to school year start, review scheduling for PD quarterly	Prior to school year start, review scheduling for PD quarterly	Quarterly

Goal # 2 Horizon Science Academy Elementary Team will increase the end of the year proficiency of 4th grade students from 43.5% to 80% by June, 2021, as measured by the Ohio State Reading Test.

Evidence-Based Practice: Direct Instruction (reading Mastery), Sheltered Language Instruction (SIOP), Routine Progress Monitoring, Journeys curriculum and implementation consultation, Multisensory instruction (Orton-Gillingham)

	Action Step 1	Action Step 2	Action Step 3
Components	increase 2nd grade EOY phonics and vocab	increase EOY third grade vocab	increased progress monitoring
7. Timeline	1. Purchase prior to start of 2018-19 school year 2. Professional development for Reading Mastery, STAR, SIOP and Journeys to take place within 2018-19 school year. Consultation for Journeys to take place at quarterly intervals with staff review sessions to follow, each quarter through 2021 school year.	1. Purchase prior to start of 2018-19 school year 2. Professional development for Reading Mastery, STAR, SIOP and Journeys to take place within 2018-19 school year. Consultation for Journeys to take place at quarterly intervals with staff review sessions to follow, each quarter through 2021 school year.	1. Purchase of STAR assessment package prior to start of 2018-19 school year 2. Professional Development to take place prior to start of 2018-19 school year with refresher PD to take place at semester marks for 3 following years.
8. Lead Person(s)	Wolf, Shoaf, Johnston, Grade level Leads	Wolf, Shoaf, Johnston, Grade level Leads	Wolf, Shoaf, Johnston, Grade level Leads
9. Resources Needed	1. Reading Mastery Curriculum and Professional Development 2. Professional Development in	1. Reading Mastery Curriculum and Professional Development 2. Professional	STAR assessment, Professional Development,

	SIOPI, STAR and Journeys	Development in SIOPI, STAR and Journeys	
10. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not interrupted by other school activities.	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not interrupted by other school activities.	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not interrupted by other school activities.
11. Measure of Success	See Goal 2, Sub goal 1	See Goal 2, Sub goal 2	See Goal 2, Sub goal 3

12. Check-In/Review Date	Prior to school year start, review scheduling for PD quarterly	Prior to school year start, review scheduling for PD quarterly	Prior to school year start, review scheduling for PD quarterly, review implementation as designated below in Goal 4
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Goal # 3 Horizon Science Academy Elementary Team will increase the end of the year proficiency of 5th grade students from 50.0% to 80% by June, 2021, as measured by the Ohio State Reading Test.

Evidence-Based Practice: Direct Instruction (Reading Mastery), Sheltered Language Instruction (SIOP), Routine Progress Monitoring, Journeys curriculum and implementation consultation, Multisensory instruction (Orton-Gillingham)

	Action Step 1	Action Step 2	Action Step 3
Components	increase third grade EOY informational and literature comprehension	increase fourth grade EOY informational and literature comprehension	increased progress monitoring
13. Timeline	1. Purchase prior to start of 2018-19 school year 2. Professional development for Reading Mastery, STAR,, SIOP and Journeys to take place within 2018-19 school year. Consultation for Journeys to take place at quarterly intervals with staff review sessions to follow, each quarter through 2021 school year.	1. Purchase prior to start of 2018-19 school year 2. Professional development for Reading Mastery, STAR,, SIOP and Journeys to take place within 2018-19 school year. Consultation for Journeys to take place at quarterly intervals with staff review sessions to follow, each quarter through 2021 school year.	14. Purchase of STAR assessment package prior to start of 2018-19 school year 15. Professional Development to take place prior to start of 2018-19 school year with refresher PD to take place at semester marks for 3 following years.

16. Lead Person(s)	Wolf, Shoaf, Johnston, Grade level Leads	Wolf, Shoaf, Johnston, Grade level Leads	Wolf, Shoaf, Johnston, Grade level Leads
17. Resources Needed	1. Reading Mastery Curriculum and Professional Development 2. Professional Development in SIOP, STAR and Journeys	1. Reading Mastery Curriculum and Professional Development 2. Professional Development in SIOP, STAR and Journeys	DIBELS assessment, Professional Development, STAR
18. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not interrupted by other school activities.	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not

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19. Measure of Success	See Goal 3, Sub goal 1	See Goal 2, Sub goal 2	See Goal 2, Sub goal 3
20. Check-In/Review Date	Prior to school year start, review scheduling for PD quarterly	Prior to school year start, review scheduling for PD quarterly	Prior to school year start, review scheduling for PD quarterly, review implementation as designated below in Goal 4

Goal # 4 Horizon Science Academy Elementary Team will increase success rate of intervention implementation by lowering percentage of “off track” students from 46% (K-3) and 35% (4-5) to 30% overall by June 2019, as measured by percentage of students identified and reported to the State of Ohio as “off track” on Fall NWEA reading MAP.

Evidence-Based Practice: Direct Instruction (reading Mastery), Sheltered Language Instruction (SIOP), Routine Progress Monitoring , Journeys curriculum and implementation consultation, Multisensory instruction (Orton-Gillingham)

	Action Step 1	Action Step 2	Action Step 3
Components	remediation curriculum	progress monitoring	staff monitoring for fidelity of implementation
21. Timeline	1.Purchase curriculum prior to start of 2018-19 school year. 2. Professional development for Reading Mastery to take place within 2018-19 school year. Teaching Strategies Professional Development to take place at quarterly	1.Purchase of STAR assessment package prior to start of 2018-19 school year 2.Professional Development to take place prior to start of 2018-19 school year with refresher PD to take place at semester	All school years monthly: routine classroom observations and data tracking checks, Teacher Based teams data review and intervention placement monitoring, also see monitoring plan for

	intervals with staff review sessions to follow, each quarter.	marks for 3 following years.	Reading Tiered Fidelity Inventory schedule 1. OCT: intervention Placement 2.JAN review of NWEA data and intervention placement 3. MAY: review of implementation process
22. Lead Person(s)	Wolf, Shoaf, Johnston, Grade level Leads	Wolf, Shoaf, Johnston, Grade level Leads	Wolf, Shoaf, Johnston, Grade level Leads
23. Resources Needed	1.Reading Mastery Curriculum and PD	STAR assessment, Professional Development, STAR	Personnel resources, best practices and expectations checklist
24. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school	training will take place prior to school year such that teachers are able to administer and use new resources immediately. PD sessions are set by school district prior to close of previous school year. Training sessions will be scheduled prior to closing of previous school year. Specific staff will be identified to have extensive training other than whole staff training (via webinar or out of building training) to serve as coaches and mentors at in-sessions throughout the school year. All	Team Leads in this area will take part in a training session provided by the school in regards to intervention procedures, protocols, assessment and best practices. This team will be responsible for making observations, suggesting feedback, providing instructional mentoring and monitoring implementation.

year. All mentoring and training sessions will be added to school calendar prior to start of school year such that they are not interrupted by other school activities.

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25. Measure of Success	Fewer than 30% students 2-5 identified as “off Track” on Fall NWEA Reading growth MAP by Fall 2022.	90% of students identified as “off track” by state of Ohio Dibels 1x monthly in area of need	average of a score of 1.75 on “Intervention Implementation” items on Reading Tiered Fidelity Inventory
26. Check-In/Review Date	By Oct 15th each school year	Prior to school year start, review scheduling for PD quarterly, review implementation as designated in Goal 4, Action Step 3	Oct, JAN post fall and winter NWEA scores, MAY