



OHVA Board of Trustees Annual Meeting
December 10, 2024, 2024 at 2:00 p.m.

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

1. **Call to Order at 2:04 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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"/>	2:08 p.m.
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"/>	
12	OCCS Executive Director – Lenny Schafer	<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 Finance Manager and OHVA Designated Fiscal Officer, Dawn Cummings; Special Programs Manager, Johna McClure; Scott McCain of OCCS; and OHVA Legal Counsel, David M. Smigelski. Various members of K12 Administrative Team were also in attendance.

3. **Public Participation on Agenda Items** None.
4. **Public Participation on Non-Agenda Items** None.
5. **Approval of Minutes of the Regular Meeting of October 15, 2024 (motion)**

Motion I: Resolution Regarding Approval of Meeting Minutes

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the minutes from the meeting held on October 15, 2024.

Discussion: Mr. Davenport moved to approve the meeting minutes of October 15, 2024. Mr. Norton seconded to approve. Minutes were unanimously approved by those Board members present.



Moved: Davenport Seconded: Norton

Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Boerst	Y <input 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 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"/>

6. Operations:

- a. **Head of School Report:** The Head of School report was presented by Dr. Stewart. Dr. Stewart reported the OHVA staff numbers as follows: 441 general education teachers, 144 intervention specialists, and 135 support staff. She further reported OHVA’s current total Student Enrollment as 15,638 students, with 2,840 (18%) of them being special education enrollment. Lastly, remote testing pilot participation through ODEW was discussed. Approximately 1,000 students will take part in the ELA 10 test. Results of the pilot are anticipated to be utilized in making future remote testing availability.

- b. **Academic Report:** Mr. Wilkinson reported that the OHVA’s Robotics Club had an event on November 22, 2024 where students, siblings, and parents attended. 148 students signed up for the fall recreational club and 50 students chose to stay in the competition club. The competitions that the students compete in consist of three virtual asynchronous meetings in teams of two to three, where the teams compete against other K12/Stride schools nationally. It was presented that various activities took place, such as building a physical STEM robot from a kit and showing students how to plan a code sequence.

Robyn presented on PBIS and SEL noting that she recently met with the PBIS Region 1 representative to make sure that the school was implementing PBIS with fidelity, and she reported that the school passed with flying colors. Robyn further reported that the school will be applying for a PBIS recognition award this spring.

There was a brief discussion on the K12 Zone, which is an interactive virtual campus that turns online school into an open-world experience, where students can hang out with classmates, participate in activities and clubs, and access learning resources safely. Discussion on the Entrepreneurship Project took place with particular highlight of one of the guest entrepreneurs being Bee Space, NASA Research – Communication and Brand Major.

Next, there was a through presentation on Career Tech (CTE). It was reported that this is OHVA’s 7th year providing CTE, and for 2024-2025 the School will be providing 10 pathways in 8 career fields. Those fields include Information Technology, Engineering, Business, Finance, Agriculture, Education, Health Science, and Arts and Communication. Further, it was presented that for the 2024-25 school year, through CTE, OHVA serves 3,264 7th and 8th grade exploration students, 1,070 9th AND 10th grade exploration students, and 406 High School CTE pathway students. Further, it was highlighted that OHVA internally supports all aspects of program compliance. It was delineated that this occurs by OHVA managing all of their own CTE-26 applications.

Additionally, various things happening in 2025 were discussed. Kimberly, who serves on the school’s advisory board, created a video for current students in the process of starting their



YMCA Placements. Of special note, Kimberly graduated from OHVA and participated in OHVA’s Early Childhood Education CTE program and now gained employment at her local YMCA. It was also reported that The OHVA School Counseling Department is a recognized ASCA Model Program by the American School Counselor Association. Further, OHVA is 1 of 2 Ohio Schools with RAMP status and 1 of 2 E-Schools national with RAMP status. In presenting further, it was stated that OHVA has received approval for NCAA eligibility starting with the 2024-2025 school year and beyond. Lastly, it was stated that OCCS will report on state budget development at the April meeting.

Motion II: Resolution regarding the Reading Improvement Plan

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the revised OHVA Reading Improvement Plan K-3.

A summary of the changes are as follows:

- Updated Reading data/ assessment scores from past year.
- Updated Section 6 with the Progress Monitoring Plan
- Updated Section 7 with PD plan
- Completed newly added Question 4: Barriers and Challenges- Referenced Engagement
- The Reading Achievement Plan will continue with current goals
- Completed the RAP Progress Report (new for 24-25)

Discussion: Mr. Wilkinson explained the Resolution regarding the Reading Improvement Plan. Mr. Moeller moved to approve the Resolution regarding the revised OHVA Reading Improvement Plan for K-3. Ms. Lippens seconded. There being no further discussion, the resolution was unanimously approved by the Board Members present.

Moved: Moeller **Seconded:** Lippens

Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Boerst	Y <input 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 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:** The Special Programs update was provided by Ms. McClure. Ms. McClure discussed OHVA’s “Adopt a Family” program, which provides holiday assistance to families in need. McClure went over why OHVA partakes in the “Adopt a Family” program and the referral process for families to receive holiday assistance. In 2024, as reported by Ms. McClure, 49 kids within 22 families were provided with assistance. Ms. McClure also highlighted that OHVA has numerous referrals to smaller and larger outside organizations where relationships have been built. It was further discussed that OHVA continues to learn from the larger organizations policies and procedures.

d. **Operations Report:**



- i. **Residency Verification Update:** Ms. Rogers provided a residency verification update.

7. Finance:

- a. Budget Review
- b. Bank Reconciliation (motion)

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 2024 and November 2024 as presented by the School Treasurer.

Discussion: Mr. Moeller confirmed he had an opportunity to review the bank reconciliations for October and November 2024 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 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 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
Delfino-Russell, Robyn L.	Teacher Middle School	11/11/2024
Dill, Colleen M.	Advisor	10/21/2024
DiNardo, Kathryn M.	Guidance Counselor	12/02/2024
Keefer, Katie	Intervention Spec 35	12/02/2024
Kennedy, Nicole J.	Intervention Spec HS	10/21/2024
McCann, Lauryn R.	Teacher Elementary School	12/02/2024
Miller, Valerie L.	Teacher Middle School	11/11/2024
Pearson-Poxes, Rotiffany S.	Teacher Middle School	10/28/2024
Smith, Ar'rion E.	Transition Svcs Liaison	10/28/2024
Berg, Chelsea A.	Teacher Middle School	11/11/2024
Majeroni, Mikaele	Intervention Spec K2	12/02/2024
Raff, Carol	Teacher Middle School	12/03/2024
Rogers, Elisabeth	Intervention Spec 35	12/04/2024
Tauro-Bassett, Cieleste	Teacher Middle School	12/05/2024



Discussion: Dr. Stewart discussed the employment agreements being offered to several individuals on an as needed basis. There being no further discussion, the resolution was unanimously approved by the Board Members present.

