March 4, 2024

Dear Superintendent Long:

Thank you for submitting the Northeast Ohio College Preparatory 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 identifies several internal factors that are contributing to the struggles students are facing.
- The subgoals for each grade level are clear.
- The RAP includes a plan for sustained professional development opportunities. Consider including more specifics about these opportunities to make the plan stronger.

This plan will benefit from:
- Consider including reading diagnostic data.
- The goal listed focuses on the district's report card score. Consider using a different data point to create goals.
- The only strategy to support learners listed is increasing the literacy block. Consider adding additional strategies to make the plan stronger.

The Reading Achievement Plan and this memo will be posted on the Department's website. If Northeast Ohio College Preparatory 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.

25 South Front Street
Columbus, Ohio 43215 U.S.A.
education.ohio.gov

877 | 644 6338
For people who are deaf or hard of
hearing, please call Relay Ohio first at 711.

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Sincerely,

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

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Columbus, Ohio 43215 U.S.A.
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Department of
Education &
Workforce

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:

Northeast Ohio College Preparatory School

DISTRICT IRN:

011923

DISTRICT ADDRESS:

2280 Professor Avenue

Cleveland Ohio, 44113

PLAN COMPLETION DATE:

December 19, 2023

LEAD WRITERS:

Kristin Smajdek-Interim Associate 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
Kristin Smajdek	Interim Assistant Principal (K-8 building)	Northeast Ohio College Preparatory School 2280 Professor Ave. Cleveland OH, 44113	ksmajdek@neocollegeprep.org
Veda Giles-Weeks	Principal (High School)	Northeast Ohio College Preparatory School 2280 Professor Ave. Cleveland OH, 44113	vgilesweeks@neocollegeprep.org
Jaycen Rollison	Academic Success Coach	Northeast Ohio College Preparatory School 2280 Professor Ave. Cleveland OH, 44113	jrollison@neocollegeprep.org
Arika Jones	Dean of Students	Northeast Ohio College Preparatory School 2280 Professor Ave. Cleveland OH, 44113	Ajones2@neocollegeprep.org
Barry Yancy	Dean of Students	Northeast Ohio College Preparatory School 2280 Professor Ave. Cleveland OH, 44113	byancy@neocollegeprep.org
Jennifer Turski	Regional Director of Academics	21110 Southgate Blvd, Maple Heights OH 44137	jturski@accelschools.com
Debroah Mays	Regional Vice President	21110 Southgate Blvd, Maple Heights OH 44137	DMays@accelschools.com

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.

In developing this reading improvement plan, the leadership team at Northeast Ohio College Preparatory School along with the District Leadership Team carefully reviewed diagnostic assessments, school report card data, and short-cycle assessment data. We also examined our power standards which directly align to Ohio's New Learning Standards. In examining this data, we identified the key targeted areas which we need to improve in K-3 literacy. These areas include comprehension skills, phonics, and increasing the amount of reading instruction.

At the conclusion of the 2022 - 2023 school year, this data was analyzed to give us a prediction of performance in reading in grades k-3.   When the 2022-2023 Ohio State Report Card was released, it indicated Northeast Ohio College Preparatory School received 1 star in in K-3 literacy as we did not meet 80% proficiency on the Third Grade Reading Guarantee Assessment.

Shared during the onset meetings for the 2023-2024 school year, intervals of progress monitoring were developed. Progress monitoring takes place monthly to bi-monthly. Trends are reviewed with teachers at Teacher Based Team meetings and reviewed regularly with the Building Leadership Team through a provided template. There will also be weekly communication with the Regional Vice President and the Regional Director of Academics. This will ensure that there is open communication and all support required for Northeast Ohio College Preparatory School is established.

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 developed Reading Achievement Plan targets early literacy strategies designed to build and improve the performance of all tiers of needs. The continuous and overall improvement efforts of Northeast Ohio College Preparatory remain the top priority in this reading Achievement plan. These efforts include:

- using diagnostic data to drive instruction.

- implementation of a Comprehensive Literacy Program

- differentiated instruction

- giving access to high quality literature

- increase academic, functional, and technical vocabulary in daily lessons and classroom conversations.

