March 22, 2024

Dear Superintendent Boy:

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

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

Strengths of the Reading Achievement Plan:
- The RAP provides many data points and a clear analysis of that data.
- The goals listed directly relate to the root cause analysis provided.
- The professional development outline is clear and provides specific skills educators will learn and the dates upon which the training will occur.

This plan will benefit from:
- When discussing teacher experience during the Internal and External Factors section, the RAP mentions that there may be internal factors related to teacher retention that the school might address. Consider including those factors.

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

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

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: United Preparatory Academy

DISTRICT IRN:014467

DISTRICT ADDRESS: 617 W. State St. Columbus, OH 43215

PLAN COMPLETION DATE: 12/15/2023

LEAD WRITERS: Kathryn Anstaett & Ben Pacht

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
Kathryn Anstaett	President & Chief Schools Officer	Home Office	kanstaett@unitedschoolsnetwork.org
Ben Pacht	Executive Director of Teaching and Learning	Home Office	bpacht@unitedschoolsnetwork.org
Kimberly Williams	School Director	UPA	kwilliams@unitedschoolsnetwork.org
Doug Vonderhaar	School Board Chair	UPA	dvonderhaar@bakerlaw.com
Allison Erford	Intervention Specialist	UPA	aerford@unitedschoolsnetwork.org

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

Name	Title/Role	Location	Email
Emily Boyton	General Education Teacher	UPA	eboyton@unitedschoolsnetwork.org

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.

Lead authors, Kathryn Anstaett and Ben Pacht, will take the lead on understanding the requirements of the Reading Achievement Plan, gathering and presenting relevant data, and authoring the plan. School leadership, including one intervention specialist and one general education teacher, will review the key components of the plan along with the relevant data and create goals and action planning maps jointly. The plan will then be presented to the School Board chair for review and feedback. Once all feedback is applied, the plan will be presented to the full board for approval.

After board approval, the plan will be communicated to key stakeholders including staff members, parents, and other relevant community members through discussions at staff meetings, subsequent sharing of the plan, and monitoring checkpoints. The plan will be monitored as described below in the action step map.

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

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.

United Schools Network is committed to engaging in continual improvement efforts in order to improve outcomes for our students, families, and communities. In the past few years, we have created and improved five core network dashboards - Academics, Attendance, Culture, Enrollment & Demographics, and Student Profile (a deep dive into the most important data for an individual student) - that provide our team with real-time data that they can use to drive improvement efforts in a variety of areas. We have also developed in our leaders the ability to launch improvement efforts using the Plan-Do-Study-Act (PDSA) cycle to develop a theory of change, test change ideas on a small scale, and then collect data to determine if the changes introduced to the system are leading to a desired outcome. This more sophisticated approach to data and improvement has allowed us to better evaluate potential changes to our programming and operations to support our students in their academic growth and achievement.

The process of developing, implementing, and monitoring the progress of the RAP is a collaborative effort that involves members of the home office and school leadership teams including teachers, parents, and the governing board. The RAP is also in alignment with the school's One Needs Assessment and One Plan and the two plans speak to each other and support the key areas for improvement in K-3 literacy. In addition, the team used our Local Equity Plan to assess needs in our teaching staff.

Specific to this plan, the team conducted a comprehensive needs assessment by analyzing data from the Kindergarten Readiness Assessment (KRA) i-Ready reading diagnostic, the Ohio State Test, and internal assessment data. The outcomes of the needs assessment were used to set performance targets aligned to the schools goals. The leadership team utilized research learned from the Ohio Literacy Conference, the What Works Clearinghouse, and our internal expertise to identify specific strategies and interventions to implement to improve literacy outcomes in grades K-3.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

*Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:*
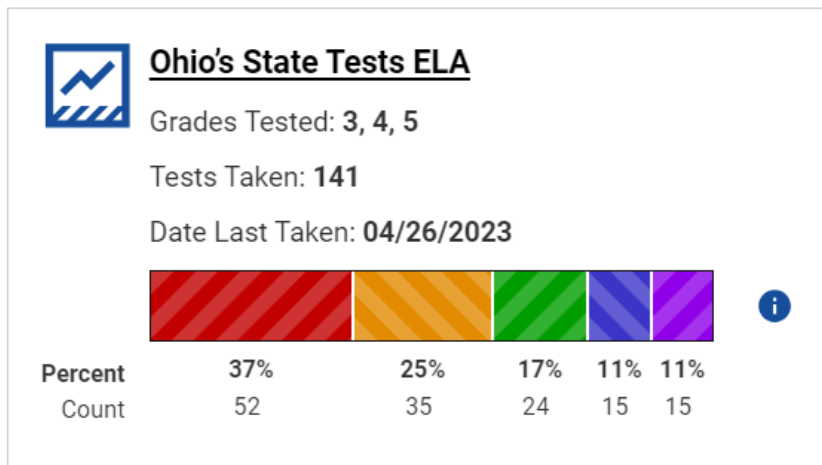
- ***The Kindergarten Readiness Assessment,***
- *Ohio's State Test for **English language arts assessment for grades 3-8,***
- ***K-3 Reading diagnostics (include subscores by grade level),***
- ***The Ohio English Language Proficiency Assessment (OELPA)***
- ***The Alternate Assessment for Students with Significant Cognitive Disabilities** and*
- *benchmark assessments, as applicable.*