Moved: Norton **Seconded:** Lopez **Vote:**

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Boerst	Y <input 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 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 Resignations (motion)

Motion V: Resolution regarding employee resignations

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby rejects the resignation of the individual listed below who has abandoned their position at OHVA as of the termination dates indicated below as recommended by the Head of School:

Employee Name (Last Suffix, First MI)	Job	Last Hire Date	Termination Date
Calamunci, Jacob	Intervention Spec 35	09/03/2024	11/01/2024

Discussion: Dr. Stewart discussed the employee resignations of individuals whom abandoned their positions at OHVA. There being no further discussion, the resolution was unanimously approved by the Board Members present.

Moved: Davenport **Seconded:** Lippens **Vote:**

Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Boerst	Y <input 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 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. Resignation of Employee and Waiver of K12 Contract Provision (motion)

Motion VI: Resolution regarding Resignation of Employee and Waiver of Paragraph 7.04



BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the resignation of Carrie Mohre as an Advisor, effective immediately, to allow her to accept a position with Stride, Inc. or an affiliate (“Stride”). Further, the Board of Trustees of OHVA hereby waives the application of Paragraph 7.04 entitled Non-Solicitation of the Third Amended and Restated Educational Products and Administrative & Technology Services Agreement between OHVA and K12 Virtual Schools LLC to allow Carrie Mohre to be employed by Stride as a School Safety Coordinator, exclusively for Ohio Virtual Academy. This waiver is revoked if Stride employs this individual in a position other than the one specifically listed.

BE IT FURTHER RESOLVED THAT the Board of Trustees of OHVA hereby approves the resignation of Cheryl Morris as a Lead Teacher High School, effective immediately, to allow her to accept a position with Stride, Inc. or an affiliate (“Stride”). Further, the Board of Trustees of OHVA hereby waives the application of Paragraph 7.04 entitled Non-Solicitation of the Third Amended and Restated Educational Products and Administrative & Technology Services Agreement between OHVA and K12 Virtual Schools LLC to allow Cheryl Morris to be employed by Stride as a CTE Principal, exclusively for Ohio Virtual Academy. This waiver is revoked if Stride employs this individual in a position other than the one specifically listed.

Discussion: Dr. Stewart discussed the Resolution regarding the resignation of Carrie Mohre as an advisor to allow her to accept a position with Stride, Inc. and the waiving of Paragraph 7.04 entitled Non-Solicitation of the Third Amended and Restated Educational Products and Administrative & Technology Services Agreement between OHVA and K12 Virtual Schools LLC. Ms. Lopez moved and Mr. Moeller Seconded. There being no further discussion, the resolution was approved.

Moved: Lopez	Seconded: Moeller	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Boerst	Y <input 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 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"/>

d. Intervention Specialist Retention/Pay Discussion: It was stated that, at some time to be addressed in the future, an increase is to be contemplated for intervention specialists.

9. Compliance:

a. OCCS Update: Lenny Schafer provided the legislative update. In Mr. Shafer’s presentation, various bills considered to be “Lame Duck Legislation.” Next, Dr. Stewart provided the fiscal year 2024 progress report. Lastly, Mr. Vasquez reported on conversations with Stride CEO concerning special education trends and issues involving intervention specialists.

b. Semi-Annual Bullying and Harassment Report: Dr. Stewart reported on bullying complaints and harassment complaints. As of December 4, 2024, two bullying incidents have been reported to the OHVA Administration for the 2024-2025 school year.

c. Review of Health and Safety Policies (motion)

Motion VII: Resolution regarding Health and Safety Policy Review

BE IT RESOLVED THAT the Board of Trustees of OHVA hereby acknowledges that it has reviewed the below policies and procedures to ensure the safety of students, employees, and other persons, and to ensure that the policies of OHVA comply with all applicable health and safety laws and regulations:

- Eyewear Safety Policy



- Child Abuse and Neglect Reporting Policy
- Food Allergies Policy
- Administering Medication Policy
- Use of Medication Policy
- Possession and Use of Epinephrine Autoinjector Authorization Policy
- Use of Tobacco Policy
- Seclusion and Restraint Policy
- Missing Children Policy
- Diabetes Care Policy
- Anti-Bullying Policy
- Drug Free Schools Policy
- Drug-Free Workplace Policy
- Emergency Situations Policy
- Workplace Violence Policy
- Employee Safety and Health Policy
- Smoke Free Workplace Policy
- Severe Weather Policy
- Workplace Injuries and Illness Policy

Discussion: Mr. Davenport moved to approve the Resolution to acknowledge that all policies of OHVA comply with all applicable health and safety laws and regulations. Ms. Lippens seconded. There being no further discussion, the resolution was unanimously approved by the Board Members present.

Moved: Davenport	Seconded: Lippens	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Boerst	Y <input 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 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"/>

d. Religious Expression Policy (motion)

Motion VIII: Resolution regarding Religious Expression Policy

WHEREAS the Board of Trustees of OHVA recognizes the importance of religious freedom and the right to express one’s beliefs, is committed to fostering an inclusive and respectful environment for all individuals regardless of their religious beliefs, and acknowledges the diverse religious practices and traditions of its students and aims to support their right to religious expression;

THEREFORE, BE IT RESOLVED THAT the Board of Trustees of OHVA adopts the Religious Expression Policy attached hereto:

Discussion: Ms. Lippens moved to approve and adopt the Religious Expression Policy. Ms. Lopez seconded. There being no further discussion, the resolution was unanimously approved by the Board Members present.

Moved: Lippens	Seconded: Lopez	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Boerst	Y <input 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 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"/>

e. Specific Beliefs Policy (motion)

Motion IX: Resolution regarding Specific Beliefs Policy

WHEREAS the Board of Trustees of OHVA is committed to maintaining a neutral stance on political and ideological matters to ensure an inclusive and unbiased educational environment;

THEREFORE, BE IT RESOLVED THAT the Board of Trustees of OHVA adopts the Specific Beliefs Policy attached hereto:

Discussion: Mr. Davenport moved to adopt the Specific Beliefs Policy. Ms. Lippens seconded. There being no further discussion, the resolution was unanimously approved by the Board Members present.

Moved: Davenport	Seconded: Lippens	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Boerst	Y <input 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 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"/>

f. Paraprofessional Job Description (motion)

Motion X: Resolution regarding Paraprofessional Job Description

WHEREAS paraprofessionals play a crucial role in supporting the needs of students and teachers, and it is essential to define the responsibilities, qualifications, and expectations for paraprofessionals to ensure consistency and effectiveness in their roles;

THEREFORE, BE IT RESOLVED THAT the Board of Trustees of OHVA hereby approves the Paraprofessional Job Description attached hereto.

Discussion: Dr. Stewart stated that Paraprofessionals are intended to support teachers and staff, not to replace teachers and intervention specialists. She furthered that the budget is 8 Paraprofessionals for 2024-2025. Ms. Lopez moved to approve the Paraprofessional Job Description. Mr. Norton seconded. There being no further discussion, the resolution was unanimously approved by the Board Members present.