- providing access to technology prior to the Ohio State Tests to familiarize the students with the computer functions.

- consistent implementation of tri-rotations utilizing data to make groups that are fluid depending on the standards being used.

- the i-Ready instruction

- intervention instruction with scholars in small groups

- assessments and daily activities which mirror Ohio State Test questions.

- Instructional coaching by the Director of Academics.

We also have aligned the progress monitoring of our plan to the Ohio Improvement Process (OIP). In grades K-3, our teachers will follow the 5-Step OIP process to analyze reading data exclusively to improve instructional strategies and close achievement gaps. The 5-step process includes providing interventions for individual students that will promote growth. We will also do short-term cycle assessments in the form of scrimmages and progress monitoring and regular data meetings with teachers. Our plan incorporates processes that ensure we are implementing evidence-based instructional strategies, conducting both formative and summative assessments, and designing lessons to meet the needs of our students.

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.*

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.
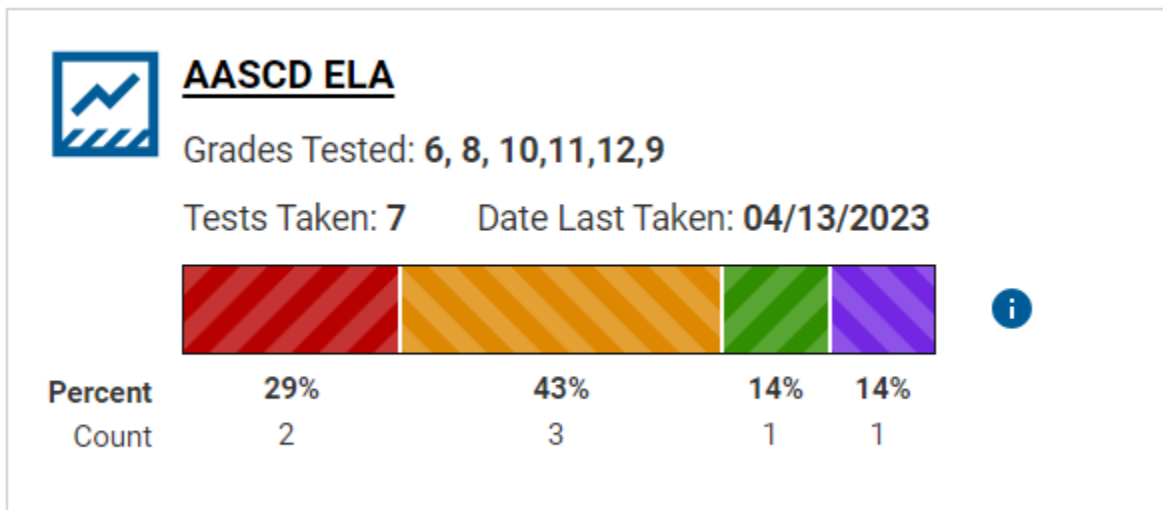
3rd Grade ELA State Test Scores – Fall 2022

Roster	Teacher	Total				
		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		122080		688	Percent 36% 24% 18% 11% 11% / Count 43.6K 29.6K 21.9K 13.5K 13.5K	40%
District		30		657	Percent 60% 27% 10% 3% / Count 18 8 3 1	13%
School		30		657	Percent 60% 27% 10% 3% / Count 18 8 3 1	13%

3rd Grade ELA State Test Scores Spring 2023

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

		Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State		121990		716 ⓘ	Percent 22% 16% 15% 19% 27% Count 27.3K 19.7K 18.2K 23.3K 33.4K	61%
District		32		679 ⓘ	Percent 47% 22% 13% 13% 6% Count 15 7 4 4 2	31%
School		32		679 ⓘ	Percent 47% 22% 13% 13% 6% Count 15 7 4 4 2	31%

AASCD ELA

Grades Tested: **6, 8, 10,11,12,9**

Tests Taken: **7**   Date Last Taken: **04/13/2023**

Percent	29%	43%	14% 14%
Count	2	3	1 1

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

OELPA English Proficiency

Grades Tested: **KG, 1, 2, 4, 5, 6, 7, 8, 9, 10, 11**

Tests Taken: **19**   Date Last Taken: **03/07/2023**

Percent	**5%**	**95%**
Count	1	18

★☆☆☆☆
Needs significant support to meet state standards in early literacy (K-3).

