



Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 1, 2020

Dear Superintendent,

Thank you for submitting the Technological College Preparatory World Academy Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The plan was written in consultation with grade level teams and a clear communication plan is outlined. The leadership team plans to meet with teams, minimally twice a month, to discuss and assess progress.
- The plan outlines other contributing factors to low proficiency: students transitioning mid-year, teacher turnover, summer learning loss, and variability in kindergarten readiness.
- Identified a professional development focus on explicit systematic phonics instruction K-3, embedded professional learning through coaching, and the development of principal walkthrough forms.
- The plan identifies a progress monitoring plan that includes data-based decision making.

This plan will benefit from:

- An initial examination of the subscores within the student data (KRA and STAR). There are many entering kindergartners not on track according to the KRA. Identify trends across the data to target tiers of instructions
- Outlining subgoals under the overarching goals. For example, building teacher capacity through professional development. Then outline the plan for building capacity for data-based decision making.
- Professional development that includes the 5 components of reading as outlined in Ohio's plan (linked below): phonological awareness, phonics, vocabulary, fluency and comprehension.

In January 2020, the Department published the revised version of [*Ohio's Plan to Raise Literacy Achievement*](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,

A handwritten signature in black ink that reads "Melissa M. Weber-Mayrer". The signature is written in a cursive style with a large initial 'M' and a distinct 'W'.

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

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Columbus, Ohio 43215
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(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

READING ACHIEVEMENT PLAN

DISTRICT NAME: Technological College Preparatory World Academy

DISTRICT IRN: 133330

DISTRICT ADDRESS: 6000 Ridge Avenue, Cincinnati, Ohio 45213

PLAN COMPLETION DATE:

LEAD WRITERS: Karen French and Lauren Branson

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, 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	Phone
Josielyn Medrano	Second Grade Teacher / Team Lead Kindergarten and Second Grade	T.C.P. World Academy	513-531-9500
Janice Connie	First Grade Teacher / Team Lead First Grade	T.C.P. World Academy	513-531-9500
Sharon Petersen	Second and Third Grade Team Lead	T.C.P. World Academy	513-531-9500
Damaris Rosado	District Test Coordinator	T.C.P. World Academy	513-531-9500
Arnold Cornett	Fourth Grade Teacher / Fourth Grade Team Lead	T.C.P. World Academy	513-531-9500
Lauren Branson	Assistant Principal	T.C.P. World Academy	513-531-9500
Karen French	Superintendent / Principal	T.C.P. World Academy	513-531-9500

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

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

The principal met with the Kindergarten through 3rd grade staff members to share the reading data, discuss strengths and weaknesses, and needs of the reading program moving forward. The principal then met with the school leadership team to develop steps to implement an effective reading achievement plan. The school leadership team met individually with their grade level teams to communicate the plan. The leadership team will continue to meet with their individual teams, minimally twice a month, to discuss progress. School wide progress monitoring will take place using the STAR Reading Assessment to examine the effectiveness of the plan.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

The administration at T.C.P. World Academy completed our most recent Academic Improvement Plan (AIP) after working with our school leadership team and school sponsor. T.C.P. World Academy's Reading Achievement Plan (RAP) aligns with our Academic Improvement Plan and supports our overall goal of closing the achievement gap in reading.

The plan is aligned with the following goals the school leadership team set based on our school's state report card.

Goals:

- Move 3% of students performing Limited to Basic by June 2020. Currently, 15.2% (11.2% on previous report card 2017-2018) of students scored Limited. The goal is to decrease this percentage to 12.2% or lower.
- Move 3% of students performing Basic to Proficient by June 2020. Currently, 30.7% (28.9% on previous report card 2017-2018) of students scored Proficient. The goal is to increase this percentage to 33.7% or higher.
- Increase all students, African American students, and economically disadvantaged students performance by 10% on the ELA and Math by June 2020.
- Increase students with disabilities performance by 10% on ELA and Math by June 2020.
- Increase the number of students improving to "on track" from "not on track" in Kindergarten through third grade to 40% by September 30, 2020 (In 2018-2019 31% of students were moved to "on track.")
- Increase all students, African American students, and economically disadvantaged students performance by 15% on Science by June 2020.

Strategies:

- Conduct less frequent interim assessments in grades K-6, but use the data more intentionally and effectively to drive instructional practices. Less time spent assessing and collecting data and more time spent delivering quality direct instruction. After the initial benchmarking, teachers will identify the language and literacy deficits of their students to make sure students receive appropriate instruction and intervention.
- Provide differentiated instruction and intensive interventions to students with disabilities.

