



March 22, 2024

Dear Superintendent Brady:

Thank you for submitting the Dublin Preparatory Academy dba Northside Preparatory Academy Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- The plan demonstrates alignment to evidence-based language and literacy strategies.
- The plan included data beyond grade 3 (included 4-8 in addition to K-3).
- The plan included a description of family engagement opportunities.

This plan will benefit from:

- A more detailed professional development plan including details on how professional learning is job-embedded and sustained.
- Inclusion of learner performance data including subscores in the five components of reading (phonemic awareness, decoding, fluency, vocabulary, comprehension).
- Inclusion of an adult implementation goal in addition to the three learner performance goals.
- A more detailed description of how the plan will be communicated to staff members and various stakeholders.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Dublin Preparatory Academy dba Northside Preparatory Academy revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for all your efforts to increase literacy achievement for your students.

Sincerely,



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

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 NAME: Northside Preparatory Academy

DISTRICT IRN: 019227

DISTRICT ADDRESS: 4750 Winton Road Cincinnati, Ohio 45232

PLAN COMPLETION DATE:

LEAD WRITERS: Sarah Davenport, Director of Academics, Yolanda Clark, Principal

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A](#)

Discussion Guide for School and District Teams, professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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
Jamie Brady	Superintendent	ACCEL Schools	Jbrady@accelschools.org
Sue Furick	SVP of Academic Services	ACCEL Schools	Sfurick@pansophiclearning.org
Yolanda Clark	Principal	Northside Prep Academy	Yclark@northsideprepacademy.org
Sarah Davenport-Bauman	Director of Academics	Northside Prep Academy	Sdavenport@northsideprepacademy.org

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

Name	Title/Role	Location	Email

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.

We will work with staff during professional development to monitor and communicate our plan, see appendices for those plans.

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

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

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

Northside Prep Academy's improvement plan commits to increasing scholar proficiency and literacy rates as measured by the Ohio School Report Cards. The local literacy leadership team consulted the school's Needs Assessment Report via the Decision Framework and collaborated to ensure the success of the plan. One primary focus on improving the literacy growth in both plans will be through sustained professional development and job-embedded instructional coaching of standards-based instruction, utilizing a literacy framework, extended literacy block, using data to inform instruction, and implementing evidence-based instructional strategies.

The Reading Achievement Plan and other data-driven indicators will be used to inform the decision-making process of our future OIP and to make pivots to remain aligned across all district improvement efforts. Currently, the Principal and Regional Vice-President have monthly check-in meetings to monitor the implementation and will include the Reading Achievement Plan as the documents are closely aligned. The plan will continue to be updated as the school refines the process of using ESSA evidence-based research to yield high-impact strategies. Additionally, the plan supports the system of assessments, as defined by Ohio, including the KRA, diagnostic assessments, norm-referenced assessments, and Ohio State Tests. The school has a trusted management partnership that collects and helps provides support in analyzing data to inform the decision making.

***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*

Overall, the data suggests that the school is lacking steady growth due to the deficiencies within foundational reading skills, instructional knowledge of effective reading and instructional strategies for a successful reading program. There is a clear connection between the direct effects of Covid-19 that impacted early learners and their ability to show mastery in foundational reading skills, language skills, and comprehension. Upon the students return to school for in person learning, the data also shows there is evidence of inconsistency in new grade level standards-based material due to the effects of Covid-19. The teacher will implement the use of I-Ready software program to determine reading level ability throughout the school year. Classroom teacher will analyze data to determine small group instruction. All classroom teachers will instruction with the use of Heggerty's, running records, and the Sondag System. Students will be taught phonemic awareness through whole group and small group instruction. Students in grades K-3 will receive explicit instruction with the use of Wilson's FUNdation program and the Sondag system, also implemented as an intervention program for grades 4-5. Tier 1 and Tier 2 instruction will focus on phonemic awareness, phonics, fluency, vocabulary, comprehension, and an increased literacy block.

The Kindergarten Readiness Assessment

14% Ready
30% Approaching
56% Emerging

The percentage of students scoring proficient on the state reading assessment has been at a steady incline aside from grades 6-7. These gaps in proficiency were assumed based on the lack of foundational reading skills being taught in the lower grades. A phonics and comprehension-based reading intervention program for grades 3-5 will need to be administered in addition to the Tier 1 grade level standards-based instruction.

English Language Arts OST for Grades 3-8 (20-21 Spring: No state assessment data due to Covid)

Grade 3

21-22: 29%
22-23: 25%

Grade 4

21-22: 14%
22-23: 20%

Grade 5

21-22: 29%
22-23: 33%

Grade 6

21-22: 10%
22-23: 9%

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

Grade 7

21-22: 48%

22-23: 29%

Grade 8

21-22: 19%

22-23: 44%

Third Grade Reading Guarantee, as measured by English Language Arts assessment/alternate assessment, has shown no growth or decline. Based on the known foundational reading gaps, it can be inferred that students are still struggling with the basic ability to read, which results in lack of proficiency on grade level literature and informational text reading comprehension assessment questions. This can also be attributed to their lack of vocabulary knowledge, overall comprehension, and phonics as shown in their I-Ready Diagnostic scores below.

