



March 4, 2024

Dear Superintendent Stevens:

Thank you for submitting the Euclid Preparatory School 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 RAP includes an emphasis on building level administrators providing regular feedback to educators.
- The RAP clearly explains how the school will use various curriculum programs to address gaps in student learning.
- The RAP describes the ways in which regular data will be used to provide feedback to educators and drive instruction.
- The RAP includes ongoing professional development opportunities for educators.

This plan will benefit from:

- Some of the data included is unclear and is reported differently in different areas (2nd grade data specifically). The analysis is also unclear at times, referencing 3rd grade in the section on 2nd grade students.
- The analysis of factors contributing to low student achievement in reading and the root cause analysis focus a lot on issues with teacher performance and retention. However, there are no adult implementation goals listed.
- There is a goal listed in the action map related to professional development. It should be listed in the goals section.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Euclid Preparatory School 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: Euclid Preparatory School

DISTRICT IRN: 015712

DISTRICT ADDRESS: 23001 Euclid Ave. Euclid, Ohio 44117

PLAN COMPLETION DATE: 12/7/2023

LEAD WRITERS: Darlene Goss

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.

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

Name	Title/Role	Location	Email
Darlene Goss	Executive Principal	Euclid Preparatory School	dgoss@euclidprep.org
Emily Decker	Director of Academics	Euclid Preparatory School	kdecker@euclidprep.org
Heather Stevens	Regional Vice President	Euclid Preparatory School	HMStevens@accelschools.org

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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 district leadership team met at the beginning of the school year, reviewed, and analyzed the previous two years reading scores. The data that was utilized during the data meeting was Ohio State Test, iReady diagnostics and internal short cycle assessment data.

The team is committed to meeting monthly to review teacher's instruction within reading specifically focused on literacy. The team will be doing a deep dive into assessments scores that will be administered throughout the school year. This plan will be communicated to the teaching team to make sure everyone has knowledge of our school wide goals. The team will engage in professional development throughout the course of the school year to continue our learning around literacy. The School Principal and director of academics will provide observations and feedback for reading instruction to teachers, to make sure they are implementing strategies that will support the students in achieving the goal of increasing the reading comprehension and skills improve by the end of the school year. The Principal completed the one plan which aligns with the Reading Achievement Plan. The team will meet with the instructional staff to provide updates on the One Plan, and the Reading Achievement Plan so that team and instructional staff can be on the same page.

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.

The mission and vision of Euclid Preparatory School is to create a learning environment that will challenge each student to become life learners and critical thinkers inside and outside the classroom. Creating these skills will equip all students at Euclid Prep to become effective members of society and be able to advocate for themselves throughout their lives. The District Reading Achievement Plan is in alignment with the Schools One Plan. The goal is to improve K-8 literacy, by implementing the actions steps in the school improvement plan, and the reading achievement plan. These actions steps will aid in gap closing, and result in an increase of the overall performance index on the state report card.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio’s State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)**
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.**

Ohio’s State Test 22-23 for English Language Arts

Grade/ Course	Total Number Tested	Total Number Untested	Limited	Basic	Proficient	Accelerate d	Advanced	PI
3	30	0	19	6	3	1	1	48.66
4	42	0	28	10	2	2	0	44.28
5	34	0	15	12	2	4	1	56.76
6	30	0	16	7	4	1	2	55.00
7	34	0	16	7	9	2	0	59.41
8	23	0	7	6	9	0	1	69.13
TOTAL			101	47	29	10	5	54.42

Ohio’s State Test 23-24 Benchmark Assessment for English Language Arts

Grade/ Course	Total Number Tested	Total Number Untested	Limited	Basic	Proficient	Accelerate d	Advanced	PI
3	59	0	52	7	0	0	0	33.56
4	38	0	31	7	0	0	0	35.53
5	48	0	38	6	2	2	0	40.00

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6	36	0	32	4	0	0	0	33.33
7	33	0	21	8	2	2	0	46.36
8	31	0	22	6	3	0	0	42.58
TOTAL			166	38	7	4	0	37.65

Ohio's State Test 23-24 for English Language Arts

Grade/ Course	Total Number Tested	Total Number Untested	Limited	Basic	Proficient	Accelerate d	Advanced	PI
3	57	0	31	19	6	1	0	48.77

Euclid Prep K-3 Diagnostic Results End of Year 22-23

Reading:

Overall Placement school wide:

- Tier 5 – Students who are three or more grade levels below – 21%
- Tier 4 – Students who are two grade levels below – 16%
- Tier 3 – Students who are one grade level below – 37%
- Tier 2 – Students who are on grade level – 14%
- Tier 1 – Students who are mid or above grade level – 12%

Placement by Domain:

The placement chart shows us that our students are making progress in mastering the skills of phonological awareness and progressing proficiently. Our lower reading skills consist of comprehension of informational text and comprehension of literature. The data also shows our students struggle with vocabulary skills. This information shows us the weaknesses we have as a school in reading, and the areas we need to work to improve on. The chart below shows the breakdown by classes and percentages of scholars that performed at each level.