- K-6 grade students' computer skills will be improved by more computer instruction and regular use of computers.
- Provide in-service to new staff on effective spiral review preparation and delivery.
- Provide in-service to staff on differentiated instruction.
- Teach reading and math rules and formulas more intensely.
- Create and implement more chants in intermediate grades in both reading and math for better recall of skills.
- Principal assess new teacher's instructional delivery and give feedback for improvement.
- Implement more school wide academic achievement incentives to motivate students.
- Provide more opportunities for mentors and mentees to observe each other while providing direct instruction. Provide time for post observation feedback sessions.
- We will provide professional development to all staff on teaching reading skills and understanding the difference between teaching reading, grammar, and phonics. This will take place on a future in-service day.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

SECTION 3, PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

Insert an analysis of relevant student performance data from sources that must include, but are not limited to, the English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.

Report – TerraNova3 (Spring 2019)

Subtest and Objectives – Kindergarten

The 4 subjects, Reading, Mathematics, Science, and Social Studies, were each assessed using specific criteria, eg., under Reading: 'Basic Understanding', 'Analyze Text', 'Evaluate/Extend Meaning' etc. The 3 possible scores (degrees of proficiency) for each criterion, are 'High', 'Moderate', and 'Low'. The numbers below show what percentage of the criteria under each subject (Reading, Mathematics, Science, and Social Studies) were marked 'High', 'Moderate', or 'Low', for the total of three Kindergarten classes.

Reading:

• High Degree of Mastery – indicates proficient or advanced performance:	47.6 %
• Moderate Degree of Mastery – indicates performance nearing proficiency:	35.0 %
• Low Degree of Mastery – indicates performance below proficiency:	<u>17.4 %</u>
	100.0 %

Report - TerraNova3 (Spring 2019)

First Grade – Subtest and Objectives

The 4 subjects, Reading, Mathematics, Science, and Social Science, were each assessed using specific parameters, eg., under Reading: ‘Basic Understanding’, ‘Analyze Text’, ‘Evaluate/Extend Meaning’, etc. The 3 possible scores (degrees of proficiency), for each parameter, are ‘High’, ‘Moderate’, or ‘Low’. The percentages below show what percentage of the parameters under each subject (Reading, Mathematics, Science, and Social Science) were marked ‘High’, ‘Moderate’, or ‘Low’.

Reading:

- High Degree of Mastery – indicates proficient or advanced performance: 50 %
- *Moderate Degree of Mastery – indicates performance nearing proficiency:* 37 %
- Low Degree of Mastery – indicates performance below proficiency: 13 %
100 %

Report - TerraNova3 (Spring 2019)

Second Grade – Subtest and Objectives

The 3 subjects, Reading, Language, and Mathematics, were each assessed using specified parameters, eg., under Reading: ‘Basic Understanding’, ‘Analyze Text’, ‘Key Ideas & Details’, etc. The 3 possible scores (degrees of proficiency), for each parameter, are ‘High’, ‘Moderate’, or ‘Low’. The percentages indicate what percentage of the parameters under each subject (Reading, Language, Mathematics) were marked ‘High’, ‘Moderate’, or ‘Low’.

Reading:

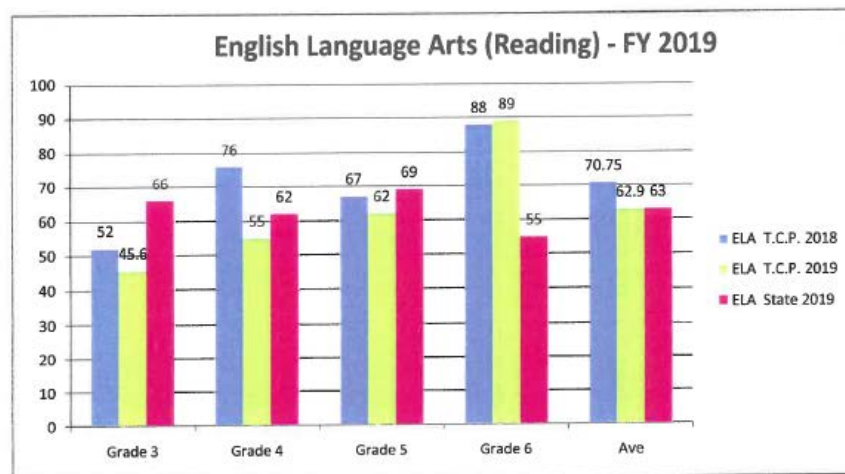
- High Degree of Mastery – indicates proficient or advanced performance: 38 %
- Moderate Degree of Mastery – indicates performance nearing proficiency: 53 %
- Low Degree of Mastery – indicates performance below proficiency: 9 %
100 %

