



OHVA Board of Trustees Meeting
December 12, 2023 at 2:00 PM

Our Approach: Student-centric, Innovative
Our People: Passionate, Engaged
Our Students: Inspired, Empowered, Educated

1. Meeting called to order by President Stephen Vasquez at 2:00 PM.
2. **Roll Call/Guests:**

	Board Members	Present	Absent	Time of Arrival After Call to Order
1	Kelly Arndt – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Bruce Boerst – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Adam Davenport – Board Secretary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Patty Humbert - Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Susan Lippens – Board Vice President	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Ben Lochbihler – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Gina Lopez – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Jacob Moeller – Board Treasurer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2:09 PM
9	Matt Norton – Member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	Stephen Vasquez – Board President	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11	OCCS Ex-Officio Representative – Kristin Katakis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Also in attendance were: K12 Senior Head of School Dr. Kristin Stewart; K12 Director of Academics Kyle Wilkinson; K12 Senior Operations Manager Emily Rogers; K12 Manager of School Compliance and Ops Tiffany Porter; K12 Human Resources Business Partner Melissa Warren; K12 Finance Manager and OHVA Designated Fiscal Officer Dawn Cummings; and OHVA Legal Counsel David M. Smigelski. Various members of K12 Administrative Team were also in attendance.

3. **Public Participation on Agenda Items** – There was no public participation on agenda items.
4. **Public Participation on Non-Agenda Items** – There was no public participation on non-agenda items.
5. **Review and Approval of Minutes of the Regular Meeting of October 17, 2023**
Mr. Norton moved to approve the minutes as written; Ms. Lippens seconded; and all in attendance voted in favor.

Jacob Moeller entered the meeting at 2:09 p.m.



6. Operations:

a. Head of School Report

Dr. Stewart presented a four-page Head of School report showing enrollment at 14,781 students with 2654 special education students (18%). The report also showcased the OHVA staff where there are 422 general education teachers, 140 intervention specialists, and 158 support staff. The OHVA Teacher Impact 2023 was reported on by Dr. Stewart.

b. Academic Report

Cristina Foster, Jennifer Yost, Amanda Oberhouse, and Megan Daley provided a comprehensive presentation to the Board on the developments and accolades in the counseling programs at OHVA. Highlights and explanations were provided pertaining to RAMP school status, comprehensive school counseling program, and support groups for K through 12. Coordinated efforts and partnerships with Syntero for the support in mental health services were explained. A video testimonial regarding individual OHVA experience was viewed by the Board.

A report highlighting OHVA's reading improvement plan was provided. The various Leadership team members for this plan within this report were explained. The literacy vision statement was presented. The presentation discussed the overall improvement of plan alignment with school improvement plan and goals. It was presented that the priority need/goal was to increase reading achievement in grades 3-5 where 75% of 3rd graders and 70% or more of 4th and 5th graders will be "on track" as measured by NWEA/MAPS growth assessments by the end of the school year. As the presentation continued, several root causes and solutions as necessary for the priority need/goal to succeed were discussed. The action to take for students on RIMP was presented on as well.

i. Reading Improvement plan (resolution)

Resolution I: Resolution regarding the Reading Improvement Plan

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the OHVA Reading Improvement Plan K-3 as presented by the Head of School.

A summary of the changes are as follows:

- For K, 1st, and 2nd grades, we are fully implementing OG reading instructional strategies so the following section was removed: Strategies- Book/Picture walk, Text-to; self, world, text connections, Graphic Organizers, Reader's Theater, Repeated Poetry / Predictable Text Reading, High Frequency Word Drills and Incremental Practice, Tape Assisted Reading, Partner Reading, Reciprocal Reading, Preview passage/Preview questions, Think-Pair-Share, Paired Passages for comparing and contrasting.
- RAZ Kids for 2nd grade was removed and Reading Eggs was added in its place.
- Added MAP Reading Fluency to assessments for 3rd grade.



- Added Reading A-Z Foundations and removed Mindplay under Progress Monitoring Tools for 3rd grade.

Discussion: Dr. Stewart reviewed the Reading Improvement Plan.

