



March 22, 2024

Dear Superintendent Long:

Thank you for submitting the North Columbus 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:**

- Teachers are using the Department’s K-3 dyslexia professional development course.
- Plan includes an adult implementation goal with an action plan map

**This plan will benefit from:**

- Include foundational skills data for grades K to 3.
- Plan includes intervention strategies not aligned with the Science of Reading.
- Action steps in action plan maps are not informed by foundational skills data
- The plan lacks a detailed analysis of student performance data.
- The plan needs more student performance goals in addition to the one goal provided in the action plan map.

The Reading Achievement Plan and this memo will be posted on the Department’s [website](#). If North Columbus 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](mailto: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:** North Columbus Preparatory Academy

**DISTRICT IRN:** 017538

**DISTRICT ADDRESS:** 1965 Gladstone Ave. Columbus OH, 43211

**PLAN COMPLETION DATE:** December 18, 2023

**LEAD WRITERS:**

Courtney Williams

Wendy Henderson

## 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
Vicki Washington	Head of School	North Columbus Preparatory Academy	vwashington@ncpawarriors.org
Wendy Henderson	Title 1 Coordinator	North Columbus Preparatory Academy	whenderson@ncpawarriors.org
Lauren Hansen	Intervention Specialist	North Columbus Preparatory Academy	lhansen@ncpawarriors.org
Helen Dorsey	Office Manager	North Columbus Preparatory Academy	Hdorsey@ncpawarriors.org
Vicki Washington	Regional Director of Academics	North Columbus Preparatory Academy	Cwilliams2@accelschools.com

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

The Community School Leadership Team (CSLT) meets monthly to develop and monitor improvement plans. The team analyzes data from state assessments, district assessments, and TBT (Teacher Based Team) minutes to set performance goals, make data driven improvement decisions, and monitor improvement efforts. The CSLT utilized the decision framework and relevant data to generate the school's Improvement Plan. Baseline Data gathered from this was utilized to inform this plan. This Reading Achievement Plan was written by the same team who formulated the school's Improvement Plan to ensure alignment of improvement efforts.

The leadership team will begin to meet monthly starting in January to develop and monitor improvement plans. The team will monitor district assessments, and TBT minutes to set performance goals, make data driven improvement decisions, and monitor the improvement plan.

## 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.*

We began to draft our Improvement Plan in December 2023 and will continue to update this plan yearly through the Community School Leadership Team's implementation of the Decision Framework and the Needs Assessment. The Reading Achievement Plan aligns with North Columbus Preparatory Academy's Improvement Plan by taking our existing goals in the areas of K-3 reading and achievement on state literacy achievement assessments to a more foundational level to ensure we are making evidence-based decisions that will support the literacy achievement of our students.

This plan will concentrate on our goals to 1) improve tier I literacy instruction 2) improve our intervention and monitoring structures through a culture of collaboration and co-planning. All plans to improve our instruction and student achievement in reading will help us achieve our goals. Our Focus Plan outlines several strategies towards reaching these goals.

North Columbus Preparatory Academy will also focus on expanding literacy across the curriculum and incorporating read-a-louds and writing across all content areas and grade levels. A team of literacy leaders will be identified and trained within the school to support staff in all facets of literacy instruction and intervention across grade levels. The school will engage in work to partner with families to extend this literacy focus into the home.

The Reading Achievement Plan will align with the goals and strategies in the Building Improvement Plan and include more specific goals and strategies for building a comprehensive literacy framework building wide.

**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.**

Third grade results for the fall 2023 Administration of the **OST (Ohio's State Tests)** Assessment are as follows:

Limited- 12  
 Basic-3  
 Proficient- 0  
 Accomplished/Accelerated- 1  
 Advanced-0

PI= 40.6

**Spring OST Reading**

<b>Grade</b>	<b>Limited</b>	<b>Basic</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>
4 <sup>th</sup>	94%	6%	0%	0%	0%
5 <sup>th</sup>	56%	28%	11%	9%	0%
6 <sup>th</sup>	72%	22%	0%	6%	0%
7 <sup>th</sup>	30%	40%	30%	0%	0%
8 <sup>th</sup>	45%	27%	18%	9%	0%

**KRA Data**

0 (0%) **Demonstrating Readiness**  
 8 (38.1%) **Approaching Readiness**  
 13 (61.9%) **Emerging Readiness**