**Ohio State Test – English Language Arts
4 Year Comparison Report Card Data**

	2015-2016	2016-2017	2017-2018	2018-2019
ELA 3 rd	56.7	89.2	59.5%	44.6%
ELA 4 th	73.0	76.6	81.5%	56.1%
ELA 5 th	70.3	86.4	69.8%	62.3%
ELA 6 th	61.5	69.2	88.1%	90.2%

Ohio State Test Data Analysis:

- Results indicate the only grade to improve from 2017-2018 to 2018-2019 in ELA was 6th grade.
- Results indicate improvement in mathematics in 5th and 6th grade based on state report card data. Although 5th grade is still well below meeting the indicator of 80%.
- Results indicate a decline in achievement in the 3rd, 4th, and 5th grade ELA, as well as 3rd and 4th grade mathematics.
- State report card data indicates a dramatic improvement in 5th grade science. 5th grade science was 1 of the indicators met on the 2018-2019 Ohio State Report Card.
- Results indicate training of K-3 staff was successful as more students at lower levels are being identified as “not on track” and provided with reading intervention.
- Percentage of students moved from off track to on track went from 30.6% in 2017-2018 to 31.0% in 2018-2019.
- Results indicate we need to continue to improve reading interventions for K-3 students, so a higher percentage can be moved to “on track” by the end of the 2019-2020 school year.



Not On Track Totals 2019-2020

Kindergarten

Kindergarten	Not On Track	Total # of Students in Class	Percentage of Class Not On Track
Total:	75	76	99%

First Grade

First Grade	Not On Track	Total # of Students in Class	Percentage of Class Not On Track
Total	80	85	94%

Second Grade

Second Grade	Not on Track	Total # of Students in Class	Percentage of Class Not On Track
Total	29	78	37%