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

Early Literacy Component	Early Literacy Component Details	Fall Reading Diagnostics	Improving K-3 Literacy Measure Details

Early Literacy Component

Ohio's Plan to Raise Literacy Achievement provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.
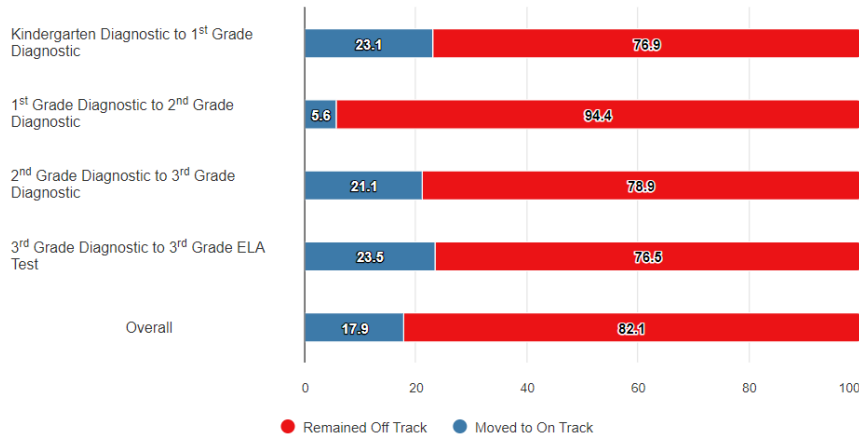
53.8%

Measure	Measure Percentage
Proficiency In Third Grade Reading	35.7%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	17.9%
Early Literacy Component	**53.8%**

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

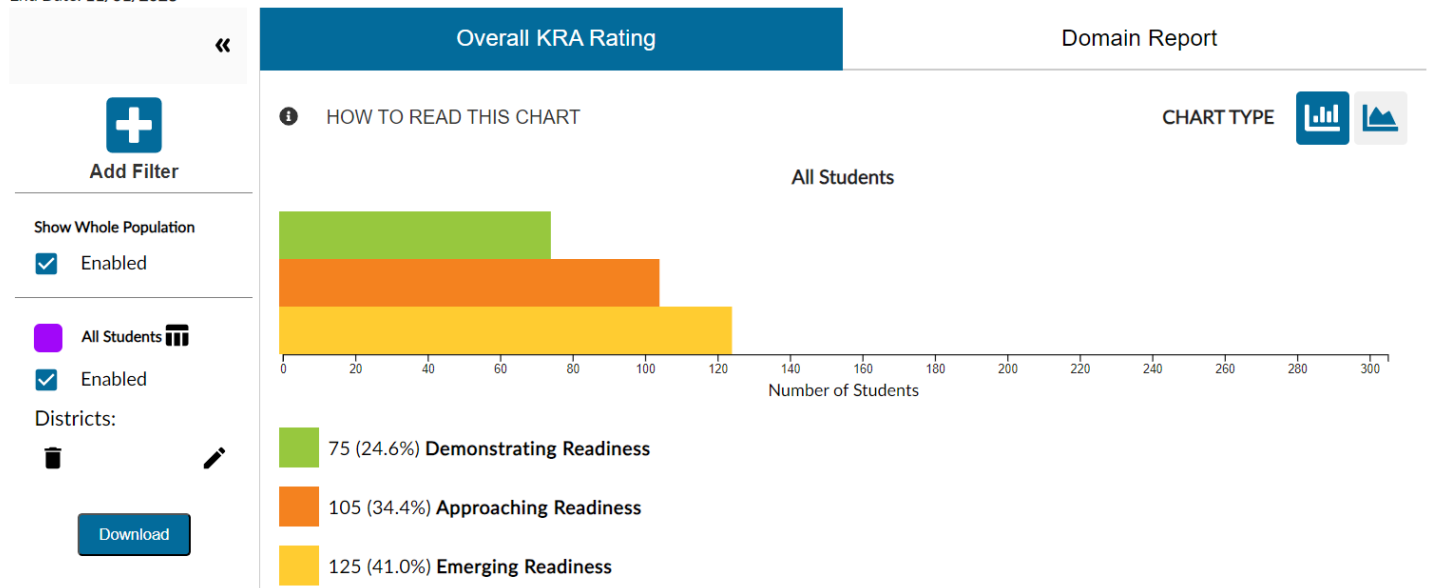## Additional Details on Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. Kindergarten, first and second grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2021 reading diagnostic) to see if they improved to on track on the Fall 2022 reading diagnostic. Third grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2022 reading diagnostic) to see if they scored a 700 or higher on the third grade English language arts test. The Improving K-3 Literacy Measure is not calculated for schools or districts that have greater than 90% of their kindergarteners reading on track based on the 2022 Fall Kindergarten Reading Diagnostic.