**IReady Reading Diagnostic 2 Data**

Grade	3+ Grades Below	2 Grades Below	1 Grade Below	Early On-Grade	Mid or Above Grade
KG	0%	0%	80%	13%	0%
1 <sup>st</sup>	0%	9%	91%	0%	0%
2 <sup>nd</sup>	0%	63%	31%	6%	0%
3 <sup>rd</sup>	21%	43%	14%	14%	7%
4 <sup>th</sup>	61%	17%	22%	0%	0%
5 <sup>th</sup>	58%	17%	17%	8%	0%
6 <sup>th</sup>	50%	25%	13%	13%	0%
7 <sup>th</sup>	69%	0%	8%	15%	8%
8 <sup>th</sup>	33%	33%	0%	33%	0%

Quality intervention techniques and materials are needed to meet students at their current reading levels, pinpoint skill gaps, and monitor progress towards literacy. Providing teachers with new tools such as Foundations and Heggerty for early literacy skill building, IReady curriculum maps and designated intervention times paired with focused professional development on how to effectively use these tools has been one of our focuses to raise the overall literacy skills of our students.

**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.*

There are many factors that we believe contribute to low reading achievement at North Columbus Preparatory Academy. Our students are of low socio-economic status. Over 95% of our students qualify for free breakfast and lunch as students of poverty. Many of our families have low levels of education contributing to a lack of literacy in the home. We believe that



efforts to engage parents and families as partners in student learning will positively affect our effectiveness as a school. Additionally, we streamlined our RTI process and provided teachers with intervention strategies, timelines and data-collection methods to ensure tier I interventions are being used in classrooms. Of our students on IEPs, 63% have a specific learning disability in reading; 38% of students on IEPs have behavioral disorders that include reading delays and reading goals. We believe that providing structured curriculum and fully training teachers in instructional strategies that support all students including Economically Disadvantaged Students, Students of Color, and Special Education Students, we can have a positive impact on all members of our learning community. Creating a team of literacy experts in the building through specific high-quality professional development is a vital step in fostering a culture of professional collaboration and co-planning to serve our students. We also believe providing intervention tools that are evidence based and field proven like IReady, Heggerty, and Foundations will help support teachers in providing necessary interventions for struggling readers.

Inconsistent instructional strategies within and across grade level teams is also a concern. Expanding that work into a team of literacy experts in the building through specific high-quality professional development, is a vital step in fostering a culture of professional collaboration and co-planning to serve our students. Additionally, future focuses include supporting literacy and writing skills across academic disciplines to help students practice.

NCPA has chosen to concentrate in the specific areas of using data to monitor the success of the School-Wide Reading Model, monitoring the implementation of the School-Wide Reading Plan, and helping grade level teams monitor grade level instructional plans to make improvements in this area.

### 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.*

### 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.*

**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 support for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

**Goal # 1.1 Action Map**

Goal Statement:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Training k-2 teachers in specific reading curriculum and strategies to increase early literacy skills.	Using k-2 teachers to build TBT teams that will meet and help train and coach upper-level teachers on use of curriculum and strategies.	CSLT and TBTs will focus on key reading components identified from IReady data in order to plan appropriate professional development trainings for staff.
Timeline	2024 School year and ongoing.	100% implementation by June 2025.	100% implementation by June 2025.
Lead Person(s)	TBT	TBT	TBT
Resources Needed	<ul style="list-style-type: none"> <li>*Professional development</li> <li>*Teacher Leaders</li> <li>*Strong Teacher Based Teams</li> <li>*Training materials and texts</li> <li>*Planning and implementation monitoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development</li> <li>*Teacher Leaders</li> <li>*Strong Teacher Based Teams</li> <li>*Training materials and texts</li> <li>*Planning and implementation monitoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>Adult implementation checklists.</li> <li>*Planning tools that align to Science of Reading.</li> <li>*Strong Teacher Based Teams</li> <li>*Effective Community School Leadership Team</li> <li>*Student performance data</li> </ul>
Specifics of Implementation	Teacher Leaders are being trained in reading intervention	Teacher Leaders will use adult implementation data	Teacher Based Teams will use the 5-step process to monitor

	Action Step 1	Action Step 2	Action Step 3
	and will bring these skills and ideals to their teams through TBT meetings and staff professional development days.	from their own practice during TBT meetings and staff professional development days to drive the system change.	adult implementation of strategies and the effect on student learning. The CSLT will monitor the 5 step process notes and school wide performance data.
Measure of Success	20% of staff will be utilizing the specific foundational curriculum in their classrooms by June of 2024 with 60% implementation by June 2025.	We will see 60% of teachers utilizing specific foundational curriculum in their classrooms by June 2025 and increasing by 10% per year in following years.	As adult implementation increases student performance will also increase. We should see both steadily rising with a trajectory which will ensure that we meet our target goals.
Check-in/Review Date	Check in monthly with CSLT/ Review yearly.	Check in monthly with CSLT/ Review yearly.	Check in weekly with TBTs (Teacher Based Team) and monthly with CSLT/Review yearly.