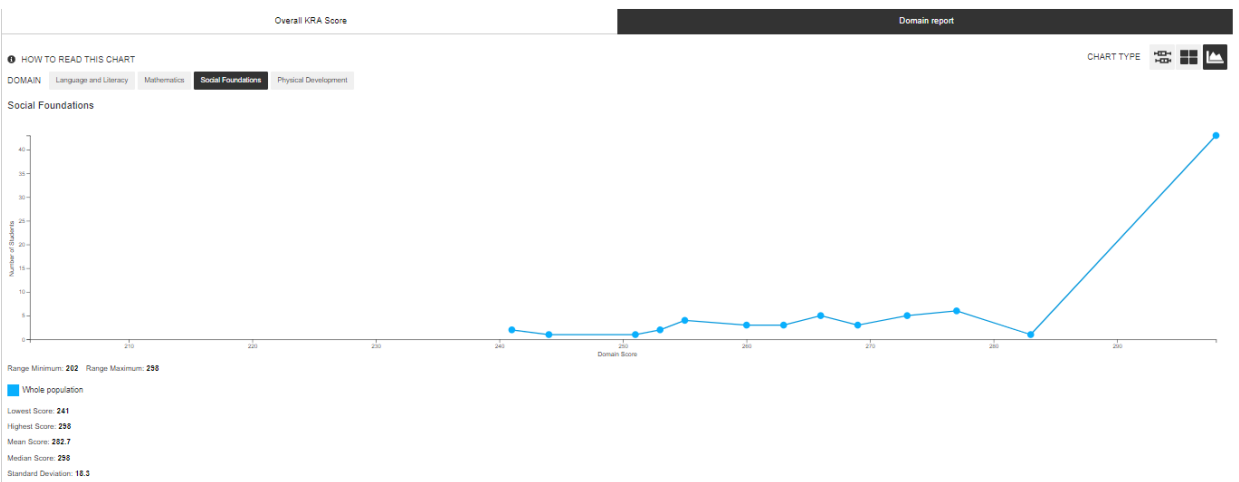
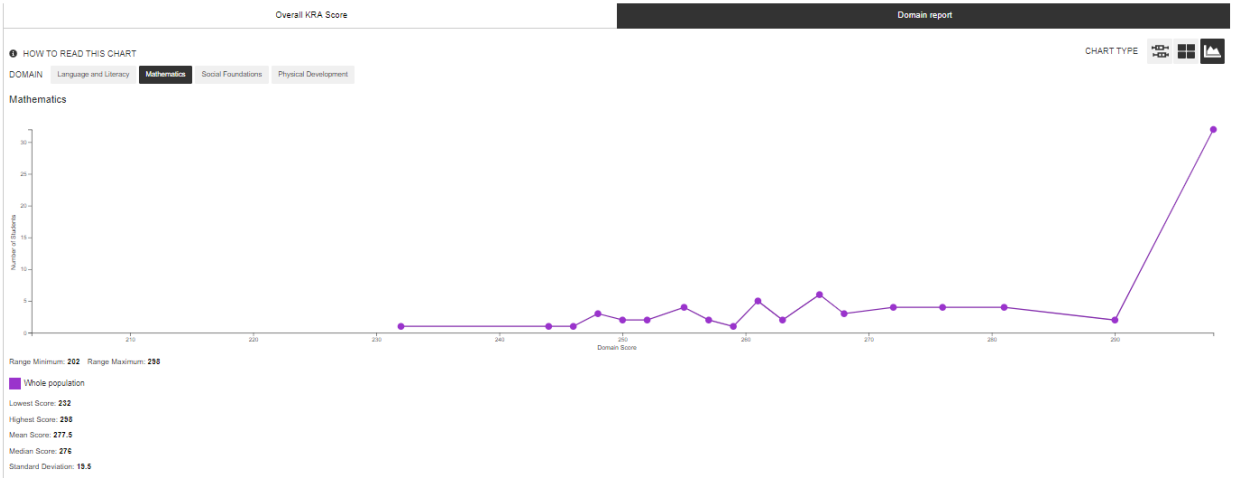
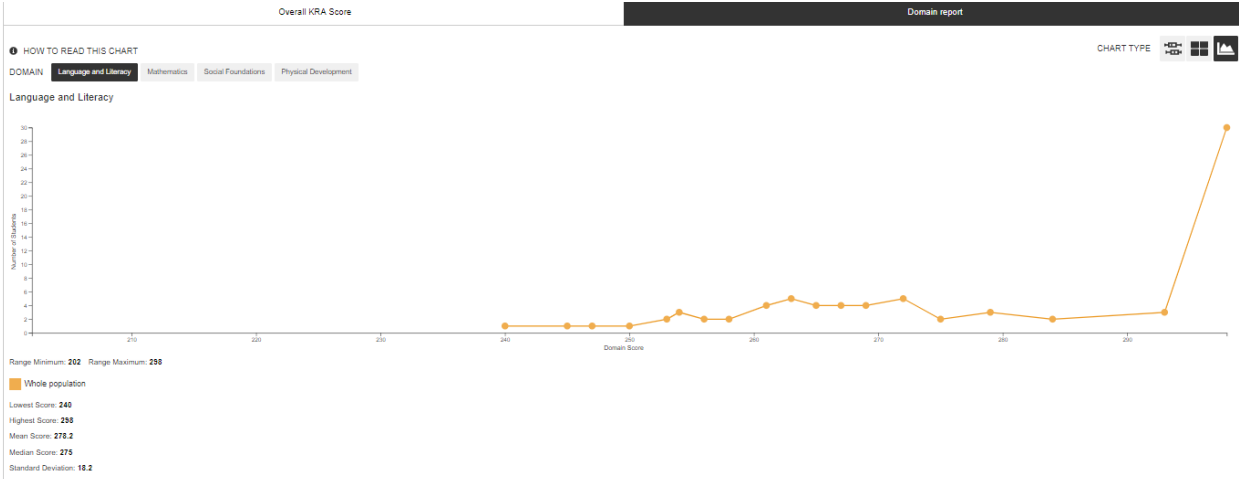
Third Grade

Third Grade	Not On Track	Total # of Students in Class	Percentage of Class Not on Track
Total	40	77	52%

K-3 Totals

Grades K-3	Not On Track	Total # of Students	Percentage of Students Not on Track
	224	316	71%