Percentage of Previously Off Track Students That Moved to On Track

Category	Moved to On Track	Remained Off Track
Kindergarten Diagnostic to 1st Grade Diagnostic	23.1	76.9
1st Grade Diagnostic to 2nd Grade Diagnostic	5.6	94.4
2nd Grade Diagnostic to 3rd Grade Diagnostic	21.1	78.9
3rd Grade Diagnostic to 3rd Grade ELA Test	23.5	76.5
Overall	17.9	82.1

● Remained Off Track   ● Moved to On Track

2023 Kindergarten Readiness Assessment Revised
End Date: **11/01/2023**

Overall KRA Rating	Domain Report

ℹ HOW TO READ THIS CHART   CHART TYPE 📊 📈

All Students

Add Filter

Show Whole Population
☑ Enabled

🟪 All Students ▥
☑ Enabled

Districts:
🗑 ✏

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75 (24.6%) **Demonstrating Readiness**

105 (34.4%) **Approaching Readiness**

125 (41.0%) **Emerging Readiness**

Number of Students (axis: 0, 20, 40, 60, 80, 100, 120, 140, 160, 180, 200, 220, 240, 260, 280, 300)

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

Third Grade	
English Language Arts	42.9%
Mathematics	71.4%

Fourth Grade	
English Language Arts	42.9%
Mathematics	57.1%

Fifth Grade	
English Language Arts	25.0%
Mathematics	16.7%
Science	16.7%

Sixth Grade	
English Language Arts	30.4%
Mathematics	17.4%

Seventh Grade	
English Language Arts	53.6%
Mathematics	44.4%

Eighth Grade	
English Language Arts	32.1%
Mathematics	32.1%
Science	28.6%

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

The above data in Section 3, Part A shows that Northeast Ohio College Preparatory School did not improve their K-3 Literacy score, as it stayed the same from the 2021 – 2022 school year to the 2022 – 2023 school year. The state report card in K-3 literacy for the 2022-2023 school year, the percentage of students proficient is still not at 80%.

Factors that are believed to contribute to low reading achievement in the school are:

- Daily reading for pleasure is not emphasized in school.
- Students are not hearing fluent readers to increase their fluency at school.
- Unbalanced instruction: Whole group instruction vs. small group or individualized instruction
- Inconsistent implementation of i-Ready online instructional component.
- Failure to use i-Ready data to drive instruction and interventions.
- Ineffective implementation of a Comprehensive Literacy Program
- Need a framework of joyful and powerful teaching and learning.

Opportunities to improve upon the threats:

- In K-2 we have pushed the reading comprehension aspect of all ELA lessons
- Daily intervention block instruction has students receiving small group instruction.
- K-2 tri-rotations has students working in small groups and independent groups.
- i-Ready is done daily during intervention block instruction.
- professional development for all teachers on teaching taxonomies and curriculum

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.

Although 100% of the third graders were promoted to fourth grade, only 36.7% of the scholar's met proficiency. The K-2 grade band includes regular small group instruction during their English Language Arts block. During Tri-Rotations, students receive Tier II and Tier III instruction to target student growth in the key domains inclusive of phonics, phonemic awareness, high frequency words, while also addressing comprehension. However, during the 2022-2023 academic year, tri-rotations were not consistently implemented. With assistance from the Director of Academics, intentional small group instruction will be implemented in all classrooms during the 2023-2024 academic year.