Moved: Lopez	Seconded: Lippens	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Boerst	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lochbihler	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

ii. Reading Improvement plan (resolution)

Resolution II: Resolution regarding the Career Advising Policy

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the following changes to the Career Advising Policy:

“TotalView” is removed from section 8a, and the following 2 sections are to be added to the policy:
 10. Information regarding career fields that require an industry-recognized credential, certificate, associate’s degree, bachelor’s degree, graduate degree, or professional degree is provided through:

- a. Finding Your Path lessons taught once a month in grades 9-12 on various topics like Career Explorations, Career Interest Inventories, Goal Setting, College Search Process, etc.
- b. Holy Guacamole Series that covers: Military (including ROTC), First Generation, Trade Schools/Apprenticeships/Adult Education, 2 Year Programs, Career Explorations, and more
- c. Statewide College tours (virtual and in-person)
- d. CTE Pathway Info Sessions (rising 9th and current high school)
- e. CTE pathway and exploration courses that integrate career planning into curriculum
- f. Industry Speaker sessions
- g. Resources are provided through [school counselor](#) and [CTE web sites](#) and in their Newsletters

11. Students are provided with information about ways a student may offset the costs of a post-secondary education through:

- a. Holy Guacamole Series that covers: Military, First Generation, Trade Schools/Apprenticeships/Adult Education, 2 Year Programs, Career Explorations, and more
- b. Military Appreciation Week in February
- c. CCP/dual enrollment information sessions and information provided on OHVA’s [CCP web site](#)



d.CTE sessions that cover CTAG and available Articulation opportunities for credit transfer through participation in OHVA’s CTE programming

Discussion: Dr. Stewart reviewed the Career Advising Policy changes.

Moved: Norton	Seconded: Lopez	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Boerst	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lochbihler	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

c. Special Programs Report

A 4-page presentation on Special Programs provided information the different special program departments, team highlights, and especial education.

d. Operation Report

A residency verification update was provided.

7. Finance:

a. Budget Review

Ms. Cummings reviewed a six-page PowerPoint presentation summarizing the current status of budget and forecasts. The current forecast shows a \$4,274,307 surplus based on 14,478 enrollment, increased teacher expenses driven by adjusting accruals and adjusting various expenses to align with actual spending trends, and no expected changes to insurance/facilities/other expenses. Ms. Cummings also presented the FY24 summary of restricted funds, summary of balance sheet, and summary of cash flow.

b. Bank Reconciliation (October and November) (resolution)

Motion III: Resolution regarding filing of the Bank Reconciliations

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the filing of the bank reconciliations for the months of October 2023 and November 2023 as presented by the School Treasurer.

Discussion: Mr. Moeller confirmed he had an opportunity to review the bank reconciliations for October 2023 and November 2023 as presented by the School Treasurer and they appeared appropriate.



Moved: Moeller

Seconded: Arndt

Vote:

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Boerst	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lochbihler	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

8. Personnel/Staff Development:
a. New Hires (motion)

Motion IV: Resolution regarding OHVA Employment Agreements

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the OHVA Employment Agreements of the following individuals as recommended by the Head of School:

Employee Name (Last Suffix, First MI)	Job	Last Hire Date
Skelton, Melissa	Intervention Spec MS	11/6/23
Catilla, Joey	Intervention Spec MS	11/6/23

Discussion: Dr. Stewart discussed the employment additions of Joey Catilla and Melissa Skelton.

Moved: Davenport **Seconded:** Arndt **Vote:**

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Boerst	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lochbihler	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

b. Employee Resignation (resolution)

Motion V: Resolution regarding employee resignations

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby rejects the resignations of the individuals listed below who have abandoned their positions at OHVA as of the termination dates indicated below as recommended by the Head of School:



Employee Name (Last Suffix, First MI)	Job	Termination Date
Gearhart, Addie	Intervention Spec 3-5	11/16/23
Somers, Chelsea	Intervention Spec HS	11/17/23

Discussion: Dr. Stewart discussed the employee resignations of individuals whom abandoned their positions at OHVA.