3rd Grade Reading Guarantee Passage

2022-23: 44%

2021-22: 45%

Based on the district's I-Ready Diagnostic Assessment students have shown growth over the course of the 3 years the school has been consistent but again due to many students still lacking proficient foundational skills, significant increase in student growth is still not evident.

K-3 Reading Diagnostics**Grade K**

20-21: 58%

21-22: 43%

22-23: 66%

Grade 1

20-21: 32%

21-22: 45%

22-23: 16%

Grade 2

20-21: 26%

21-22: 9%

22-23: 47%

Grade 3

20-21: 21%

21-22: 21%

22-23: 29%

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SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

- School Founded in 2020 during Covid
- Teacher Quality Decline
- Staff Retention in Year 3
- Lack of Foundational Skills
- Transient Students
- Lack of School to Home Connection
- Title 1 Staffing

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Northside Preparatory Academy opened in the covid year of 2020. A high population of students chose virtual learning. This presented a challenge for our families that lacked internet access and other consistent resources associated with virtual learning. Kindergarten in person learners had not gone to preschool and had limited access to everyday human interaction. Teacher turnover was another negative effect of covid as virtual teaching was a new experience for them and a factor that contributed to the downward spiral of progress and learning in terms of reading. Also, our middle school population is a group mostly inherited from the previous district that lacked consistent staff in the classroom.

With teacher quality declining, Northside had two years of being understaffed and it was difficult to find teachers that were highly qualified to improve reading achievement. Staff retention became difficult beginning with year three of being open. A contributing factor to the deficit between second to third year of being open could be due to inconsistencies in staff. Teachers also have limited instructional knowledge pedagogy of practice to increase student achievement. The teachers lack the skill set or knowledge to implement research-based phonics instruction. There is a gap in the knowledge of teaching staff dealing with differentiated instruction based on tier 1, 2, and 3 specific student needs. Staff also struggle with an understanding of state standards, leading them to struggle with the standards-based approach in teaching that is a hinderance to providing the best instruction possible.

We have a large set of transient students, for example this year in the second grade more than 60% of the class is new to our school and have shown a lack of foundational skills based on their initial I-Ready Diagnostic Assessment data. There is also a lack of home to school connection with students helping with additional academic practices, lack of focused on reading in the home, limited spoken vocabulary for our population of students. There is also a high intensity of students impacted by trauma.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

Learner Goal #1: Increase the percentage of students in grades K-3 early literacy who are off track to on track in reading to 35% from 23% by the Spring of 2024.

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

Learner Goal #2: At least 35% of students in 3rd – 8th grade will achieve a score of proficient or better on the reading portion of the OST in the Spring of 2024.

Learner Goal #3: At least 65% of students in Kindergarten – 2nd grade will meet their typical growth as stated in the fall diagnostic or will meet 1 grade level improvement on the I-Ready reading diagnostic in the Spring of 2024.

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. Include a description of the professional development activities provided for each goal.

Goal # _1_ Action Map

Goal Statement: Increase the percentage of students in grades K-3 early literacy who are off track to on track in reading to 35% from 23% by the Spring of 2024.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded Coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Framework and Pacing Guides	Teachers will utilize data from Heggerty, SCAs, Running Records, and weekly I-Ready data to guide instruction, small group instruction, and re-teaching.
Timeline	Weekly Coaching	Continuous Professional Development and weekly coaching	I-Ready Diagnostic (Fall, Winter, Spring), Bi-Weekly SCAs, Weekly Sunday System Assessments, Weekly My Path reports
Lead Person(s)	-SVP of Academic Services -Principal -Instructional Coach	- SVP of Academic Services -Principal -Instructional Coach -Teacher	- SVP of Academic Services -Principal -Instructional Coach -Teacher
Resources Needed	Weekly Coaching, Observation, and Coaching Conversation Tracker in School Mint Grow	-Pacing guides for literacy instruction -Initial and ongoing professional development for pacing guide and academic framework implementation -Literacy curricular resources (both teacher and student facing)	-SCAs created based on the standards taught in the pacing guide. -Small group reteach lesson plan template -PD time to disaggregate data, discuss reteach strategies, and create lesson plans

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

	Action Step 1	Action Step 2	Action Step 3
		-title 1 support	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> -Teachers will receive weekly observations and instructional coaching meetings during planning period (STPT) -Principals and Instructional Coaches will model instructional strategies in planning meetings and real time in the classroom -Principals and Instructional Coaches will co-plan upcoming lessons with an emphasis on instructional strategies -Principals and Instructional Coaches will lead teachers in data dialogue conversations using the 5-step process resulting in informed instruction and necessary interventions 	<ul style="list-style-type: none"> -Pacing guides created internally at the district level -Focus literacy instruction around through I-Ready My Path that focuses on Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension -Ongoing professional development on the science of reading and research-based practices -Initial and ongoing professional development to school leaders and staff regarding implementation of Pacing Guide and Academic Framework components -Pacing Guide progress and Academic Framework alignment will be monitored during weekly coaching meetings 	<ul style="list-style-type: none"> -Administer Bi-Weekly Assessments -Quarterly Running Records -Quarterly Heggerty Assessments -Bi-Weekly SCAs -Weekly Sunday System Assessments -Use the above assessments to inform their instruction along with the required I-Ready Diagnostic. -After students are assessed, the Principal and Instructional coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place alongside the traditional pacing guide
Measure of Success	35% of students in grades K-3 will be considered on-track	35% of students in grades K-3 will be considered on-track	35% of students in grades K-3 will be considered on-track
Description of Funding	Title 1, General Fund, and ESSER	Title 1, General Fund, and ESSER	Title 1, General Fund, and ESSER
Check-in/Review Date	Weekly Coaching Meetings	Weekly Coaching Meetings	Weekly Coaching Meetings