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

One area of concern was the lack of experienced teachers and lack of classically trained teachers during the 2022-2023 school year. Several of these teachers were hired after summer training. Therefore, they missed the ten-day summer institute for new teachers. In order to ensure that the teachers have the professional development that they need, we are offering targeted professional development in small groups to address the needs of the teachers.

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.

The Early Literacy Component on the state report card is a measure of reading improvement and proficiency for students in kindergarten through third grade. Northeast Ohio College Preparatory School will increase the overall Early Literacy Component on the 2023-2024 state report card from 53.8% to 75%.

Sub Goal - The sub goal of Northeast Ohio College Preparatory School is to improve on track reading diagnostic scores per grade level in the elementary grades:

Grade Level	2022 - 2023 % on track	Goal for 2023-2024 school year
Kindergarten	26.1%	50%
First	46.9%	70%
Second	26.7%	50%
Third	39.3%	55%

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

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 # ___ Action Map

Goal Statement:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement the HMH Into Reading curriculum with fidelity which will increase the instructional minutes in the area of ELA.	All K-3 teachers will analyze results of i-Ready data focusing on how students answer questions based on key ideas and details from informational text. The teachers along with the Building Leadership Team will identify students needing this support in their reading comprehension.	Students in grade K-3 will receive small group instruction daily in reading. This will increase the amount of time students are spending working on literacy and comprehension strategies and skills.
Timeline	September 2023 - May 2024	September 2023 - May 2024	September 2023 - May 2024
Lead Person(s)	K-3 Teachers Student Success Coach Assistant Principal	K-3 Teachers Student Success Coach Assistant Principal	K-3 Teachers Student Success Coach Assistant Principal
Resources Needed	HMH Curriculum materials both printed and virtual materials	Access to i-Ready diagnostic data Professional development on i-Ready	-HMH leveled readers to build fluency -i-Ready -i-Ready teacher toolbox -Performance Coach books by Triumph

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

	Action Step 1	Action Step 2	Action Step 3
		-Professional development on analyzing data	Learning
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Scholars will receive instruction in reading through Into Reading. The teacher will consistently implement all parts of the lesson – phonics, vocabulary, fluency, and comprehension. Teachers will be observed with this weekly to ensure proper implementation.	After each diagnostic, standards masters, scrimmage and growth monitoring assessment, teachers will analyze i-Ready data. Teachers will identify students who need extra support and create plans for student success. This can include differentiated instruction, small group instruction, etc.	During the school day, all K-3 classrooms have time built into their schedule for additional reading. This is done through small group work, tri-rotations, and intervention block. In addition to a full 120 minutes of reading instruction, all students will receive additional instruction and work time on reading, literacy, and comprehension strategies.
Measure of Success	i-Ready diagnostics, growth monitoring, scrimmages, and standards mastery. Data reports will monitor the performance of students in fluency, decoding, and comprehension	i-Ready diagnostics, growth monitoring, scrimmages, and standards mastery. Data reports will monitor the performance of students in fluency, decoding, and comprehension.	i-Ready diagnostics, growth monitoring, scrimmages, and standards mastery. Data reports will monitor the performance of students in fluency, decoding, and comprehension.
Description of Funding	ESSER/Title I Funded	ESSER/Title I Funded	ESSER/Title I Funded
Check-in/Review Date	10/6/2023 11/20/2023 12/18/2023 1/31/2024 2/29/2024 3/22/2024 4/30/2024	10/6/2023 11/20/2023 12/18/2023 1/31/2024 2/29/2024 3/22/2024 4/30/2024	10/6/2023 11/20/2023 12/18/2023 1/31/2024 2/29/2024 3/22/2024 4/30/2024

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

	Action Step 1	Action Step 2	Action Step 3
	5/24/2024	5/24/2024	5/24/2024

Describe the process for monitoring the progress and implementation of the plan's strategies.