**Goal # \_1.2\_ Action Map**

Goal Statement: All TBTs will use adult implementation data to drive system change that supports the reading assessment/progress monitoring system, instruction, and intervention by June 2024.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	Staff will identify key monitoring systems and utilize TBT time to analyze instructional effects on student achievement within and across grade levels.	TBTs will focus on key monitoring systems according to the testing and monitoring calendar to ensure building wide focus on reading growth data in a unified period.	CSLT will focus on TBT minutes and subgroup data to monitor instructional effectiveness and adjust plan, as necessary.
Timeline	100% implementation ongoing.	100% implementation ongoing.	100% implementation ongoing
Lead Person(s)	Vicki Washington	Vicki Washington	Vicki Washington CSLT
Resources Needed	<ul style="list-style-type: none"> <li>*Strong TBTs</li> <li>*District support and feedback of TBTs.</li> <li>*Tools for tracking data and monitoring adult implementation.</li> </ul>	<ul style="list-style-type: none"> <li>*Strong TBTs</li> <li>*District support and feedback of TBTs.</li> <li>*Tools for tracking data and monitoring adult implementation.</li> <li>*Data focus calendar</li> </ul>	<ul style="list-style-type: none"> <li>*Strong TBTs</li> <li>*TBT minutes</li> <li>*Student/grade level/ school data</li> <li>*Data focus calendar</li> </ul>
Specifics of Implementation	Teachers will analyze data generated by key monitoring systems including Biweekly assessments, IReady, Running Records Literacy Benchmark System and OST (American Institutes for Research) data to	Teachers will analyze data generated by key monitoring systems including IReady, Running Records Benchmark System and OST data in accordance with district monitoring and assessment calendar to ensure	CSLT will monitor student growth data and subgroup data and TBT minutes to drive district level decisions regarding the implementation and effectiveness of the components of this

	Action Step 1	Action Step 2	Action Step 3
	monitor student progress and analyze the effectiveness of instructional strategies within the TBT structure.	timely analysis of growth data to drive reading improvement for all students.	Reading Achievement Plan.
Measure of Success	TBT minutes will reflect continuous monitoring and analysis of student achievement data in reading.	TBT minutes will reflect timely monitoring and analysis of all district level monitoring and assessment data.	CSLT minutes will reflect continuous monitoring of student and subgroup data and feedback to TBTs on adult implementation.
Check-in/Review Date	Bi-Weekly check-in with TBT Monthly check-in with CSLT Reviewed yearly	Bi-Weekly check-in with TBT Monthly check-in with CSLT Reviewed yearly	Check-in monthly. Review overall success June 2025

**Goal # 2 Action Map**

Goal Statement: Increase Reading Proficiency Rate by 20% from Fall to Sprint TGRG

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
<b>Implementation Component</b>	All grade levels will focus on small group guided instruction in reading and leveled literacy intervention for students on RIMPs (Reading Improvement Monitoring Plan).	Increase time spent on phonemic awareness and phonics instruction.	Teachers will use student achievement data to monitor and increase student reading skills.
Timeline	2024 School year and ongoing.	100% implementation by June 2025.	100% implementation by June 2025.
Lead Person(s)	Vicki Washington Lauren Hansen Wendy Henderson  Grade level lead teachers, reading intervention teachers and tutoring staff.	Vicki Washington Lauren Hansen Wendy Henderson  Grade Level Lead Teachers.	Vicki Washington Lauren Hansen Wendy Henderson  Grade Level Lead Teachers.
Resources Needed	*Guided reading materials *Leveled Literacy Intervention Materials *Leveled Literacy Benchmarking and monitoring materials. * Professional development in small group guided techniques.	* Literacy Coach * Expert trainers to facilitate professional development. *Planning tools that align to this goal. * Monitoring checklists. *CSLT support.	*Student data including IReady, Running Records, classroom assessments, and OST data.
Specifics of Implementation	All teachers will focus on small group guided leveled instruction and	All teachers will focus on phonemic awareness and	Teachers will analyze data independently and within Teacher Based Teams to continually

	Action Step 1	Action Step 2	Action Step 3
	intervention practices in the classroom and during intervention time.	systematic phonics instruction within a comprehensive literacy framework. Teachers will increase the time of focused instruction in these areas within the literacy block.	monitor and increase students' Lexile Levels. Using multiple measures teachers will pinpoint which literacy skills individual students are struggling with and target intervention to those critical areas. Using data teachers will determine students' Lexile levels and critical areas of student need to group students for small group instruction that will increase students reading level.
Measure of Success	All students will be receiving focused, small group instruction and/or intervention in accordance with their literacy needs.	We will see 100% implementation by June 2025 with an improvement in student reading proficiency rates.	All students will demonstrate a minimum of one year's growth per year with proficiency rates rising 20% per year through June 2025.
Check-in/Review Date	Weekly through lesson plans and walk through data.	Bi-Weekly with TBT Monthly with CSLT Review after each testing window.	Bi-Weekly check-in Review after each progress monitoring and assessment cycle.