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Goal # 2 Action Map

Goal Statement: At least 35% of students in 3rd – 8th grade will achieve a score of proficient or better on the reading portion of the OST in the Spring of 2024.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded Coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Framework and Pacing Guides	Teachers will utilize data from SCAs, Running Records, Mock Assessments and weekly I-Ready data to guide instruction, small group instruction, and re-teaching.
Timeline	Weekly Coaching	Continuous Professional Development and weekly coaching	I-Ready Diagnostic (Fall, Winter, Spring), Bi-Weekly SCAs, Weekly Sunday System Assessments, Mock Assessments, Weekly My Path reports
Lead Person(s)	-SVP of Academic Services -Principal -Instructional Coach	- SVP of Academic Services -Principal -Instructional Coach -Teacher	- SVP of Academic Services -Principal -Instructional Coach -Teacher
Resources Needed	Weekly Coaching, Observation, and Coaching Conversation Tracker in School Mint Grow	-Pacing guides for literacy instruction -Initial and ongoing professional development for pacing guide and academic framework implementation -Literacy curricular resources (both teacher and student facing) -title 1 support	-SCAs created based on the standards taught in the pacing guide. -Small group reteach lesson plan -PD time to disaggregate data, discuss reteach strategies, and create lesson plans -Mock (Benchmark) Assessments provided by ODE

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

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> -Teachers will receive weekly observations and instructional coaching meetings during planning period (STPT) -Principals and Instructional Coaches will model instructional strategies in planning meetings and real time in the classroom -Principals and Instructional Coaches will co-plan upcoming lessons with an emphasis on instructional strategies -Principals and Instructional Coaches will lead teachers in data dialogue conversations using the 5-step process resulting in informed instruction and necessary interventions 	<ul style="list-style-type: none"> -Pacing guides created internally at the district level -Focus literacy instruction around through I-Ready My Path that focuses Comprehension and vocabulary -Ongoing professional development on the science of reading and research-based practices -Initial and ongoing professional development to school leaders and staff regarding implementation of Pacing Guide and Academic Framework components -Pacing Guide progress and Academic Framework alignment will be monitored during weekly coaching meetings 	<ul style="list-style-type: none"> -Administer Bi-Weekly Assessments -Quarterly Running Records -Bi-Weekly SCAs -Weekly Sunday System Assessments -Beginning and Mid-Year Mock Assessments -Use the above assessments to inform their instruction along with the required I-Ready Diagnostic -After students are assessed, the Principal and Instructional coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place alongside the traditional pacing guide
Measure of Success	At least 35% of students in 3rd – 8th grade will achieve a score of proficient or better on the reading portion of the OST in the Spring of 2024	At least 35% of students in 3rd – 8th grade will achieve a score of proficient or better on the reading portion of the OST in the Spring of 2024	At least 35% of students in 3rd – 8th grade will achieve a score of proficient or better on the reading portion of the OST in the Spring of 2024
Description of Funding	Title 1 and ESSER	Title 1 and ESSER	Title 1 and ESSER
Check-in/Review Date	Weekly Coaching Meetings	Weekly Coaching Meetings	Weekly Coaching Meetings

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

Goal # 3 Action Map

Goal Statement: At least 65% of students in Kindergarten – 2nd grade will meet their typical growth as stated in the fall diagnostic or will meet 1 grade level improvement on the I-Ready reading diagnostic in the Spring of 2024

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Job-embedded Coaching of research-based instructional practices will be implemented for every teacher	Teachers will implement standards-based instruction using the Academic Framework and Pacing Guides	Teachers will utilize data from Heggerty, SCAs, Running Records, and weekly I-Ready data to guide instruction, small group instruction, and re-teaching.
Timeline	Weekly Coaching	Continuous Professional Development and weekly coaching	I-Ready Diagnostic (Fall, Winter, Spring), Bi-Weekly SCAs, Weekly Sunday System Assessments, Weekly My Path reports
Lead Person(s)	-SVP of Academic Services -Principal -Instructional Coach	- SVP of Academic Services -Principal -Instructional Coach -Teacher	- SVP of Academic Services -Principal -Instructional Coach -Teacher
Resources Needed	Weekly Coaching, Observation, and Coaching Conversation Tracker in School Mint Grow	-Pacing guides for literacy instruction -Initial and ongoing professional development for pacing guide and academic framework implementation -Literacy curricular resources (both teacher and student facing) -title 1 support	-SCAs created based on the standards taught in the pacing guide. -Small group reteach lesson plan template -PD time to disaggregate data, discuss reteach strategies, and create lesson plans