Moved: Lopez	Seconded: Norton	Vote: Arndt	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
		Boerst	Y <input 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 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

11. Executive Session (None)

12. Upcoming event dates and communications:

- a. Mr. Vasquez reminded everyone that the next Board meeting will be held on February 18, 2025.

Having no further business, Mr. Vasquez adjourned the meeting at 3:56 p.m.

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HEAD OF SCHOOL UPDATE

12/10/24



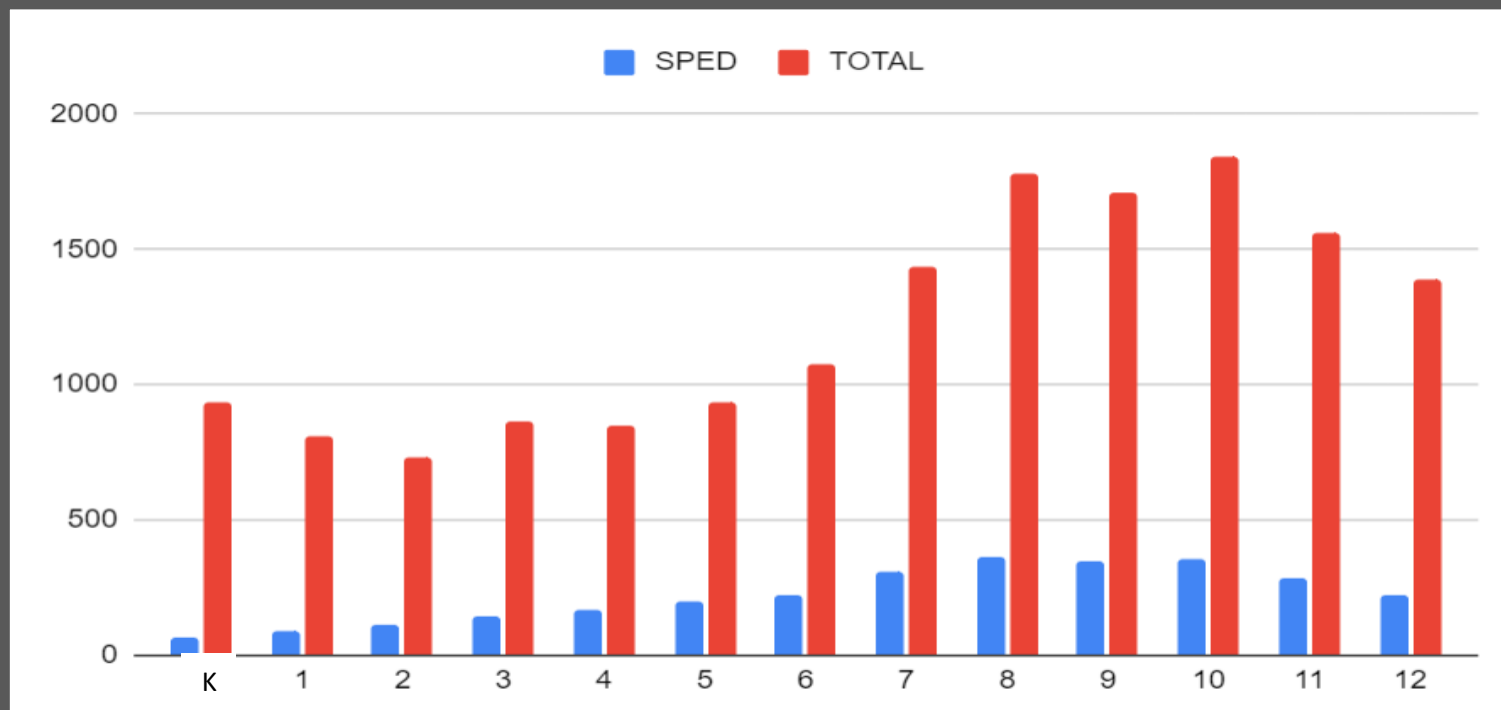
OHVA Staff

General Education Teachers: **441**

Intervention Specialists: **144**

Support Staff: **135**

OHVA Current Student Enrollment



Total Enrollment: **15,638**

Special Education Enrollment: **2840 (18%)**

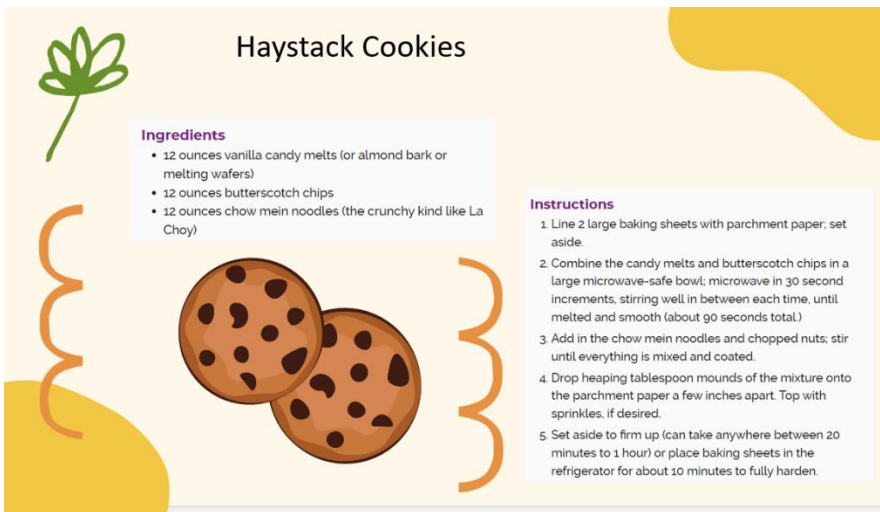
Grade	SPED	GE	TOTAL
K	73	829	902
1	98	677	775
2	112	590	702
3	152	691	843
4	162	669	831
5	186	729	915
6	216	817	1033
7	303	1100	1403
8	347	1402	1749
9	334	1361	1695
10	347	1514	1861
11	289	1276	1565
12	221	1143	1364
Total	2840	12798	15638

3 INGREDIENT CLUB

With Anne Palmer

This amazing club brings together people of all ages to create something beautiful through the art of baking and cooking. It's more than just cooking – it's about building community, creativity, and learning all in one! Each challenge is centered around using just three main ingredients, sparking inventiveness while keeping things simple, budget-friendly, and nutritious. From kids to grandparents, everyone has a role and a unique perspective, making the experience rewarding for all. Whether you're a seasoned chef or just starting, the Three Ingredient Club is a place for all to come together, have fun, and enjoy the magic of making delicious food together!

Along with sharing recipes there are discussions about kitchen utensils! With this aspect of the club, I have created giveaways in which random participants receive prizes to use in their next cooking and baking adventure. Reviews come in from students who bake and then are also shared with the club. Collecting pictures of the members, reviews and recipes are all being collected to create an OHVA cookbook with hopes that others will be able to view the BEAUTY that these students are creating for their families through food.