Diagnostic Growth from beginning of the year to the end of the year:

Reading:

School-wide, we had 77% of our students progress toward meeting typical growth for the school year. Typical Growth is the average growth of students at each grade and placement level. Typical growth and stretch growth are growth

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measures that are differentiated based on each students grade and initial placement on the iReady diagnostic test. In analyzing our breakdown of grade levels, we had 114% of students meet their typical growth in 2nd grade. Looking at other grades, the range of typical growth met is from 0%-86%. Looking at the students stretch growth, we can see that the range is from 0%-72%. Stretch growth is the growth recommended to put below grade level students on a path to proficiency and on grade students on a path to advanced proficiency levels. Stretch growth and typical growth are growth measures that are differentiated based on each students grade and initial placement on the iReady diagnostic test.

Data Breakdown by Individual Grade Levels:

Kindergarten

In kindergarten, students seemed to do well with comprehension of literature. Many students showed weaknesses with Phonics. This data shows us we need to continue to work on our early literacy goals and continue to push students with gaining foundational skills in math and reading.

Reading

- Tier 3 – Students one grade level below – 40%
- Tier 2 – Students on grade level – 37%
- Tier 1 – Students mid or above grade level – 23%

Grade 1

In First Grade, students struggled the most with Phonics. They were becoming proficient in Phonological Awareness, and High Frequency Words. In reading, 77% of students were making progress towards their typical growth. This data tells us that instructionally, we need to focus back in on foundational phonics skills with first graders going into second grade in 2023-24.

Reading

- Tier 5 – Students three or more grade levels below – 0%
- Tier 4 – Students two grade levels below – 0%
- Tier 3 – Students one grade level below – 69%
- Tier 2 – Students on grade level – 13%
- Tier 1 – Students above grade level – 18%

Grade 2

In Second Grade Reading, we had many students show deficits with comprehension. The students did well in Phonological Awareness and High Frequency Words. 61% of students were progressing toward their typical growth in reading. This data specifically shows us we need to continue to increase the rigor and critical thinking skills in third grade for 2023-2024.

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Reading

- Tier 5 – Students three or more grade levels below – 0%
- Tier 4 – Students two grade levels below – 24%
- Tier 3 – Students one grade level below – 45%
- Tier 2 – Students on grade level – 14%
- Tier 1 – Students above grade level – 17%

Grade 3

In third grade reading, all students were making phenomenal growth with phonics and high frequency words. Most students showed weaknesses with comprehension and vocabulary. Students were making 66% progress towards their typical growth in reading. These deficits show us that our students in third grade going into fourth grade will need a strong curriculum and consistency with their school year. We will need to consistently progress monitor their growth and skills to ensure we work towards closing academic gaps.

Reading

- Tier 5 – Students three or more grade levels below – 25%
- Tier 4 – Students two grade levels below – 25%
- Tier 3 – Students one grade level below – 34%
- Tier 2 – Students on grade level – 13%
- Tier 1 – Students above grade level – 3%

Euclid Prep K-3 Diagnostic Results Beginning Of Year 23-24

Reading:

Overall Placement school wide:

- Tier 5 – Students who are three or more grade levels below – 28%
- Tier 4 – Students who are two grade levels below – 27%
- Tier 3 – Students who are one grade level below – 36%
- Tier 2 – Students who are on grade level – 7%
- Tier 1 – Students who are mid or above grade level – 2%

Kindergarten

- Tier 3 – Students one grade level below – 89%
- Tier 2 – Students on grade level – 11%
- Tier 1 – Students mid or above grade level – 0%

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First Grade

- Tier 5 – Students three or more grade levels below – 0%
- Tier 4 – Students two grade levels below – 28%
- Tier 3 – Students one grade level below – 68%
- Tier 2 – Students on grade level – 3%
- Tier 1 – Students above grade level – 0%

Second Grade

- Tier 5 – Students three or more grade levels below – 0%
- Tier 4 – Students two grade levels below – 54%
- Tier 3 – Students one grade level below – 35%
- Tier 2 – Students on grade level – 4%
- Tier 1 – Students above grade level – 7%

Third Grade

- Tier 5 – Students three or more grade levels below – 31%
- Tier 4 – Students two grade levels below – 31%
- Tier 3 – Students one grade level below – 21%
- Tier 2 – Students on grade level – 17%
- Tier 1 – Students above grade level – 0%

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

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

- We had students from so many different districts that started with us at a variety of levels.
- Teachers struggled with classroom management.
- Teachers who struggled with teaching the content.
- Inexperienced Teachers.
- Mid-Year Teacher turn over.
- Student Mobility Rates

Analysis of Factors:

The factors that contributed to our low achievement were based around the adults and their inability to manage their behaviors well. This caused the teachers to struggle with providing adequate instruction for the students.