2019-2020 KRA Domain Scores

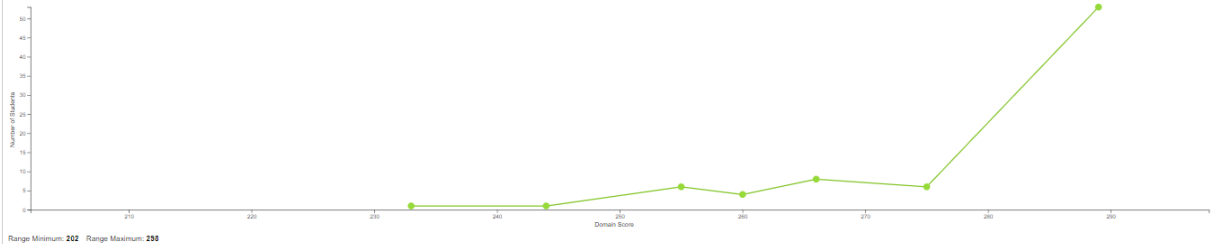


HOW TO READ THIS CHART

CHART TYPE

DOMAIN Language and Literacy Mathematics Social Foundations Physical Development

Physical Well-Being and Motor Development



Range Minimum: 202 Range Maximum: 258

Whole population

Lowest Score: 213

Highest Score: 263

Mean Score: 260.3

Median Score: 253

Standard Deviation: 12.8

KRA Domain Score Analysis:

KRA Language and Literacy Lowest Score: **240**
KRA Language and Literacy Highest Score: **298**
KRA Language and Literacy Mean Score: **278.2**
KRA Language and Literacy Median Score: **275**
KRA Language and Literacy Standard Deviation: **18.2**

33 out of 79 students scored 290 or higher on the Language and Literacy Domain

KRA Mathematics Lowest Score: **232**
KRA Mathematics Highest Score: **298**
KRA Mathematics Mean Score: **277.5**
KRA Mathematics Median Score: **276**
KRA Mathematics Standard Deviation: **19.5**

34 out of 79 students scored 290 or higher on the Mathematics Domain\

KRA Social Foundations Lowest Score: **241**
KRA Social Foundations Highest Score: **298**
KRA Social Foundations Mean Score: **282.7**
KRA Social Foundations Median Score: **298**
KRA Social Foundations Standard Deviation: **18.3**

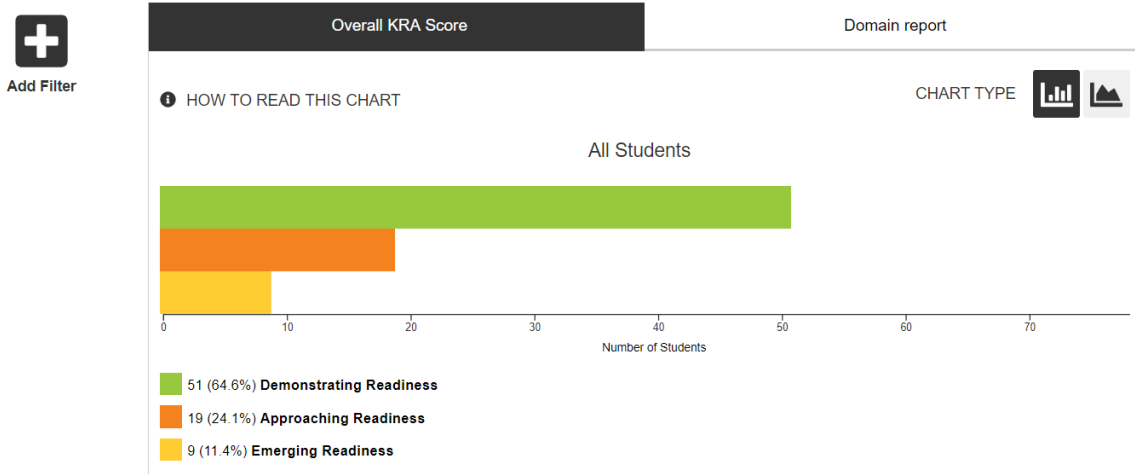
44 out of 79 students scored 280 or higher on the Social Foundations Domain

KRA Physical Development Lowest Score: **233**
KRA Physical Development Highest Score: **289**
KRA Physical Development Mean Score: **280.3**
KRA Physical Development Median Score: **289**
KRA Physical Development Standard Deviation: **13.8**

59 out of 79 students scored 270 or higher on the Physical Development Domain

2019-2020 Overall KRA Score

Kindergarten Readiness Assessment 2019



KRA Overall Score Analysis:

51 out of 79 students are demonstrating readiness (64.6%)

19 out of 79 students are approaching readiness (24.1%)

9 out of 79 students are demonstrating emerging readiness (11.4%)