Haystack Cookies

Ingredients

- 12 ounces vanilla candy melts (or almond bark or melting wafers)
- 12 ounces butterscotch chips
- 12 ounces chow mein noodles (the crunchy kind like La Choy)

Instructions

1. Line 2 large baking sheets with parchment paper; set aside.
2. Combine the candy melts and butterscotch chips in a large microwave-safe bowl; microwave in 30 second increments, stirring well in between each time, until melted and smooth (about 90 seconds total.)
3. Add in the chow mein noodles and chopped nuts; stir until everything is mixed and coated.
4. Drop heaping tablespoon mounds of the mixture onto the parchment paper a few inches apart. Top with sprinkles, if desired.
5. Set aside to firm up (can take anywhere between 20 minutes to 1 hour) or place baking sheets in the refrigerator for about 10 minutes to fully harden.

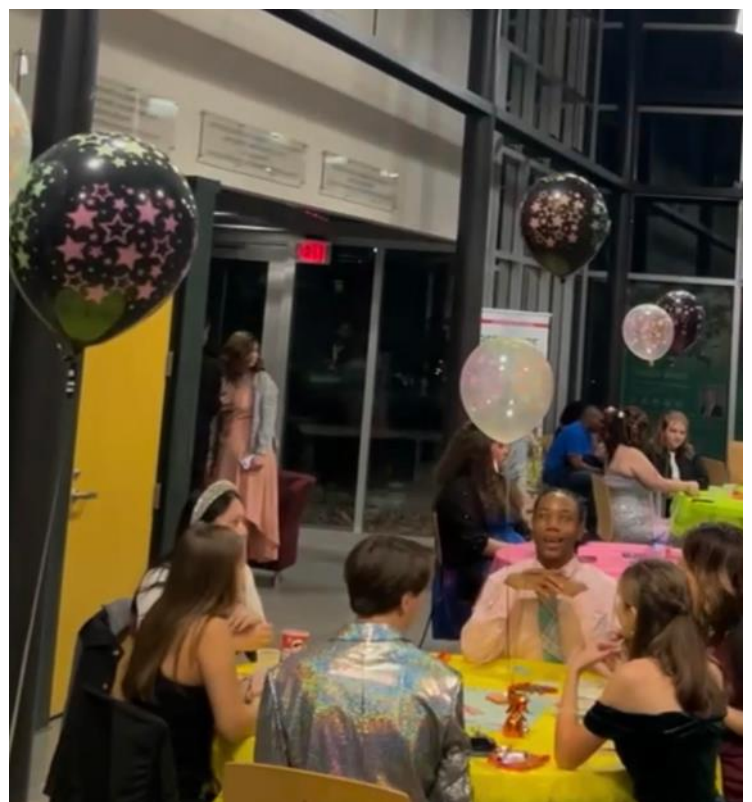
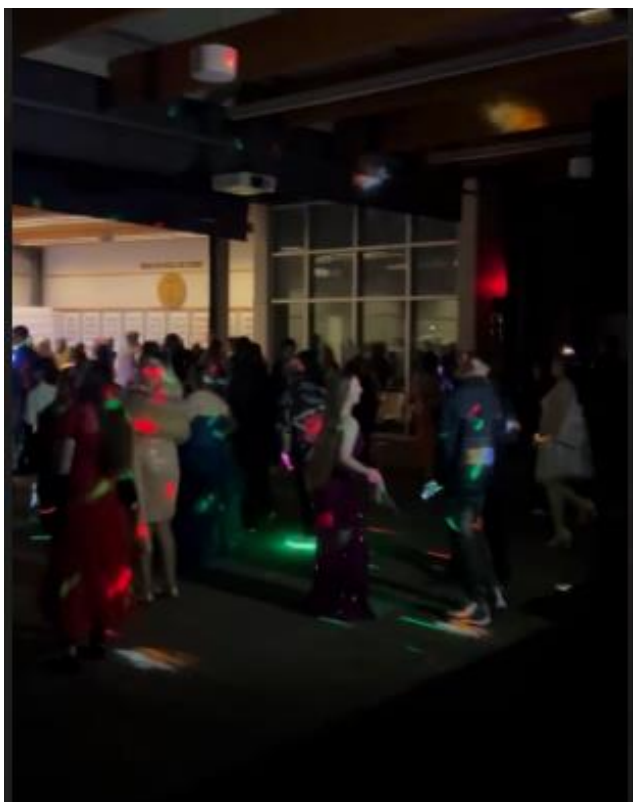



"These haystack cookies were extremely fun to make. I would give these a solid 9.5 out of ten. The only thing bad about these was the fact that there was not enough of them."

OHVA FALL HS DANCE

Over 350 tickets were sold for the “Glow with the Flow” High School Dance, and 304 students attended the event. Students came from various parts of the state to join the festivities. Students enjoyed a fun evening filled with dancing, games, and socializing at the Nationwide & Ohio Farm Bureau 4-H Center, located near the Ohio State Campus. The event was organized by Becky Spencer, the student council advisor, along with our student council members. Several staff members volunteered their time to assist with setup, cleanup, and supervision during the dance. Additionally, students had the opportunity to donate toys for the Nationwide Children’s Hospital Toy Drive, which is sponsored by the OHVA Agricultural Society/FFA Chapter. To continue the fun, 13 students, along with their families and friends, took part in the Family Fun Day on Saturday at the Ninja Citi Adventure and Trampoline Park in Columbus.

Attached are two pictures – one is from the “dance off”. Students can choose to go up front and dance. All the other students were able to vote for their favorite dancer to be named the winner of the “dance off”.



	Job Title:	Paraprofessional
	Job Code:	
	Career Track:	
	FLSA Status:	
	Job Family:	Academics
	Job Subfamily:	Certified Support
	Level:	

SUMMARY: The Paraprofessional will work closely with the Intervention Specialist to support students in special education by providing individualized instruction, data collection, and collaboration with educators, students, and families. This role is vital in supporting students' academic progress and ensuring they receive appropriate educational and engagement support to succeed.

ESSENTIAL FUNCTIONS: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- **Instructional Support:**
 - Lead and participate in small group and one-on-one sessions under the guidance of an Intervention Specialist.
 - Deliver specially designed instruction (SDI) under the direction of an Intervention Specialist.
 - Implement instructional strategies and support student engagement.
- **Collaboration and Communication:**
 - Maintain regular communication with Intervention Specialists and General Education teachers to document and discuss student progress and data.
 - Collaborate with parents and teachers to facilitate students' lesson completion and address any challenges.
 - Make engagement calls to students and assist with weekly check-ins.
- **Student Monitoring and Data Management:**
 - Collect and analyze data to inform present levels of performance, reevaluations, and progress reporting.
 - Monitor student attendance, lesson completion, and placement in intervention programs.
 - Track students' receipt of educational materials, such as computers and curriculum resources.
- **Assessment and Accommodations:**
 - Assist in the administration of Ohio State Tests, including implementing necessary accommodations for eligible students.
 - Complete Assistive Technology requests to support students' needs.
- **Enrollment and Records Support:**
 - Assist with obtaining special education compliance documents upon enrollment.
 - Support late-enrolling students by guiding them through the transition process.
 - Prepare and complete student records to ensure a smooth transition for the upcoming school year.
- **Meetings and Professional Development:**
 - Attend required meetings, including Teacher-based Team meetings, Grade Level PLCs, and Special Education meetings.