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

Inconsistencies in teaching staff throughout the school year caused interruptions in student learning despite our best efforts to mitigate this factor.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

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

Due to a transient student population, we incorporated curriculum that students can grasp after transferring between schools. We have noticed that our students are able to engage in the more rigorous curriculum when they remain with us. Another root cause is we have not had consistency with the math instruction due to teacher turnover, specifically on our Middle School grade band. With our implementation of Equity matters and providing our teachers with more professional development and trainings they will be more confident and prepared to deliver high quality instruction.

After reviewing the data throughout the years, the root causes are teacher turnover, and student retention caused by changes to the education system over the past three years and rates of student mobility. By providing increased PD to incoming teachers, the goal is to retain them so that the impact of consistency can yield an increase in achievement in these areas.

The root cause is we have a gap in the % of inexperienced teachers serving our students due to nationwide teacher shortages. The school can continue to participate in recruitment events as well as provide year-round PD to those inexperienced teachers with the goal of supporting student achievement.

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.

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Euclid Preparatory School will increase our k-3 literacy performance on our diagnostic assessment from 30% on grade level to 60% We will increase by a minimum of 10% percent by the end of 2023-24 school year. We will increase 20 more points by the end of 2024-25, and 30 more points at the end of 2025-2026. Including showing proficiency in third grade from 16% to 60%

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SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

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

Goal # 1 Action Map

Goal Statement: Increase K-3 literacy

Evidence-Based Strategy or Strategies: Progress Monitoring, and Content Focus Coaching

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	iReady Data Review	Standard Mastery	
Timeline	Monthly	Quarterly	
Lead Person(s)	Darlene Goss/Emily Decker	Heather Stevens/Darlene Goss/Emily Decker	
Resources Needed	iReady Data	CTR Data	
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Instructional pushes for teachers. Student incentives for iReady work. Small group implementation. Data coaching	Data coaching. Instructional pushes for teachers. Incentives for student success. Reteach and small group lessons.	
Measure of Success	10% increase school wide per quarter	70% average score per grade level	
Description of Funding	Funds will be distributed for resources as needed.	Funds will be distributed for resources as needed.	

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	Action Step 1	Action Step 2	Action Step 3
	This will be from the general fund and any additional grants we may receive.	This will be from the general fund and any additional grants we may receive.	
Check-in/Review Date	Every other Thursday during teacher-based-team meetings	Monthly to review short cycle assessments and instructional pushes	

Goal # 2 Action Map

Goal Statement: Teacher Professional Development in best practices

Evidence-Based Strategy or Strategies: High Quality Professional Development

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	provide quality professional development in best instructional practices		
Timeline	Monthly		
Lead Person(s)	Darlene Goss/Emily Decker/ Equity Matters		
Resources Needed	Equity Matters training		

**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)	Professional Development provided by Equity Matters, teacher coaching, data coaching		
Measure of Success	Teacher feedback, student progress		
Description of Funding	Funds will be distributed for resources as needed. This will be from the general fund and any additional grants we may receive.		
Check-in/Review Date	Monthly, post-professional development session		

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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.

The process for monitoring the progress and implementation of the plan is the building Leadership Team will continue to provide weekly check ins with grade bands. The team will also analyze student performance data monthly and provide adjustments and additional support to students.

The School principal or director of academics will conduct weekly observations during reading instruction (30 minutes for each grade level reading instruction). After the principal or director of academics has observed each teacher, a follow up feedback meeting will occur to address trends and areas of growth for each teacher to ensure reading instruction is ultimately improving students reading skills. Teachers will bring data to their meeting (exit tickets, iReady, curriculum based assessments, etc.) to discuss with the director or academics or principal. Data meetings will also give way to teachers discussing trends as well as strategies to implement into their instruction moving forward based on their students' needs. Each meeting will review the previous deliverables, then address new deliverables for the following weeks instruction. The director of academics or principal will observe weekly, looking for progress in each area. Teacher Based Team meetings will be held monthly to monitor teacher instruction and planning by using classroom data from assessments and exit slips. District Level Team meetings will also be held to address overall growth and improvements with reading instruction at Euclid Preparatory School.