1. Tier 1 formative assessment based on the established reading framework: i-Ready growth monitoring.
   a. Progress monitoring provides a critical piece of data in determining effective tier 1 instruction. No level of instruction or intervention is more valuable than what the classroom teacher provides daily. Formative assessments are ongoing and help to guide instruction and re-teaching of power standards not yet mastered. These can take the form of teacher generated assessments, end of unit exams, exit tickets, etc.
2. Achievement, diagnostic test scores (fall, winter, spring): i-Ready Diagnostic
   a. I-Ready that is administered three times per year as a diagnostic and six times per year for growth monitoring which specifically looks at reading skills in the domains of Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension Literature, and Comprehension Informational Texts.
3. Reading Improvement Plans RIMPs
   a. Students individual RIMPS will be monitored and reported. Specific growth will be reported to families with each grading period.
4. Observations and walk-throughs
   a. The building leadership teams will meet with teachers to discuss specific students and their progress so there will be no surprises when it comes to state testing. The BLT will make sure board approved curriculum is being utilized in the classroom.

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.

The data obtained from achievement/diagnostic testing and formative assessments including benchmarking and progress monitoring will be utilized to obtain information about students' acquisition of foundational reading skills and potential gaps in knowledge to drive our Tier 1 instruction. Likewise, the information collected from these assessments will be applied to the school wide intervention structure, allowing for the identification of the primary needs of our students as well as the appropriate placement of students requiring interventions, and more specifically those students requiring a RIMP.

Daily, students will be provided with a structured 120-minute reading block broken down into:

Reading instruction will be prescribed in the following manner for each individual grade:
- Reading Block K-3 (120 minutes)
  Direct Phonological Awareness and Phonics Instruction
- Letter identification and fluency
- Sight Words (Dolch)
- Vocabulary
- Students work in literacy-based centers (listening, word work, writing) practicing previously learned skills while the teacher pulls a guided reading group.

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.*

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

The University of Northeast Ohio College Preparatory School is dedicated to incorporating evidence-based strategies into daily instruction. First, we will be increasing the English Language Arts instructional minutes by ensuring proper implementation of board adopted curriculum. This provides learners with additional reading comprehension instruction. This will allow all scholars to engage in grade level instruction which will increase their ability to answer comprehension questions supported by textual evidence.

Small group instruction will also be utilized during daily tri-rotations or intervention block. This will allow scholars to receive targeted phonics instruction to assist with decoding and fluency skills. Additionally, during small group instruction, targeted independent work will allow scholars to practice skills they have not yet mastered.

The practices detailed within the Reading Achievement Plan improve upon the strategies of previous years through the monitoring of the implementation of best practices through achievement, diagnostic, and formative assessments along with weekly walk-throughs will ensure that the research-based strategies support the plan. To ensure the integrity and effectiveness of the plan, we have identified dedicated teams of individuals who specialize in the acquisition, assessment, and instruction of early literacy skills.

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.*

Northeast Ohio College Preparatory School will hold one full week of Professional Development and training for all staff members prior to the start of the school year. The following professional developments will be presented to the staff in order to support the strategies included within this plan:

- Into Reading & Into Literature Annual Training – This training will be provided to all K-8 staff members in order to provide guidance on proper implementation of the curriculum.

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

Additional training will occur throughout the year if needed.

- Tri-Rotation Training – This training will be provided to all K-2 staff to identify expectations of small group instruction. Additionally, teachers will be provided with support on utilizing data to create groups. Additional support will be provided to individual teachers during coaching meetings.

- Intervention Block Training - This training will be provided to all 3-8 staff to identify expectations of small group instruction. Additionally, teachers will be provided with support on utilizing data to create groups. Additional support will be provided to individual teachers during coaching meetings.

Professional Development will be implemented and sustained on a quarterly basis to introduce and solidify implementation of classroom instruction. All professional development will be conducted by the Principal and the Director of Academics. Professional Development will be designed based on the analysis of the following data: scores from the restart readiness assessments, scrimmages, growth monitoring, KRA, and i-Ready data.

Due to this professional development training, teachers will be equipped to assist parents in understanding the development of early literacy skills.

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.