Supervisory Responsibilities: This position has no formal supervisory responsibilities.

MINIMUM REQUIRED QUALIFICATIONS AND SKILLS:

- Instructional Paraprofessionals must be able to obtain an Educational Aide Permit with an ESEA (Elementary and Secondary Act) endorsement, AND:
 - Complete at least two years of study at an institution of higher education (defined as 48 semester or 72 quarter hours as verified by a college transcript from an accredited institution of higher education); OR
 - Obtain an associate (or higher) degree from an accredited institution of higher education, OR
 - Successfully pass the Para Pro assessment, which measures knowledge of and ability to assist in readiness and instruction of reading, writing and mathematics. Experience working with children or in an educational setting preferred.
- Strong communication and organizational skills.
- Ability to handle confidential information with discretion.
- Additional training and/or certifications in special education is a plus.
- Compassionate and patient with the ability to connect with students of various backgrounds and abilities.
- Detail-oriented with the ability to collect and analyze data.
- Collaborative and supportive in a team environment.
- Ability to adapt to different teaching methods and student needs

Certificates and Licenses: Ability to obtain a paraprofessional or other certification/licensure from Ohio.

OTHER REQUIRED QUALIFICATIONS:

- Microsoft Office (Outlook, Word, Excel, PowerPoint, Project, Visio, etc.); Web proficiency.
- Ability to travel 20% of the time
- Ability to clear required background check

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- This is a home-based position

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is “at-will” as governed by the law of the state where the employee works. It is further understood that the “at-will” nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

Reading Achievement Plan

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT OR COMMUNITY SCHOOL NAME: Ohio Virtual Academy

DISTRICT IRN: 142950

DISTRICT ADDRESS: 1690 Woodlands Drive Maumee, OH 43537

PLAN COMPLETION DATE: 5/30/2025

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

Ohio's Language and Literacy Vision

With the leadership of Governor Mike DeWine, Ohio is implementing the [ReadOhio initiative](#) an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of

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

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 and Workforce 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 Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner’s language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Culturally Responsive Practice*

*“**Culturally Responsive Practice**” means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.*

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

Please see the Department’s [Culturally Responsive Practice program page](#).

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

Section 1: District Leadership Team Membership, Stakeholders, Development Process and Plan for Monitoring Implementation*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

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

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

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

Literacy Vision Statement

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

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

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

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement and Equity Efforts*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section [3302.04](#), [3302.10](#), [3301.0715\(G\)](#) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Action Plan for all 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 KRA-R completed within the first 20 days of school. TIER 2 Screener as needed after Jan. 1	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, letter sounds, phonemic awareness) -Small Group Instruction	-RIMP shared with parent -90 Minutes of reading instruction daily -Student class attendance daily -Reading Resources weekly in Academic Newsletters and posted on Schoology -Attend parent/student conferences

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

				<ul style="list-style-type: none"> -Differentiated Instruction -OG reading interventions daily for students working below target as indicated by data -Teacher TBT meetings to discuss student data 	<ul style="list-style-type: none"> -<u>Putting Reading First</u> document -Ensure student attends all testing and progress monitoring sessions
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 TIER 2 Screener as needed</p>	<p>AIMSweb+ Weekly progress monitoring for all students working off track Reading Eggs OG Reading Instruction</p>	<p>Exit tickets in Class Kick Sight word lists Fluency passages</p>	<ul style="list-style-type: none"> -Students who score below the AIMSweb+ on target score will be placed on a Reading Improvement and Monitoring Plan which will outline the reading intervention strategies and document the student progress. -Specific Reading Deficiencies will be identified for targeted intervention (Letter recognition, letter sounds, phonemic awareness, phonics, fluency, vocabulary, comprehension) -Small Group Instruction -Differentiated Instruction -OG reading interventions daily for students working below target as indicated by data -Teacher TBT meetings to discuss student data 	<ul style="list-style-type: none"> -RIMP shared with parent -90 Minutes of reading instruction daily -Student class attendance daily -Reading Resources weekly in Academic Newsletters posted in Schoology -Attend parent/student conferences -<u>Putting Reading First</u> document -Ensure student attends all testing and progress monitoring sessions

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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>TIER 2 Screener as needed</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>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 below target 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>
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>Reading A-Z/ RAZ Kids for fluency, vocabulary, language structure, and comprehension</p> <p>Reading A-Z/ Foundations for phonological</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>-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>

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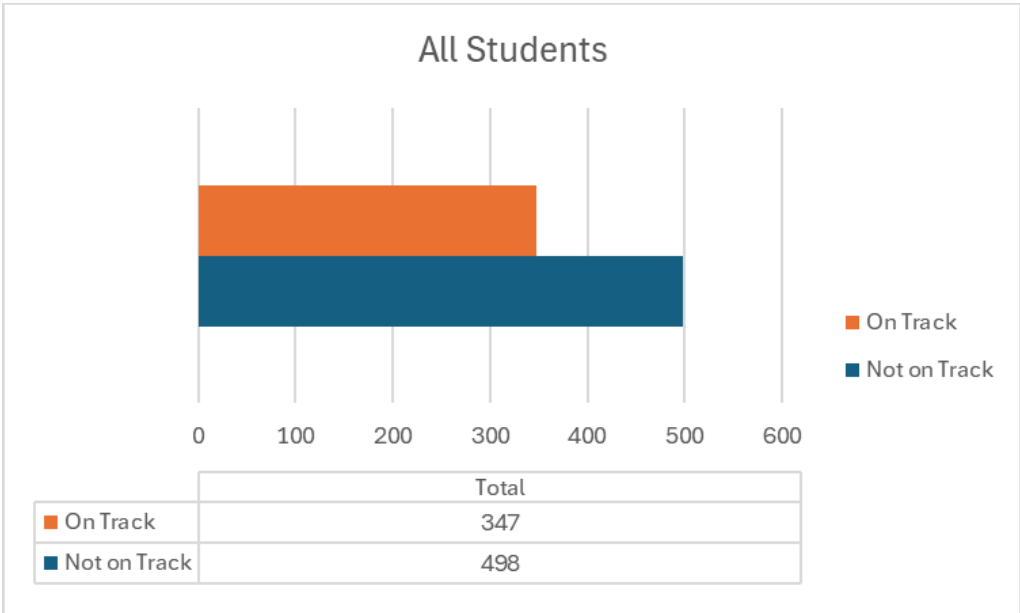
	<p>MAP Reading Fluency- Dyslexia Screener as needed</p>	<p>awareness and decoding</p> <p>OG Reading Instruction</p> <p>MAP Reading Fluency</p> <p>Fluency Passages</p>		<p>-Specific Reading Deficiencies will be identified for targeted intervention (Phonemic awareness, phonics, fluency, vocabulary, comprehension)</p> <p>-Students will work with a qualified Reading Teacher</p> <p>-Small Group Targeted Instruction</p> <p>-Differentiated Instruction</p> <p>-Teacher TBT meetings to discuss student data</p> <p>-OG reading interventions daily for students well below grade level as indicated by data.</p> <p>-OG Strategies for all reading classes. Morphology</p>	<p>-Attend Student led conferences</p> <p>-<u>Putting Reading First</u> document</p> <p>-Ensure student attends all testing and progress monitoring sessions</p>
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**Section headings marked with an asterisk are required by state law.*