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

	Action Step 1	Action Step 2	Action Step 3
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> -Teachers will receive weekly observations and instructional coaching meetings during planning period (STPT) -Principals and Instructional Coaches will model instructional strategies in planning meetings and real time in the classroom -Principals and Instructional Coaches will co-plan upcoming lessons with an emphasis on instructional strategies -Principals and Instructional Coaches will lead teachers in data dialogue conversations using the 5-step process resulting in informed instruction and necessary interventions 	<ul style="list-style-type: none"> -Pacing guides created internally at the district level -Focus literacy instruction around through I-Ready My Path that focuses on Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension -Ongoing professional development on the science of reading and research-based practices -Initial and ongoing professional development to school leaders and staff regarding implementation of Pacing Guide and Academic Framework components -Pacing Guide progress and Academic Framework alignment will be monitored during weekly coaching meetings 	<ul style="list-style-type: none"> -Administer Bi-Weekly Assessments -Quarterly Running Records -Quarterly Heggerty Assessments -Bi-Weekly SCAs -Weekly Sunday System Assessments -Use the above assessments to inform their instruction along with the required I-Ready Diagnostic. -After students are assessed, the Principal and Instructional coach will provide professional development time to gather data, discuss reteaching strategies with other teachers, and create their reteaching plan that will take place alongside the traditional pacing guide
Measure of Success	At least 65% of students in kindergarten – 2nd grade will be classified as on grade level on the I-Ready reading diagnostic in the Spring of 2024	At least 65% of students in kindergarten – 2nd grade will be classified as on grade level on the I-Ready reading diagnostic in the Spring of 2024	At least 65% of students in kindergarten – 2nd grade will be classified as on grade level on the I-Ready reading diagnostic in the Spring of 2024
Description of Funding	Title 1 and ESSER	Title 1 and ESSER	Title 1 and ESSER
Check-in/Review Date	Weekly Coaching Meetings	Weekly Coaching Meetings	Weekly Coaching Meetings

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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.

At Northside Prep Academy all teachers will use weekly and bi-weekly assessment data to plan appropriate instruction and intervention for all students. Staff will analyze data on a weekly basis to monitor student progress and plan for intervention. School and classroom on-going formative assessment will drive instruction decisions. This will include all evaluation tools described within the achievement plan. When assessment or data indicators show students are not making adequate progress toward performance goals principals, coaches and other school support will meet with teachers to plan for needed instructional and intervention changes to support all students, this is in addition to weekly coaching (STPT) meetings. All intervention instruction will include the teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension strategies, this is to include differentiated instruction, small group instruction based on formative and summative data information to ensure students on RIMPs and students falling within two or more grades are consistently being provided interventions. On-going professional development will support the development and use of research-based best practice in literacy instruction as well collaboration with principal, director of academics and other teaching staff to share their reading expertise to provide lesson demonstrations (modeling) for classroom/instructional support. Professional development around using data to reteach and inform instruction will be provided to all staff members and teachers. On-going data review for all data sources within the achievement plan will be implemented at the school-based level through monitoring and coaching and reported on a weekly basis to SVP of Academic Services.

Administrators and teachers will assist parents in becoming active partners with the school to support their student's literacy growth. The school will serve as a resource for parents to help their student become a better reader. Teachers will share meaningful information through classroom newsletters as well as information about their child's progress through semester parent teacher conferences, school-based literacy activities (STOP, DROP and Read) after-school tutoring and summer reading programs. Parents will support the schools' achievement plan by participation in activities, meetings, communication and assignments that support their child's progress.

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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).

The focus of the instructional strategies will focus on the use of the ACCEL Academic Framework and supported by the weekly planning of standards-based instruction using the gradual release of learning responsibilities, small group instruction(differentiated learning targets for groups of students), Marzano's 6 step process for teaching vocabulary and the use of the supplemental comprehensive phonics curriculum (Sunday System) to improve and move students to achieving one, two year's growth in reading, thus reducing the number of off track students from year to year.

Gradual Release of Responsibility: *The strategy for the gradual release model of instruction is proven to develop higher order thinking skills to close the achievement gap and move students to proficiency. Starting with the 'I Do' section, wherein the teacher is introducing and modeling a new concept, such as a reading comprehension strategy or blending phonemes, students are given this time to intake and process information. The 'We Do' section is where guided instruction and collaboration between the teacher and the students takes place. This section is also when the teacher gives a check for understanding that ensures students are ready to move on to independent practice and/or small group instruction. The last piece to this model is the 'You Do' section. During this final component, students in our school begin their small group instruction and/or rotations for learning. The 'You Do' section is used for the small group instructional method, with rotations for learning. The best practice of small group instruction, which has proven to close the achievement gap as it intensifies student's opportunities to practice, respond, and obtain feedback, will happen daily. It is in this small group instruction that data-driven instruction is strengthened and gives way for the opportunity for students to boost their learning development in a more personalized format. All strategies and techniques for learning are also reinforced in a deeper regard as students can internalize learning at a higher pace with the more personalized opportunity for practice, response, and feedback.*