STAR Reading Assessment Data

TCP World Academy Reading Data 2019-2020

Assessment Tool Used	Grade and Subject	OHIO STATE TEST Results from SPRING 2019 - ELA	May 2019 Results from STAR Early Literacy and STAR Reading	Spring 2019 to Fall 2019	Beginning of the Year Results Quarter 1	Quarter 2 Results	Quarter 3 Results	Quarter 4 Results
STAR EARLY LITERACY	KINDERGARTEN READING	N/A (Students were not yet at TCP)	N/A (Students were not yet at TCP)	⇒	32% At/Above Benchmark	81% At/Above Benchmark		
STAR READING	1 st GRADE READING	N/A (No state testing)	82% At/Above Benchmark (From KG STAR Early Literacy)	⇒	45% At/Above Benchmark	64% At/Above Benchmark		
STAR READING	2 nd GRADE READING	N/A (No state testing)	84% At/Above Benchmark (From 1 st Grade STAR Reading)	⇒	62% At/Above Benchmark	72% At/Above Benchmark		
STAR READING	3 rd GRADE READING	N/A (No state testing)	76% At/Above Benchmark (From 2 nd Grade STAR Reading)	⇒	51% On Pathway 61% At/Above Benchmark	60% On Pathway 70% At/Above Benchmark		

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

The low reading achievement at T.C.P. World Academy can be addressed by looking at the following factors in more detail:

1. Enrollment at the conclusion of the 2017-2018 school year was 459 students in Kindergarten through the 6th grade. Enrollment at the conclusion of the 2018-2019 school year was 510 students in Kindergarten through the 6th grade. This influx in enrollment means we had students transitioning into the school from several other districts.
2. Prior to the 2018-2019 school year T.C.P. World Academy experienced an extremely high teacher turn over. T.C.P. World Academy had 2 new Kindergarten teachers, 2 new first grade teachers, 1 new second grade teacher, 2 new 3rd grade teachers, 2 new 4th grade teachers, 1 new fifth grade teacher, and 1 new sixth grade teacher.
3. Benchmarking data shows students' scores in Kindergarten through the 6th grade decreased significantly between the spring and fall. This could be attributed to "summer learning loss." According to Megan Kuhfled, a research scientist for the Collaborative for Student Growth at the Northwest Evaluation Association, "In the summer following third grade, students lose nearly 20 percent of their school-year gains in reading and 27 percent of their school-year gains in math. By the summer after seventh grade, students lose on average 36 percent of their school-year gains in reading and a whopping 50 percent of their school-year gains in math. In other words, summer learning loss increases with age through elementary and middle school." Typically school benchmarking data is gathered within the first two weeks of the school year. The school leadership team discussed waiting to benchmark students until 5 weeks into the school year to try and minimize the impact of "summer learning loss."
4. Many of our students enter Kindergarten behind academically. According to our 2019-2020 STAR Early Literacy Assessment results, only 32% of our Kindergarten students began the year "At/Above Benchmark." According to our 2019 Kindergarten Readiness Assessment, 64.6% of our Kindergarten students were demonstrating readiness by November 1, 2019.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of Ohio's Plan to Raise Literacy Achievement.

T.C.P. World Academy adopted Ohio's Vision Statement:

T.C.P. World Academy's vision is for all learners to acquire the knowledge and skills to become proficient readers.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. 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.

1. Move 5% of students performing Limited to Basic by June 2020. Currently, 15.2% (11.2% on previous report card 2017-2018) of students scored Limited. The goal is to decrease this percentage to 10.2% or lower.
2. Move 5% of students performing Basic to Proficient by June 2020. Currently, 30.7% (28.9% on previous report card 2017-2018) of students scored Proficient. The goal is to increase this percentage to 35.7% or higher.
3. Increase the number of students improving to "on track" from "not on track" in Kindergarten through third grade by a minimum of 10% yearly as measured by an approved universal screener (STAR Early Literacy / STAR Reading) and/or as reported on the state report card K-3 literacy measure by the end of the 2019-2020 school year (In 2018-2019 31% of students were moved to "on track.")

SECTION 6: ACTION PLAN MAP(S)

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.

Goal # 1 Action Map

Goal Statement: Move 5% of students performing Limited to Basic by June 2020. Currently, 15.2% (11.2% on previous report card 2017-2018) of students scored Limited. The goal is to decrease this percentage to 10.2% or lower.

Goal # 2 Action Map

Goal Statement: Move 5% of students performing Basic to Proficient by June 2020. Currently, 30.7% (28.9% on previous report card 2017-2018) of students scored Proficient. The goal is to increase this percentage to 35.7% or higher.