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School*

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

- **The Kindergarten Readiness Assessment Fall 2024**
 - *Language and Literacy subgroup- DEW determines students scoring 263 and above are considered on track.*



- **Ohio’s State Test for English language arts assessment for grades 3-8 Spring 2023-24**

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

	Tests Taken	Tests Proficient	Percent Proficient
Third Grade			
English Language Arts	597	286	47.9%
Mathematics	594	161	27.1%
Fourth Grade			
English Language Arts	633	259	40.9%
Mathematics	632	211	33.4%
Fifth Grade			
English Language Arts	688	355	51.6%
Mathematics	685	188	27.4%
Science	679	244	35.9%
Sixth Grade			
English Language Arts	851	278	32.7%
Mathematics	844	134	15.9%
Seventh Grade			
English Language Arts	1,062	458	43.1%
Mathematics	1,044	243	23.3%
Eighth Grade			
English Language Arts	1,126	329	29.2%

- ***K-3 Reading diagnostics (include subscores by grade level),***
- ***Fall 2024 AIMSweb+ ELA Benchmarking Data***

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

Report

Scores and Skills Plan

School Year

2024-2025

Period

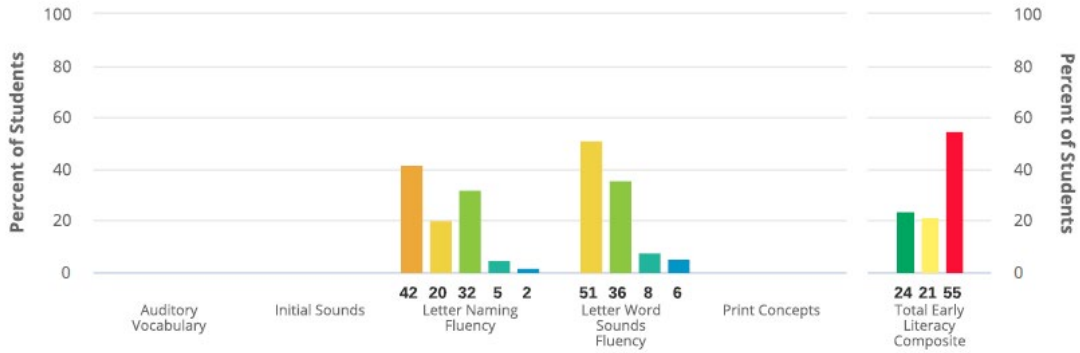
Fall 2024

Roster

OHVA Kindergarten

District: Ohio Virtual Academy | Battery: Early Literacy | Grade: K | Target: Account (30 %ile)

Early Literacy Summary Spring Performance Goal: 30th national percentile



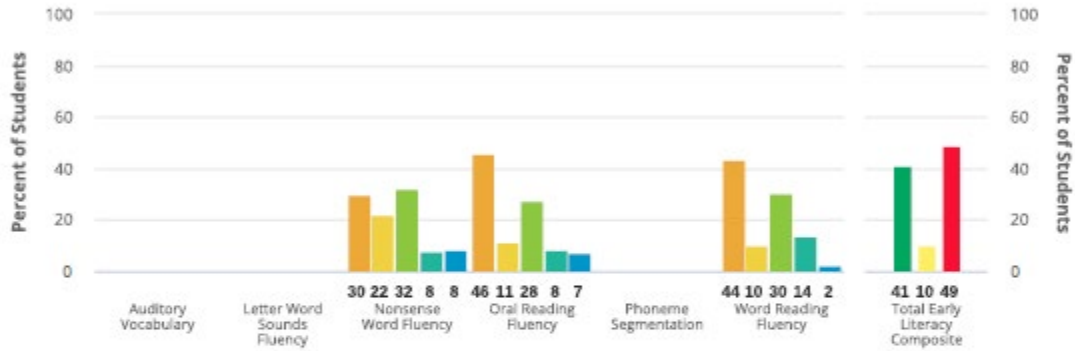
Level	Auditory Vocabulary		Initial Sounds		Letter Naming Fluency		Letter Word Sounds Fluency		Print Concepts	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	0%	0	0%	377	41.5%	0	0%	0	0%
Below Average	0	0%	0	0%	185	20.4%	462	50.9%	0	0%
Average	0	0%	0	0%	290	31.9%	324	35.7%	0	0%
Above Average	0	0%	0	0%	42	4.6%	71	7.8%	0	0%
Well Above Average	0	0%	0	0%	15	1.7%	51	5.6%	0	0%
School Median Percentile	0		0		16		25		0	

Total Early Literacy Composite		
# of Students	% of Students	Risk
217	23.9%	Low
193	21.3%	Moderate
498	54.8%	High
18		School Median %ile

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

District: Ohio Virtual Academy | Battery: Early Literacy | Grade: 1 | Target: Account (30 %ile)

Early Literacy Summary Spring Performance Goal: 30th national percentile



Level	Auditory Vocabulary		Letter Word Sounds Fluency		Nonsense Word Fluency		Oral Reading Fluency		Phoneme Segmentation		Word Reading Fluency		Total Early Literacy Composite		Risk
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	
Well Below Average	0	%	0	%	243	29.7%	375	45.9%	0	%	356	43.6%	334	40.9%	Low
Below Average	0	%	0	%	182	22.2%	93	11.4%	0	%	84	10.3%	84	10.3%	Moderate
Average	0	%	0	%	262	32%	225	27.5%	0	%	248	30.4%	399	48.8%	High
Above Average	0	%	0	%	64	7.8%	68	8.3%	0	%	111	13.6%	16		School Median %ile
Well Above Average	0	%	0	%	67	8.2%	56	6.9%	0	%	18	2.2%			
School Median Percentile	0		0		24		16		0		18				