Small Group Instruction: *The Center for Development and Learning suggests that 30 years of research supports Small Group Differentiated Instruction as a proven method to increase student outcomes. Differentiated Instruction is the ability to match instruction to meet the different needs of learners in each classroom. The range of instructional needs in our classrooms is large, and to meet the different needs of learners in each classroom, we need to plan for Small Group, Differentiated Instruction (Florida Center for Reading Research). We utilize Small Group Differentiated Instruction in all content areas, not only reading. Our Academic Framework suggests teachers utilize the Gradual Release Model of Responsibility in whole group instruction, and then uses informal assessments, data from other assessments, and flexible grouping to choose small group participants. Teachers will utilize this sacred small group time to monitor and track student growth in the five components of reading instruction. Our School has also chosen updated foundational reading curricular resources to match our Academic Framework to support this instructional strategy.*

Vocabulary Instructional Strategies: Marzano's 6-Step Process: *Vocabulary and its strong relationship to comprehension has been verified over and over again. Vocabulary plays an important part in learning to read as well as reading to learn. We also know that increasing vocabulary knowledge plays a large part in overall school success and has a direct impact on comprehension.*

Effective vocabulary instruction is a key foundation to helping students acquire a wide and diverse vocabulary. Students need both direct and indirect instruction in vocabulary and word meanings as well as multiple exposures to words. It is through multiple exposures and repetition that students begin to understand the nuances of words and how to use them

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when speaking and writing. Bob Marzano laid out a six-step process for building academic vocabulary. It includes direct instruction, linguistic and nonlinguistic definitions, recording word learning in a notebook or journal, talking about words, and playing with words. Multiple exposures are at the heart of the process.

Winsor Learning Sondag System: Systematic and Cumulative

Defined as:

The organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. Each step is based on concepts previously learned.

How the Sondag System incorporates this criterion:

Skills are introduced from simple to complex and each lesson builds on previous learning. The Sondag System aligns with Orton-Gillingham's presentation of sounds, concepts, and elements of the English language. The most common sounds are introduced first. Concepts spiral throughout subsequent lessons and are reviewed throughout the product to strengthen mastery. Each lesson contains the following essential elements: 1) A review of what has been previously taught. 2) The introduction of new material. 3) Practice with connected text.

Explicit

Defined as:

Instruction requires direct teaching of concepts with continuous student–teacher interaction and does not assume students will deduce concepts.

How the Sondag System incorporates this criterion:

The curriculum is built to be taught face-to-face in small groups. Lesson plans ensure that effective multisensory instruction can be taught the same way by different teachers. The lessons guide the teacher to directly teach a sound or concept and reinforce it with tracing to strengthen neural pathways. Students then practice reading and spelling words using the sound or concept. Reading and spelling errors are addressed at the moment they occur, with multiple opportunities for students to demonstrate mastery. Lessons contain explicit instructions for teachers, thus limiting the need for improvisation and improving consistency of instruction across settings.

Diagnostic

Defined as:

Teachers must be adept at individualizing instruction (even within groups) based on careful and continuous assessment, both informal (e.g., using observation) and formal (e.g., using standardized measures). Content must be mastered to the degree of automaticity needed to free attention and cognitive resources for comprehension and oral/written expression.

How the Sondag System incorporates this criterion:

Direct instruction ensures that errors are identified and corrected during a lesson. The lesson structure promotes continuous student–teacher interaction. Instructions are consistent by design so both students and teachers are familiar with how the lesson is taught. This allows the teacher to focus more on students—differentiating instruction and

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

reinforcing skills not yet mastered. Errors are identified and addressed at the table, enhancing diagnostic and data-driven decisions.

Mastery Checks for Reading and Spelling are found after every third level to assess proficiency. These checks allow a teacher to quickly identify a student's proficiency in fluency, decoding, and spelling. A plan can be prescribed based on these data results.

The Souday System Teacher Resource Book contains multiple assessments including a placement test to pinpoint where instruction should begin as well as pre- and post-tests to document growth over a set period of time. The Souday System Pre-Reading Survey Assessment checks students' ability to hear and process sound. This assessment can be used to identify students who are ready for phonics instruction as well as determining if these skills are strong enough to begin learning to read.

Sequential

Defined as:

Instruction is scaffolded and begins with teaching of the simplest, most basic language concepts and elements, then progresses systematically to more difficult and complex concepts and elements. Instruction in every lesson moves from teaching of skills to functional use and application of skills. New concepts are related to previously taught concepts, skills, and information—and presented in anticipation of future learning.

How the Souday System incorporates this criterion:

Instruction meets students at their current level and progresses as they develop. Concepts introduced in the Souday System follow the Orton-Gillingham scope and sequence. The first four steps in every lesson review previously taught material, requiring students to read and spell sounds, then to read words and practice fluency. Step 5 introduces new content for students to read and spell. Step 6 (one-third of the lesson time) focuses on phrases, sentences, and connected text to support reading fluency and comprehension.

Multisensory

Defined as:

Multisensory instruction purposefully integrates and stimulates visual, auditory, and kinesthetic-motor pathways to support memory and learning of both oral and written language skills.

How the Souday System incorporates this criterion:

Lessons direct students to see, hear, and feel content simultaneously. Two multisensory strategies are the hallmark of the Souday System: tracing and Touch Spelling. When reading a difficult word, students trace the letters while saying the letter sounds, then blend the sounds together to read the word. Touch Spelling addresses spelling errors. Students identify the sounds within the word using their fingers to represent each sound, or phoneme. Touch Spelling is a highly effective multisensory strategy for segmenting and blending. When these strategies are utilized, content is learned faster and is more secure.