Action Map for Goal #1 and Goal #2

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Empower the teaching staff to deliver high quality reading instruction and make data-driven intervention decisions through in-class coaching, modeling,	Implement school wide academic achievement incentives.	Principal will conduct informal walkthroughs and provide continuous growth evoking feedback.

	and in person professional learning.		
Timeline	2019-2020 School Year	2019-2020 School Year	2019-2020 School Year
Lead Person (s)	School Leadership Team Members	Principal Karen French	Principal Karen French
Resources Needed	Reading Curriculum Coaches and Mentors	Funding and Motivating Incentives	None at this time
Specifics of Implementation	Coaching and mentoring days scheduled	Quarterly trips scheduled at the conclusion of each grading period and criteria set for earning the incentive	Principal will review lesson plans, observe instruction, and growth evoking provide feedback.
Measure of Success	Coaching notes and progress data from STAR Early Literacy and STAR Reading	Quarterly data on the number of students able to reach the academic criteria set forth to earn the incentive	Coaching notes and progress data from STAR Early Literacy and STAR Reading
Check-in / Review Date	Benchmarking data for STAR Early Literacy and STAR Reading will be collected 4 times (August, November, February, and April)	Quarterly, at the end of each grading period (October, January, March, and May)	Monthly (Notes from observations)

Goal # 3 Action Map

Goal Statement: Increase the number of students improving to “on track” from “not on track” in Kindergarten through third grade by a minimum of 10% yearly as measured by an approved universal screener (STAR Early Literacy / STAR Reading) and/or as reported on the state report card K-3 literacy measure by the end of the 2019-2020 school year (In 2018-2019 31% of students were moved to “on track.”)

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All K-3 staff members will be trained on systematic phonics instruction and implement with commitment.	Provide common planning times across grade bands for the sharing of ideas, data, and best practices, as well as time for mentees and mentors to observe each other in the classroom.	Provide a designated intervention time in the schedule for all students in grades K-3 that are on a RIMP to receive specific reading intervention.

Timeline	2019-2020 School Year	Completed August 2019	2019-2020 School Year
Lead Person (s)	Ms. Connie, Ms. Medrano, and Ms. Petersen	Principal Karen French	Principal Karen French
Resources Needed	Training days	None at this time	Schedule adjustment and reading enrichment materials
Specifics of Implementation	Master mentor teachers who are already trained in systematic phonics will train the K-3 staff in the direct teaching of letter-sound relationships in a clearly defined sequence.	Daily schedule was set up so Kindergarten and first grade teams have a common planning time, and the second and third grade teams have a common planning time in order to synergize. Substitutes are scheduled to allow time for mentors to observe mentees and provide feedback, as well as for mentees to observe the high quality teaching of the mentors.	The daily schedule will be changed to allow each grade level team (Kindergarten through third grade) a specific time in the day for reading intervention to target students' deficits, as outlined in their Reading Improvement and Monitoring Plans (RIMPs).
Measure of Success	All K-3 staff members will be trained to confidently and knowledgeably provide systematic phonics instruction to all students.	Grade level teams are required to meet weekly to discuss progress towards meeting academic goals based on weaknesses from the previous year. Weekly meeting minutes should be turned into the building principal.	Monthly progress monitoring data for any student on a Reading Improvement and Monitoring Plan using the STAR Early Literacy or STAR Reading Assessment
Check-in / Review Date	Spring 2020	School Leadership Team will review meeting minutes at monthly leadership team meetings.	Monthly review of Reading Improvement and Monitoring Plans (RIMPs)

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

The learner performance goals will be monitored, measured, and reported in the following manner:

Grade level teams will be required to meet weekly to discuss progress towards meeting academic goals based on weaknesses from the previous year. Weekly meeting minutes should be turned into the building principal.

T.C.P. World Academy will use the STAR Early Literacy Assessment and the STAR Reading Assessment four times annually. Initially, the STAR Early Literacy Assessment and STAR Reading Assessment will be conducted in September, to obtain baseline data for Kindergarten through sixth grade and as a diagnostic to determine on track/not on track status for students in Kindergarten through third grade, as required for the Third-Grade Reading Guarantee. After the initial benchmarking, teachers will identify the language and literacy deficits of their students to make sure students receive appropriate instruction and intervention.

Teachers in Kindergarten through the third grade will create targeted Reading Improvement and Monitoring Plans (RIMP) based on the September screening data from the STAR Early Literacy Assessment and STAR Reading Assessment.