Moved: Norton **Seconded:** _____ **Vote:**

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Boerst	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lochbihler	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

9. Compliance:

a. OCCS Report:

Ms. Katakis reviewed a two-page Board Brief which included legislative updates and compliance requirements.

b. Semi-Annual Bullying and Harassment Report:

Dr. Stewart reported there had been no new reports of bullying and/or harassment.

c. Parent/Student Handbook Update (resolution)

Motion VI: Resolution regarding Parent Student Handbook Update

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the following change to the Parent/Student Handbook:

Pg. 13 – Change of Address section will now include the statement below.

Consistent residency within the state of Ohio is required throughout the school year and students are required to be physically present in Ohio while the school year is in session. Your advisor should be made aware of any extended travel outside of Ohio and such travel shall be reviewed by OHVA Administrators to ensure it aligns with state and school requirements.



Discussion: Dr. Stewart discussed the residency update to the parent student handbook and the need for the change in order to provide notice to families for compliance purposes.

Moved: Davenport	Seconded: Lippens	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Boerst	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Davenport	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Humbert	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lippens	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lochbihler	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Lopez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Moeller	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Norton	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Vasquez	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

10. Other Updates: None.

11. Executive Session: None.

12. Upcoming Event Dates and Communications:

a. Board Meeting – February 20, 2024

Mr. Vasquez reminded everyone the next Board meeting will be held on February 20, 2024 at 2:00 PM, and any Board member who will be unable to attend should notify Mr. Smigelski to confirm quorum.

Having no further business, Mr. Vasquez adjourned the meeting at 3:48 p.m.

Ohio Virtual Academy Career Advising Policy

Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. Ohio [law](#) requires OHVA to adopt a local policy on career advising beginning the 2015-2016 school year.

Experts generally describe career advising as *an integrated process that helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals*. Ohio students must have access to a comprehensive menu of resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning experiences, and consistent counseling and advising, students can discover their interests and explore academic and career pathway options.

This policy on career advising is reviewed at least once every two years and made available to students, parents, guardians and custodians, local post-secondary institutions and Ohio residents. This policy shall be posted in a prominent location on the school's [website](#).

OHVA's plan for career advising includes the following:

1. Grade-level examples that link students' schoolwork to one or more career fields by implementing the Career Connections Learning Strategies offered by the Ohio Department of Education.
 - a. In addition to providing student-friendly standards as targets for live class sessions, teachers will attempt to connect content per unit to current career fields.
 - b. Teachers will hold individual and group sessions that further explain careers of interest to students. (courses need, technology required, salary considerations, skills needed, etc...)
 - c. Specific work assignments will allow intervention specialists to write more detailed career plans in Section 5 of an IEP.

2. Career advising to students in grades K-5, which includes
 - a. Teachers have individual conversations with students during 1:1 conferences and small group conversations during Class Connect asking what their future career interest might be.
 - b. Providing grade band assemblies highlighting different careers available to students.
 - c. Providing students Social Studies curriculum.

5. Training for employees on how to advise students on career pathways, including use of the tools available in OhioMeansJobs K-12.
 - a. Counselors will be directing students to this tool during sessions and FYP classes.
 - b. Advisors and Teachers will be training on career pathways and options available to students.
 - c. All staff working with student grades 6-12 will be trained on the use of Ohiomeansjobs.org and other career advising tools per state guidelines.
 - d. All staff working with students in grades 6-12 will be educated on Ohio's new graduation pathways.

6. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to participate in OHVA's (CTE) program, opportunities to attend local Vocational/Technical schools, and participate in the College Credit Plus Program for post-secondary credit.
 - a. All staff working with students grades 6-12 will be educated on Graduation Pathways, CCP and Dual Enrollment options.

7. Information on courses that can award students both traditional academic and career-technical credit in working in conjunction with any local Career/Technical programs students may be attending.

8. Documentation on career advising for each student and student's parent, guardian or custodian to review, as well as schools that the student may attend in the future. This includes activities that support the student's academic, career and social/emotional development, such as those saved to a student's OhioMeansJobs K-12 Backpack.
 - a. All documentation will be housed in notes (OHVA's online information system)
 - b. Documentation can also be found in section 5 of the IEP for students who qualify.

9. The supports necessary for students to transition successfully from high school to their postsecondary destinations, including interventions and services necessary for students who need remediation in mathematics and English language arts.
 - a. Transition will be aided through staff lead meetings/sessions.
 - b. Transition will be aided through sections 4/5 of IEP if applicable.