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

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

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

These four evidence-based strategies that are being implemented will improve on the more general strategies that have been utilized in previous years. Previously, the school has looked for intervention programs to close the gaps made by a lack of focus in previous management versus looking to provide teachers and students a solid cohesive Tier 1 implementation plan and secondary resources to help raise achievement for all students. Using a research-based strategy such as gradual release of responsibility instructional practice will give students an opportunity to observe their teacher demonstrate the skills being presented before being assessed for mastery. The "I Do" portion of gradual release utilizes simple, concrete, explicit instruction through modeling that provides students with the comfort of learning. The "We Do" section of gradual release allows the students hands-on practice, with guided support and questioning from the teacher. Finally, the "You Do" portion allows students to apply the learning to new situations, using what they've learned. To ensure the strategy is implemented, the ACCEL academic framework and building lesson plan structure and gradual release weekly teaching protocol utilizes small group/differentiated instruction as a time to help close reading gaps and stretch on grade-level students. Historically, in small groups teachers have worked primarily on the reading standard and have neglected the other reading components, especially phonics. Moving forward, teachers will work towards implementing the Soudy System as whole and small group intervention to strength learning deficits in phonics and fluency development. Additionally, teachers will be using the data from the reading short cycle assessments and Heggerty's phonological awareness screeners as well as Running Records to monitor and inform instruction and reteach skills not mastered. The weekly, assigned STPT coaching, and data meetings allows coaches and teachers to touch base more regularly to review data and pivot in real-time if students are not achieving mastery goals. This data will be helpful for K-3 teachers when progress monitoring student performance based upon their RIMPs. The screeners will be given to students across Kindergarten - Grade 3 and will be used to determine if students are making progress according to their RIMP and diagnostics goals. The Soudy System will also be implemented to support students in grades 4 and 5 to fill missing reading gaps that limit students' ability to read and comprehend at higher levels. In utilizing the grade release model, the essential in embedding vocabulary is key to students understanding word meaning in multiple contexts. Throughout lesson plan development teachers will employ the 6 steps for teaching and working with vocabulary as prescribed by Marzano's process, students will be assessed on vocabulary taught from Tier 1 through Tier 3 words, words will be connected to various sounds and phonemic spells, focused from read aloud, developed word walls within the classroom, vocabulary journals used to reflect the vocabulary learning process as prescribed:

The teacher provides a description, explanation, or example of the term.

Linguistic definition – students restate the description, explanation, or example in their own words.

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Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term.

The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.

Periodically ask students to discuss the terms with one another.

Involve students in games that enable them to play with the terms and reinforce word knowledge.

Involving students in their data provides students with ownership and responsibility to better track and own their learning. The use of data charts within the classroom will promote a focus of learning achievement and growth within the school culture and drives a school culture that is focused on learning goals for all students. Structuring the learning environment as a focus for students and teachers to know and own their data is also an essential element in the weekly STPT/coaching meetings with the 5-step process for monitoring, tracking and responding to the results of data.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

Please refer to Northside Preparatory Professional Development Plan.

In addition to the summer professional development and school year professional development days as identified in the school year calendar, teachers will receive weekly walk-through observations, with feedback through our school mint grow system and participate in assigned weekly STPT/coaching meetings with the building Director of Academics and/or Principal which provides an on-going strategic focus on learning goals and data outcomes for all students along with the daily implementation and monitoring with fidelity the use of instructional strategies, the academic framework and curricular resources in real time.

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Yolanda Clark, Principal
 Sarah Davenport-Bauman, DOA
 Herbert Winston, BIS



Professional Development

AGENDA – WEDNESDAY, July 26, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
8:30am - 9:00am	Welcome and Ice Breaker	Model Classroom	New Teachers	Sarah Davenport and Yolanda Clark	Jolly Ranchers	To greet and welcome staff members for the upcoming school year and get to know your colleagues!
9:00am – 10:00am	School Vision/ Mission and Building Tour	Model Classroom & Building	New Teachers	Yolanda Clark	Vision/Mission Statements	Engage staff to understand the what, how, and why of NSPA!
10:00am - 11:00am	Document Collection and Novatime	Model Classroom & Office	New Teachers	Yolanda Clark Ms. Currie	i-9s and computers	To ensure new staff members have the information needed to begin a successful school year.
11:00am - Noon	LUNCH	N/A	Everyone	On Your Own	N/A	To refuel your body.
Noon – 3:30pm	Computer Set-up and important websites	Model Classroom	New Teachers	Sarah Davenport	Computers	Set teachers up with the most important and most used websites. Also show staff AMP resources.