**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.*

Teachers will report implementation to project leads Vicki Washington and Teacher Based Team Leaders who report to the superintendent, sponsor, management company and the ODE as mandated. Teacher Based Teams will report to the Charter School Leadership Team through TBT bi-weekly minutes and data reports following each assessment or monitoring cycle.

Student achievement goals will be monitored through currently used assessment and monitoring tools including IReady diagnostics, Running Records, Ohio State Diagnostics and State Grade Level Testing (OST or the equivalent), as well as any short cycle and unit assessments administered in the classroom. Students who are struggling or at risk for reading difficulties will be monitored weekly to bi-weekly for growth depending on each student's individual need. Growth will be measured at the individual student level and at grade and system-wide levels quarterly.

Family partnership data will be monitored through sign-in sheets and feedback forms following each literacy event.



**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.*

Teachers must implement high yield strategies such as student goal setting, constructive feedback, and non-linguistic representations. Small group instruction and leveled intervention will be supported by Running Records and Ready materials for students in tier 2 & 3 and students on RIMPs. Tier 2 and 3 students receive additional small group and/or one-on-one reading instruction and double dose instruction in skill deficit areas depending on need. Individualized reading instruction is based on the results of these assessments to target skill deficits and contribute to the student's success as a whole reader. Professional development will focus on refining a common language and set of expectations for high quality instruction.

**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.*

Classroom teachers, Title I Teachers and Intervention Specialists will be required to monitor student progress and report progress to their Teaching peers at TBT meetings and to administration. Through curriculum mapping work sessions and increased focus and quality of professional development and by establishing structures (e.g. strong Teacher Based Teams and the use of data rich assessment systems like IReady, Running Records and structured short cycle assessments) and giving teachers additional resources (e.g. IReady diagnostics, additional books for student use, Ready curriculum resources school wide and the IXL and Raz Phonics ) and knowledge, we will see our forward momentum continuing and accelerating.

**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 135<sup>th</sup> 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.*

NCPA's Title teacher will take the 18 hour approved dyslexia training. NCPA teachers are required to attend a week of pre-service plus 5 professional development days imbedded into the school schedule. Teachers are also encouraged to attend outside professional development opportunities through professional organizations, the local ESC (Educational Service Centers), and the local colleges. Opportunities that align with the school's vision are passed on through teacher leaders through the TBT.

NCPA continues to support a robust and comprehensive system of learning for staff. In house professional development will focus on early and adolescent literacy break-out sessions, PBIS (Positive Behavior Intervention and Supports), use of data including instruction on analyzing personal value-added data for teachers, explicit vocabulary instruction, and use of data to inform practice.

Use of Short Cycle Assessment to promote writing and increase assessment literacy - Dr. Chad Carr

Teachers will receive training on how standards-based short cycle assessments can be better written to promote assessment literacy and increase reading comprehension and writing skills. Implementation will be monitored through walk throughs and review of submitted lesson plans and teacher written short cycle assessments.

Foundations training will be given to teachers in k-3 to learn the specifics of implementation, features and application of this program. Foundations will be a required daily part of learning for these grades. Additionally, Ready professional development will be given to show teachers how to effectively use and monitor data within the IReady diagnostic to pinpoint specific instructional needs for individuals and groups and help students set growth goals and monitor progress towards them. Support is offered through our Regional Director of Academics on how to use pacing guides and Ready curriculum to support student needs. Implementation will be evident in TBT minutes and in data reports.

Teacher Based Teams- Meet bi-weekly to analyze data to drive classroom instruction and intervention. The work of TBTs is evidenced through TBT minutes.

The Community School Leadership Team meets monthly to analyze data and ensure the effectiveness of school wide improvement efforts on student reading achievement to drive system changes. The work of the CSLT is evidenced through CSLT minutes.

## APPENDICES

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

### Acronyms Used

CSLT - Charter School Leadership Team

Running Records- Developmental Reading Assessment is a standardized reading test used to determine a student's instructional level in reading. The Running Records is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner.

NCPA - North Columbus Preparatory Academy

RIMP (Reading Improvement Monitoring Plan) - Reading Improvement and Monitoring Plan

TBT - Teacher Based Teams

TGRG - Third Grade Reading Guarantee

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

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