10. Information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree, or professional degree is provided through:
 - a. Finding Your Path lessons taught once a month in grades 9-12 on various topics like Career Explorations, Career Interest Inventories, Goal Setting, College Search Process, etc.
 - b. Holy Guacamole Series that covers: Military (including ROTC), First Generation, Trade Schools/Apprenticeships/Adult Education, 2 Year Programs, Career Explorations, and more
 - c. Statewide College tours (virtual and in-person)

- d.* CTE Pathway Info Sessions (rising 9th and current high school)
 - e.* CTE pathway and exploration courses that integrate career planning into curriculum
 - f.* Industry Speaker sessions
 - g.* Resources are provided through [school counselor](#) and [CTE web sites](#) and in their Newsletters
11. Students are provided with information about ways a student may offset the costs of a post-secondary education through:
- a.* Holy Guacamole Series that covers: Military, First Generation, Trade Schools/Apprenticeships/Adult Education, 2 Year Programs, Career Explorations, and more
 - b.* Military Appreciation Week in February
 - c.* CCP/dual enrollment information sessions and information provided on OHVA's [CCP web site](#)
 - d.* CTE sessions that cover CTAG and available Articulation opportunities for credit transfer through participation in OHVA's CTE programming
12. Attached - Career Advising Document

OHVA Reading Improvement Plan K-3

Section 1 – Leadership Team Members

Dr. Debbie Wotring, K-2 Principal
Amy Helm-Borchers, 3-5 Principal
Lacey Milliken, K-2 Assistant Principal
Kristina Day, K-2 Assistant Principal
Peggy Landers, 3-5 Assistant Principal
Lacy Jones, 3-5 Assistant Principal
Kate Anderson, Kindergarten Academic Lead Teacher
Shannon Foote, 1st Grade Academic Lead Teacher
Haylee Crecco, 2nd Grade Academic Lead Teacher
Allison Daulton, 3rd Grade Academic Lead Teacher
Sarah Stampfle, K-2 School Psychologist
Debbie Beran, 3-5 School Psychologist

Section 2- 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.

Section 3- Overall Improvement Plan Alignment with School Improvement Plan and Goals

<p>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.</p>	<p>Root Causes: List as many causes as necessary for each priority need (Example: no common school-wide curriculum or assessment system, ineffective teaching strategies)</p>	<p>Solutions (Strategies):</p>
<p>PRIORITY NEED/GOAL 1 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 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>

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>

PRIORITY NEEDS/GOALS: Based on the review and analysis of the school's data, identify at least 3 and no more than 3 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 Diu 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 4- 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	AIMSweb+ 3 times per year (Fall, Winter, Spring) Initial Assessment completed within the first 20 days of the school year and all new students within the first 20 days of enrollment	AIMSweb+ Weekly progress monitoring for all students working off track Reading Eggs OG Reading Instruction	Exit tickets in Class Kick Sight word lists Fluency passages	-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,	-RIMP shared with parent -90 Minutes of reading instruction daily -Student class attendance daily -Reading Resources weekly in Academic Newsletters and

	KRA-R completed within the first 20 days of school.			<p>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>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>
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</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, 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>-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 posted in 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>
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</p> <p>Reading Eggs</p> <p>Mindplay for students reading 20-50 wpm</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</p>	<p>-RIMP shared with parent</p> <p>-90 Minutes of reading instruction daily</p> <p>-Student class attendance daily</p>

		OG Reading Instruction		<p>intervention (Letter recognition, letter sounds, 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>-Reading Resources weekly in Academic Newsletters posted in 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>
3	<p>MAP/ NWEA 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>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>-Strategies- Text-to-speech; self, world, text connections, Graphic Organizers, Reader's Theater, Repeated Poetry / Predictable Text Reading, High Frequency Word Drills and Incremental Practice, Tape Assisted Reading, Partner Reading, Reciprocal Reading, Preview passage/Preview questions, Think-Pair-Share, Paired Passages for comparing and contrasting</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>

				<ul style="list-style-type: none">-Teacher TBT meetings to discuss student data-OG reading interventions daily for students well below grade level as indicated by data.-OG Strategies for all reading classes. Morphology	
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