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



Professional Development

AGENDA – THURSDAY, July 27, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
8:00am-10:00 am	Introduce staff to Framework, Pacing Guides, Curriculum. Computer Set-up and important websites	Learning Commons	New Staff	Sarah Davenport	Computers, Framework, Pacing Guides, Curriculum	Introduce staff to the common materials all staff use and how to use them effectively. Set teachers up with the most important and most used websites. Also show staff AMP resources.
12:00pm-1:00 pm	Lunch	N/A	Everyone	On Your Own	N/A	Refuel your body!
10:00am–3:00pm	Restorative Practices	Learning Commons	New Staff	Yolanda Clark Mr. Bell		Restorative Practices 101. The What, They Why and the How Through Circles, Affective Statements, Celebrations



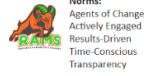
Professional Development

AGENDA – FRIDAY, July 28, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
8:00am-9:00am	Coaching Vision	Learning Commons	New Staff	Sarah Davenport	Teacher Folders to pass out	To explain to staff the purpose, expectations, and goals of our work together.
9:00am-11:00am	Team Building/Q&A	Learning Commons	New Staff	Sarah Davenport	Spaghetti, Marshmallows, tape, String, Laptop, projector, music	To greet and welcome staff members for the upcoming school year and get to know your colleagues!
11:00am-Noon	Lunch	N/A	Everyone	On Your Own	N/A	Refuel your body!
12:00– 3:00pm	iReady Review	Learning Commons	New Staff	Sarah Davenport	Computers, iReady Logins	Introduce iReady to new staff, one of our most used resources

9:30-Noon Grade 1 Teacher will be in RIMPS & Heggerty training at Riverside

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



Professional Development

AGENDA – MONDAY, July 31, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
8:00am-9:00am	Dyslexia Training Set Up	Grade 1 Classroom	K-3 Teachers	Sarah Davenport	Computers	Complete training necessary for ODE Mandates in dyslexia
9:00am-12:00am	All About Curriculum	Davenport's Office	New Staff	Sarah Davenport	Computer, Frameworks, Pacing Guides, Textbooks	Explain what the curriculum looks like for each course and how to find supplemental material, and SCAs with mastery connect
12:00am-1:00pm	Lunch	N/A	Everyone	On Your Own	N/A	Refuel your body!
1:00am-3:00pm	5 Step Process	Davenport's Office	New Staff	Sarah Davenport	5 Step Process Form Fake Data to ask staff to practice the 5 step process	Explain the 5 step process and practice analyzing data

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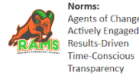
APPENDICES

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

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Professional Development
AGENDA – TUESDAY, AUGUST 1, 2023

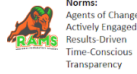
Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
8:00am-10:00am	Standards and SCA	Learning Commons	New Staff	Sarah Davenport	Ohio State Standards, sample I can statements	Learn our standards, learn the purpose of them, and how to use them effectively
10:00am-11:00am	Model Classroom	Learning Commons	New Staff	Sarah Davenport	Model Classroom and Checklist	So teachers know what the expectations are for their classrooms
11:00am-Noon	Lunch	N/A	Everyone	On Your Own	N/A	Refuel your body!
Noon – 3:00pm	Classroom Set-Up Time	Learning Commons	New Staff	Sarah Davenport	Any materials we provide for the classroom	Get a head start in their new classrooms and implement some things we discussed in the model classroom

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2023 – 2024 Academic Year



Herbert Winston, BIS



Professional Development
AGENDA - WEDNESDAY, AUGUST 2, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
8:00am - 8:30am	Welcome and Ice Breaker	Learning Commons	Everyone	Sarah Davenport	True Colors Test, Poster Paper or White board	To greet and welcome staff members for the upcoming school year and get to know your colleagues! Merging New and Previous Staff
8:30am – 10:00am	School Vision/ Mission/ Staff Handbook/ Safety Procedures	Learning Commons	Everyone	Yolanda Clark	Handbook	Engage staff to understand the what, how, and why of NSPA! Become acclimated with expectations for all stakeholders at NSPA, as well as operational specifications for staff.
10:00am - 11:00am	Year in Review	Learning Commons	Everyone	Yolanda Clark	SlideShow and printed materials	Inform staff of 22-23 assessment results as basis for 23-24 goals.
11:00am -12:00pm	Goal Setting and Action Plan	Learning Commons	Everyone	Sarah Davenport	SlideShow and printed materials	Inform staff of goals and accountability measures for 23-24.
12:00pm - 1:00pm	LUNCH	N/A	Everyone	On Your Own	Food	Refuel your body!
1:00pm - 2:00pm	Master Schedule	Learning Commons	Everyone	Sarah Davenport Yolanda Clark	Master Schedule	Familiarize staff with their tentative daily schedules for the year.
2:00pm - 3:00pm	Gradual Release Process within the Academic Framework	Learning Commons	Everyone	Sarah Davenport Yolanda Clark	Gradual Release Framework and Weekly Protocol	Review how gradual release looks over the course of a week or a learning target. Also discuss how this fits in with the academic framework

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Northside Preparatory Academy
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Professional Development