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Report

Scores and Skills Plan

School Year

2024-2025

Period

Fall 2024

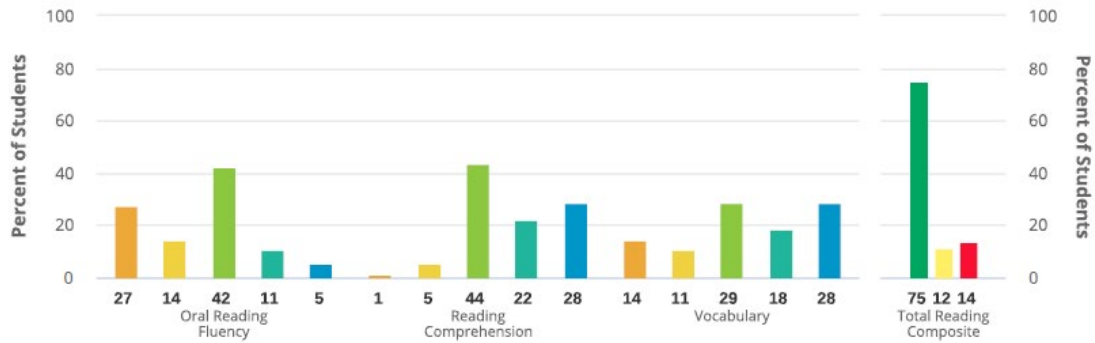
Roster

OHVA Second Grade

District: Ohio Virtual Academy | Battery: Reading | Grade: 2 | Target: Account (30 %ile)

Reading Summary

Spring Performance Goal: 30th national percentile



Level	Oral Reading Fluency		Reading Comprehension		Vocabulary	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	207	27.2%	9	1.2%	102	14%
Below Average	109	14.3%	37	5.1%	78	10.7%
Average	321	42.2%	314	43.5%	209	28.7%
Above Average	84	11%	158	21.9%	133	18.3%
Well Above Average	40	5.3%	204	28.3%	206	28.3%
School Median Percentile	34		78		61	

Total Reading Composite		
# of Students	% of Students	Risk
534	74.9%	Low
83	11.6%	Moderate
96	13.5%	High
65		School Median %ile

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• **NWEA MAP FALL 2024 Data**



Grade Report

Grade 3

Term: Fall 2024-2025
 District: Ohio Virtual Academy
 School: Ohio Virtual Academy

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2024)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

Summary	
Total Number of Students With Valid Growth Scores	809
Mean RIT Score	188.1
Standard Deviation	17.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	186.6
Students At or Above Grade-Level Mean RIT	471

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017	149	18%	140	17%	159	20%	160	20%	201	25%	187-188-189	17.1
Instructional Area RIT Range												
Vocabulary: Acquisition and Use	147	18%	132	16%	152	19%	191	24%	187	23%	188-189-189	19.1
Informational Text: Language, Craft, and Structure	164	20%	152	19%	169	21%	173	21%	151	19%	186-186-187	19.2
Literary Text: Key Ideas and Details	129	16%	141	17%	155	19%	166	21%	218	27%	189-190-190	18.4
Informational Text: Key Ideas and Details	156	19%	159	20%	167	21%	168	21%	159	20%	186-187-188	18
Literary Text: Language, Craft, and Structure	156	19%	124	15%	149	18%	194	24%	186	23%	188-189-189	18.7

	Participation	MAP Norm Mean	OHVA 3 rd Grade Mean	Scored at or above Grade Level mean RIT	Met State MAP cut score (196)
24-25	95%	186.6	189.0	59% (449 students)	35% (265 students) <small>*cut score 196</small>

• **The Ohio English Language Proficiency Assessment (OELPA) 23-24 EOY Data**

- 52 K-5 students listed as EL and assessed w/OELPA
- 23 students met expectations
- 24 students did not meet expectations

• **The Alternate Assessment for Students with Significant Cognitive Disabilities 23-24 Spring Data**

- 25 K-5 STUDENTS LISTED AS AA
 - 12 K-2 STUDENTS NA
 - 13 3-5 GRADE STUDENTS
 - SCORE OF 1= 6 STUDENTS (1-3RD, 2-4TH, 3-5TH)
 - SCORE OF 2= 4 STUDENTS (2-3RD, 1-4TH, 1-5TH)
 - SCORE OF 3= 3 STUDENTS (0-3RD, 2-4TH, 1-5TH)

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

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.

- OHVA has a high student population enrolling with skill deficits due to lack of early interventions with a minimal percent of our kindergarten student population attending preschool.
- OHVA has a higher percentage of students who enroll each year below target than those students who remain enrolled with us year over year.
- Student engagement concerns- attending school, attending class, actively participating in class and interventions, and completing lessons and class exit tickets.

SECTION 3 PART C: ROOT CAUSE ANALYSIS *

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

Students enrolling in Ohio Virtual Academy have a skill deficit due to a lack of early intervention. Our K-3rd grade students are missing foundational pre-reading skills. Those gaps need to be closed before we can move forward in providing reading instruction to meet grade level reading goals.

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

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

Section 4: Measurable Learner Performance Goals and Adult Implementation Goals*

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also

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

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.

OHVA K-3 Literacy Goal and Action Plan

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

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

Overall Improvement Plan Alignment with School Improvement Plan and Goals

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

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

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

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

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Section 5: Action Plan Map(s) for Action Steps*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans (RIMPs). Include a description of the professional development activities provided for each goal.

Goal # __1_ Action Map

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

Evidence-Based Strategy or Strategies:

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

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	Action Step 1	Action Step 2	Action Step 3
Check-in/Review Date	Monitor ongoing for completion during benchmarking.	Update RIMP Quarterly	Weekly data review with instructional team.

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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.

OHVA administration attend weekly TBT data meetings with individual teams.

- *Review progress monitoring data*
- *Student engagement data- class attendance, Exit tickets, lesson completion, supplemental program completion*
- *Discussion of student instructional strategies/implementation.*
- *Student and teacher level data is compiled daily through Power BI and available “on-demand” for administrative and teacher usage.*

Reading Improvement and Monitoring Plans

- *Fluid documentation of progress monitoring data*
- *Updated and shared with parents*
- *Providing ongoing PD for staff*

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).

***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.*

RIMP Procedures:

All Kindergarten students receive the approved reading diagnostic within 20 days of enrollment.

All 1st -3rd grade students receive the approved reading diagnostic within 30 days of enrollment.

All students scoring not on track receive a RIMP within 30 days of the completed diagnostic.