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

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

****Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on- track (reading below grade level) within 60 days of receiving the reading diagnostic results.**

****Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.**

Listed are the strategies that will be used to Euclid Preparatory students' needs to support reading improvements across the board.

1. Students with RIMPS will engage in 90 minutes of small group instruction rotations and an intervention block in either fluency, vocabulary, comprehension, phonics, etc., based on their identified reading deficiency. As stated in the schools one Plan goal 1, we will use FUNDatations and Heggerty curriculum to track progress of scholars over time in each grade level. The mentioned curriculum is designed to teach scholars fluency, vocabulary, comprehension, phonics, etc. Using this tool on a regular, consistent basis will engage our students with RIMPS at a high level using a supportive curriculum.
2. The School principal or director of academics will conduct weekly observations during reading instruction (30 minutes for each grade level reading instruction). After the principal or director of academics has observed each teacher, a follow up feedback meeting will occur to address trends and areas of growth for each teacher to ensure reading instruction is ultimately improving students reading skills. Teachers will bring data to their meeting (exit tickets, iReady, curriculum-based assessments, etc.) to discuss with the director of academics or principal. Data meetings will also give way to teachers discussing trends as well as strategies to implement into their instruction moving forward based on their students' needs. Each meeting will review the previous deliverables, then address new deliverables for the following weeks instruction. The director of academics or principal will observe weekly, looking for progress in each area.

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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.*

Different than years past and that an additional intervention block has been added and that the 90 minute small group instruction rotations will not follow the traditional scope and sequence, but rather is going to be driven by the specific reading deficiencies identified.

Teacher Based Team meetings will be held monthly to monitor teacher instruction and planning by using classroom data from assessments and exit slips.

District Level Team meetings to address overall growth and improvements with reading instruction at Euclid Preparatory School. At DLT team meetings, members of the team will review and execute and action plan to immediately implement with its teacher (i.e. revamping particular instruction focus, targeting a group of scholars who are struggling the most with their reading, etc.)

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.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

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

At Euclid Preparatory School, multiple professional developments will be implemented for teachers to make sure students are demonstrating growth with their reading comprehension and fluency.

Teachers will attend a Curriculum Associates professional development, delivered by our vendor, three times per year to learn strategies and implement instruction into their classrooms regarding literacy. Lastly, teachers will have alternative literacy and Math professional development with an outside vendor that will give teachers strategies and techniques to use in their classrooms to improve reading and Math instruction, data tracking, data analyzing, and strategies used within Heggerty and FUNdations curriculum, corrective reading, and daily curriculum-based lessons. Teachers will participate in monthly teacher-based team meetings where they will have a deep dive conversation looking at student data from year-round/short cycle assessments and classroom work. This data involves looking at students reading iReady scores on Diagnostic assessments, and curriculum-based assessments. This data can also include any tracking of progress with CTR data.

Teachers will strategically discuss among their grade-band particular standards and skills where students are struggling the most. This will give teachers the opportunity to adjust and revisit skills students are still in high need of. Teachers will create tri-rotation and intervention block groups strategically based on data discussed at monthly professional developments. Teachers will also have one on one bi-weekly data meetings with the director of academics and principal reviewing data and instructional pushes for reading within their classroom. These data meetings will mainly discuss the weekly data that teachers are collecting on their students' progress using FUNdations, Heggerty, iReady and curriculum-based assessments such as exit tickets. The data meetings with the director of academics and principal will focus on students that are identified with tier II and tier III reading levels based on our MTSS process. During these meetings, the principal and instructional coach will guide and support teachers on reading strategies and instructional pushes with the identified struggling readers.

All Euclid Preparatory School Kindergarten through third grade teachers participated in the 18-hour dyslexia training course. Inclusive of continued professional developments around the science of reading. The Euclid Preparatory School teaching and leadership teams participate in professional learning sessions provided by Equity Matters. Equity matters will support Euclid Prep professional learning around the following areas.

An Emphasis on profound educator cultural knowledge by helping staff understand how their self-values, beliefs, and assumptions influence perceptions, behaviors, and student achievement outcomes as outlined in Euclid Preps strategic plan.

We will use the book *Serving Educational Equity for Accelerated Learning* as a framework to support a whole-child approach. They will provide more leadership thought-partnering and professional learning for the senior leadership team.

Generate a Euclid Prep Equity Purpose Statement to move staff from tolerance to genuine respect for cultural differences and academic excellence that ensures success for "ALL" students.

Equity matters will provide embedded trauma training and social-emotional support for staff to support students best. They will assist us with Determining and executing best practices while evaluating how equity lives within Euclid Preps curriculum, instruction, operations, structures, and systems.

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

APPENDICES

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

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

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