Grade level teams will look at the disaggregated test data from multiple assessments (STAR Early Literacy, STAR Reading, Terra Nova, Ohio State Tests, and Kindergarten Readiness Assessment) of current students and determine which objectives/standards the students need more quality instruction in and plan, deliver, and assess accordingly. Those standards should be in Spiral Reviews regularly.

Building administration will look at disaggregated data of each teacher's students from the previous year on spring assessments (STAR Early Literacy, STAR Reading, Terra Nova, and Ohio State Tests). The three objectives the students missed most often will become the three objectives the teacher makes a plan to improve upon for his/her current students.

Building administration will collect and analyze data from the grade level teams, from walk through, and observation data.

Students will supplement teacher led reading instruction of Ohio State Standards with the Accelerated Reader program. Utilizing this software, students will read books within their zone of proximal development and then answer a variety of questions on the computer to demonstrate comprehension. Students may earn credit for completion of books only when they have answered 70% or more of the questions about the book correctly. Students are required to read 25 or more books from August to May.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 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.

- Train K-3 staff on utilizing diverse teaching methods to meet the learning styles of all students.
- Train K-3 on effective use of Reading Improvement and Monitoring Plans (RIMPs).
- Provide teacher assistants with additional training so they can be more active in the teaching process, as well as in implementing Individualized Education Programs (IEPs).
- Provide targeted intervention for students with disabilities, as well as advanced students.
- Principal and lead teachers provide mentoring, training, and intervention to teaching staff in need of improvement.
 - During staff meeting and In-Services, provide more time for synergizing and learning from the most effective teachers
- Provide time for new and less effective teachers to observe and take notes on the most effective teachers. Conference with principal on what they learned from the observation.
- Have students answer reading questions in complete sentences.
- Have reading instruction focus on reasoning and understanding, not just searching for answers.
- Require more extended response questions and use less multiple choice questions.
- Teachers report quarterly the # of books each student has read for the “25 and Counting” program.
- Restructure Kindergarten through the 3rd grade teaching staff.
 - Kindergarten – moved 2 second grade teachers back to the Kindergarten. Kept one veteran teacher as the Kindergarten lead teacher.
 - First – 2 new first grade teachers on a team of 4 being mentored by the lead first grade teacher.
 - Second – moved one 3rd grade teacher back to second grade, moved a veteran first grade teacher to second, and hired a new second grade teacher.
 - Third – Moved the highest performing second grade teacher to the 3rd grade, kept a veteran teacher who took over in the middle of the year last year in 3rd grade, and added another veteran 3rd grade teacher.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

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

T.C.P. World Academy administration will monitor progress towards meeting the goals outlined in the Reading Achievement Plan to ensure data driven decision making takes place. Data from the STAR Early Literacy Assessment, the STAR Reading Assessment, Terra Nova, and Ohio State Tests will be used as baseline data. Interim data will be collected using the STAR Assessments (STAR Early Literacy, STAR Reading, and STAR Math) throughout the school year to evaluate growth toward achieving goals set forth in the Reading Achievement Plan. In addition to analyzing data from diagnostic assessments, authentic assessments such as: classroom walkthroughs, review of student work samples, conferences with teaching staff, and use of state released practice assessments will be utilized to determine progress and evaluate effectiveness of the Reading Achievement Plan.

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

T.C. P. World Academy will use internal coaches and mentors to facilitate, support, and implement the goals and strategies outlined in the Reading Achievement Plan.

August 12th - Policies and Procedures for All Staff K-6

August 13th – Third Grade Reading Guarantee and Reading Improvement and Monitoring Plan PD for K-3 Staff; Renaissance Learning Software PD (STAR Early Literacy, STAR Reading, STAR Math, Accelerated Reader) for all K-6 Staff.

August 14th - Policies and Procedures for all staff K-6; Effective Reading Strategy PD for all K-6 Staff.

October 18th – Systematic Phonics Instruction PD for K-3 Staff

January 10th – Reading Improvement PD for All K-6 Staff

March 20th – Test Prep Synergizing for All K-6 Staff

May 21st – PD TBD based on diagnostic data disaggregation

May 22nd – PD TBD based on diagnostic data disaggregation

Grade level teams will be required to meet weekly to discuss progress towards meeting academic goals based on weaknesses from the previous year. Weekly meeting minutes should be turned into the building principal.

Classroom walkthroughs by the building principal will take place weekly.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.