AGENDA - THURSDAY, AUGUST 3, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
7:45am	Arrival	Learning Commons	Everyone	Sarah Davenport Yolanda Clark	Materials for the day listed below	Ready to go on time and prepared
8:00am – 3:00pm	Phonics Training	Learning Commons	K-1 Teachers	Yolanda Clark	Sonday System Kits/ Laptops	Learn how to implement the new supplemental curriculum
8:00 am - Noon	Art Infused Writing and Bulletin Boards Word Walls!	Learning Commons	2-8 Teachers	Sarah Davenport	Example Bulletin Boards	Understand the importance of Bulletin Boards and the writing pieces. Plan how this will be implemented.
12:00pm - 1:00pm	Lunch	N/A	Everyone	On Your Own	N/A	Refuel your body!
1:00pm - 3:00pm	Classroom Management	Learning Commons	2-8 Teachers	Sarah Davenport Herbert Winston	Writing Materials, Laptops	How to create a positive learning environment

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Professional Development

AGENDA - FRIDAY, AUGUST 4, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
7:45am	Arrival	Learning Commons	Everyone	Sarah Davenport Yolanda Clark	Materials for the day listed below	Ready to go on time and prepared
8:00am – 3:00am	Phonics Training	Learning Commons	2-5 Teachers	Yolanda Clark	Sonday System Kits, Laptops	Learn how to implement the new supplemental curriculum
8:00 am - Noon	Art Infused Writing and Bulletin Boards and Word Walls!	Learning Commons	K-1 & 6-8 Teachers	Sarah Davenport	Example Bulletin Boards	Understand the importance of Bulletin Boards and the writing pieces. Plan how this will be implemented.
12:00pm - 1:00pm	Lunch	N/A	Everyone	On Your Own	N/A	Refuel your body!
1:00pm - 3:30pm	Classroom Management	Learning Commons	K-1 Teachers	Herbert Winston		How to create a positive learning environment
1:00pm - 3:30pm	Work on the Bulletin Boards and Art infused Writing Plan	MS Hallway	6-8 Teachers	Sarah Davenport	Bulletin Boards, borders, and paper	Work on/Finish the Bulletin Boards and Art infused Writing Plans discussed this morning

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



Professional Development

AGENDA - MONDAY, AUGUST 7, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
7:45am	Arrival	Learning Commons	Everyone	H. Winston	Materials for the day listed below	Ready to go on time and prepared
8:00am-Noon	PBIS	Learning Commons	Everyone	H. Winston	Framework, Matrix, live school, Computer	Character Calendar with monthly focus, community circle and harambe dates, Majors vs. Minors, Saturday School
Noon-1:00pm	LUNCH	N/A	Everyone	On Your Own	N/A	Refuel your body!
1:00pm - 3:00pm	Restorative Practices Year 2	Learning Commons	Everyone	Deron Bell H. Winston	Laptop, RP Handbook	Year 2 Implementation Plans

*K-4 & 5-8 will create their own classroom piece of the matrix as a team.



Professional Development

AGENDA – WEDNESDAY, AUGUST 9, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
8:00 am-11:00am K-4 & 5-8	Work Sessions - Build Management Plan and System	Learning Commons & Classrooms	Everyone	Yolanda Clark Sarah Davenport Winston	Posters, Projector, Computer	Work on our expectations in the classroom and our procedures to ensure optimal student engagement and behavior
11:00pm – Noon	LUNCH	N/A	Everyone	On Your Own	N/A	Refuel your body!
Noon – 1:00pm	Assessment Calendar & SCA Requirements	Learning Commons & Classrooms	Everyone	Sarah Davenport	Calendar	Discuss testing expectations, headphones, calendar
1:00pm – 2:00pm	Technology	Learning Commons	Everyone	Sarah Davenport	Computer	Procedures with getting technical support and the computer cart
2:00pm-3:30pm	RTI Process & Special Education	Learning Commons	Everyone	Sarah Davenport Yolanda Clark	RTI Folders	Expectations for referrals and meetings. Special Education Process and Protocols.

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AGENDA – THURSDAY, AUGUST 10, 2023

Time	Session Title	Location	Who Needs to Attend?	Facilitator	Resources/ Materials Needed	Purpose
8:00am – 10:00am	Instructional Framework	Riverside	K-3 Teachers	Yolanda Clark	Math Boards Daily Implementation Handbook	Review Expectations for the school year
8:00am – 10:00am	Writing By Design	Learning Commons	4-8 Teachers	Sarah Davenport	Writing By Design Teacher Guides and the Website information	Review WBD so that it is properly and consistently implemented.
10:30am-11:30am	Heggerty K-3	Riverside	K-3 Teachers	Riverside	Heggerty Teacher Guide	Review Heggerty and ensure it is properly implemented
10:30am-11:30am	Engagement Strategies	Learning Commons	4-8 Teachers	Sarah Davenport	Computers, Slide Show	Participants will learn ways to increase student engagement, boost creativity, and develop cooperative learning strategies in the classroom.
11:30am-12:30pm	LUNCH	N/A	Everyone	On Your Own	N/A	Refuel your body!
12:30-1:00 pm	6-Step Method for Vocabulary	Learning Commons	Everyone	Yolanda Clark Sarah Davenport	Computers, Slide Show	Participants will discuss the basic components of explicit vocabulary instruction and plan their vocabulary instructional process
1:00pm-3:00pm	Small Group Instruction	Learning Commons	Everyone	Yolanda Clark Sarah Davenport	Computers, Slide Show	Participants will discuss the implications of a Station Rotation Model. Participants will then plan on how to establish and maintain a Station Rotation Model within a classroom.

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