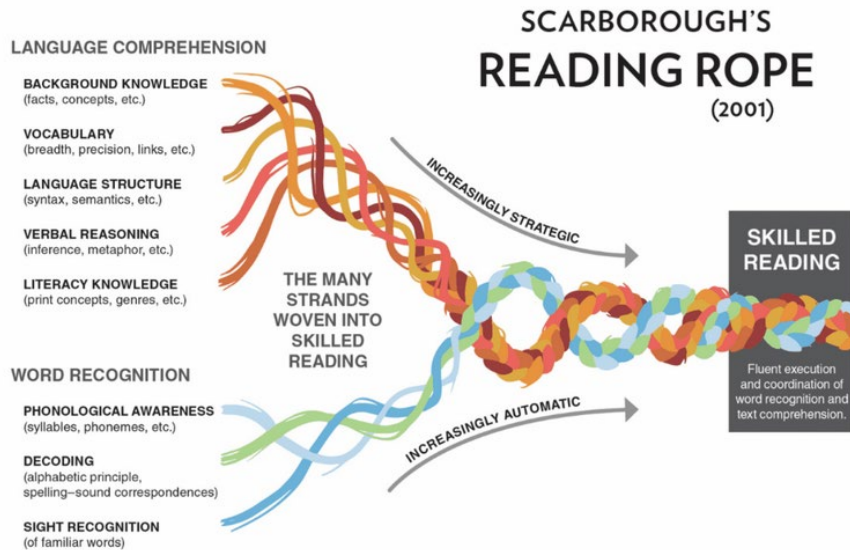
Legal guardian is notified and sent a copy of the RIMP within 30 days of the completed diagnostic.

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The RIMP is implemented utilizing instructional materials and strategies based on the Science of Reading.

Strategies Implemented within the RIMP: (Outlined in Section 3)

- Orton Gillingham multi-sensory based reading strategies
- 90 minutes of Reading Instruction
- Science of Reading Instructional Materials
- Progress Monitoring
- Supplemental Reading Programs based in Science of Reading



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

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

- OHVA Administration will utilize district leadership meetings to discuss overall implementation and to present data on student progress.
- K-3 Administrators will hold weekly meetings with grade-level leadership teams with an agenda reviewing overall progress data
- The administration will review instructional implementation by attending live instruction and viewing class recordings with feedback provided to the teachers.
- Ongoing PD in the areas of classroom instruction utilizing the Science of Reading, development of RIMPS, and best practice of progress monitoring.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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. 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.

All OHVA Staff receive weekly professional development as an all-school staff and grade band departments:

- Culturally Responsive Instruction

- Monthly 7 Mindset Training and implementation in the classroom

- Grade band PD focusing on instructional and academic needs following data reviews and TBT discussions.

Stride/K12 Science of Reading Asynchronous Training is available throughout the year.

OHVA employs a diversity and inclusion coordinator who aids in this best practice.

Wonders ELA, a culturally responsive and diverse curriculum, ongoing teacher PD.

Ohio's Dyslexia Support Laws requirements have been met through:

- IMSE Orton Gillingham Comprehensive- All K-3 Teachers have been trained.

- IMSE Phonological Awareness- All K-3 Teachers have been trained.

- IMSE Morphology- All 3-5th grade Reading Teachers have been trained.

- All K-5 Administrators have all been IMSE OG trained.

***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.*

Appendices

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

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Non-exhaustive List of Major Religious Holidays

Rosh Hashanah	Oct. 2-4, 2024	Sept. 22-24, 2025
Yom Kippur	Oct. 11-12, 2024	Oct. 1-2, 2025
Diwali	Oct. 31 - Nov 1, 2024	Oct. 20-21, 2025
Hanukkah	Dec. 25, 2024 - Jan. 2, 2025	Dec. 21-29, 2025
Ramadan	Feb. 28 - March 30, 2025	Feb. 17 - March 18, 2026
Ash Wednesday	March 5, 2025	Feb. 18, 2026
Eid al-Fitr	March 29-30, 2025	March 19-20, 2026
Pesach (Passover)	April 12-20, 2025	April 1-9, 2026
Good Friday	April 18, 2025	April 3, 2026
Easter	April 20, 2025	April 5, 2026
Eid al-Adha	June 6-7, 2025	May 26-27, 2026

Religious Expression Policy

OHVA respects and values each persons sincerely held religious beliefs and practices for reasons of faith or religious or spiritual belief system.

- Students will be permitted to be absent for up to three religious expression days each school year to take holidays for reasons of faith or religious or spiritual belief system, or participate in organized activities conducted under the auspices of a religious denomination, church or other religious or spiritual organization. The student's parent or guardian must submit written notice to the principal of up to three specific dates for which alternative accommodations are requested. This request must be submitted either within 14 days of the first day of school, or if a student transfers to or enrolls after the first day of school, within 14 days of the transfer or enrollment.
- Upon approval of a written request, the school administrator will require the appropriate teacher or teachers to adjust the due dates for any alternative examination or other academic requirement the approved religious expression day absence creates a conflict for. This accommodation may be before or after the originally scheduled date.
- Students will be permitted to participate in interscholastic athletics or other extracurricular activities on days in which the student was otherwise absent for a religious expression day.

OHVA will post and communicate this policy to families and students annually. These three religious expression days do not count toward parental notification requirements under [ORC 3321.191 \(C\)\(1\)](#) for excessive absences.

Pursuant to [Ohio Revised Code 3320.04](#), which becomes effective on Oct. 24, 2024, OHVA has adopted the Ohio Department of Education and Workforce non-exhaustive list of major religious holidays for the next two school years, that will posted on the OHVA website.

Grievance Procedure- A student or parent/guardian may submit a written grievance to the OHVA Head of School or designee regarding the implementation of this policy. The written grievance must include a statement identifying the specific part of the policy the school has allegedly violated, including facts supporting the allegation.

Policy Regarding Specific Beliefs

Pursuant to [Ohio Revised Code 3319.614](#), which becomes effective on Oct. 24, 2024, Ohio Virtual Academy has adopted the following policy regarding specific beliefs, affiliations, ideals, or principles concerning political movements or ideology.

The School is hereby prohibited from doing any of the following:

- I. Soliciting or requiring an employee or applicant for employment or academic admission to affirmatively ascribe to, or opine about, specific beliefs, affiliations, ideals, or principles concerning political movements, or ideology;
- II. Soliciting or requiring a student to affirmatively ascribe to specific beliefs, affiliations, ideals, or principles concerning political movements, or ideology;
- III. Using statements of commitment to specific beliefs, affiliations, ideals, or principles concerning political movements or ideology as part of the evaluation criteria for any employee or applicant for employment, of any employee seeking career progression or benefit; or
- IV. Using statements of commitment to specific beliefs, affiliations, ideals, or principles concerning political movements or ideology as part of the academic evaluation of any student.

Nothing in this Policy shall be construed to prohibit, limit, or restrict any of the following:

- I. The School's authority to require a student or employee to comply with any federal or state law, including anti-discrimination laws, or to take action against a student or employee for violation of any federal or state law;
- II. An educator's academic freedom;
- III. An educator's ability to research or write publications about specific beliefs, affiliations, ideals, or principles concerning political movements, ideology, or social action;
- IV. The School's authority to consider an applicant for employment's scholarship, teaching, or subject matter expertise in the applicant's given academic field; or
- V. The School's authority to offer an established character education program.

OHVA's Head of School or designee shall make publicly available all policies, guidance (not to include any protected legal communications or guidance), and training materials used for students and staff on all matters regarding specific beliefs, affiliations, ideals, or principles concerning political movements, or ideology.