Kindergarten Readiness Assessment (KRA)
United Preparatory Academy assessed 55 students on the fall 2023 Kindergarten Readiness Assessment. 24 students scored in the "Emerging Readiness" range, 20 scored in the "Approaching Readiness" range, and 11 scored in the "Demonstrating Readiness" range. Thus, only 20% of UPrep kindergarten students were deemed ready for kindergarten according to the fall 2023 KRA. In the Language & Literacy domain, students struggled most with identifying beginning sounds, identifying rhyming words, and making letter sounds. The results indicate that many students are entering UPrep with many gaps in the areas of phonemic awareness and phonics.

Ohio State Test (3rd-5th ELA)
The chart below shows United Preparatory Academy's (UPrep) results on the 2022-23 Ohio State Test in English Language Arts. As shown, 37% of students scored in the "Limited" range, 25% scored in the "Basic" range, 17% scored in the "Proficient" range, 11% scored in the "Accomplished" range, and 11% scored in the "Advanced" range. Thus, in totality, 39% of UPrep students scored proficient or higher on the 2022-23 ELA state test.

Ohio's State Tests ELA

Grades Tested: **3, 4, 5**

Tests Taken: **141**

Date Last Taken: **04/26/2023**

Percent	37%	25%	17%	11% 11%
Count	52	35	24	15 15

Breaking the results down further, UPrep 5th graders had the most success on the 2022-23 ELA state test, with an average score of 707 and a 59% proficiency rate. Also, UPrep 3rd graders showed improvement from the fall to the spring on the state ELA test, with 24% scoring proficient or higher in the fall and 41% scoring proficient or higher in the spring. The average score and proficiency rate for all UPrep grades did not meet the average score and proficiency rate for Ohio. The most challenging domain for UPrep students was Writing, reflected in the fact that a high percentage of students in all tested grades scored "Below Proficient" in that area. Thus, a specific focus on sentence structure, grammar, syntax, and creating coherent sentences and paragraphs needs to be a focus during the school year.
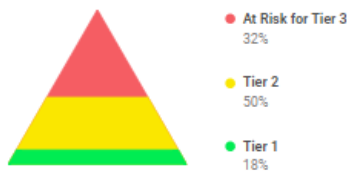
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*Section headings marked with an asterisk are required by state law.

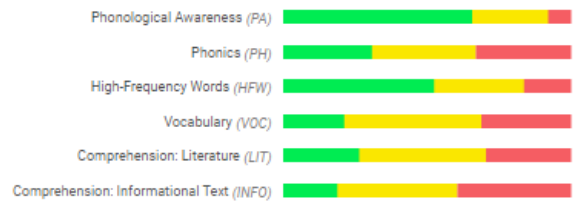| Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
3	Fall 2022 (OST)	34	671 ⓘ	Percent: 47% 29% 18% 3% 3% Count: 16 10 6 1 1
3	Spring 2023 (OST)	32	680 ⓘ	Percent: 41% 19% 19% 16% 6% Count: 13 6 6 5 2
4	Spring 2023 (OST)	34	683 ⓘ	Percent: 44% 29% 9% 6% 12% Count: 15 10 3 2 4
5	Spring 2023 (OST)	41	707 ⓘ	Percent: 20% 22% 22% 17% 20% Count: 8 9 9 7 8

i-Ready Reading Diagnostic

United Preparatory Academy students completed the fall i-Ready Reading Diagnostic in September 2023. As is typical for the fall diagnostic, the majority of our students tested below grade level, with a significant percentage of students placed at the Tier 3 level (in need of more intensive support). As seen below, students struggled most in the vocabulary and comprehension domains, indicating a need for an intensive focus on building vocabulary and background knowledge over time so that students may find success on the assessment.
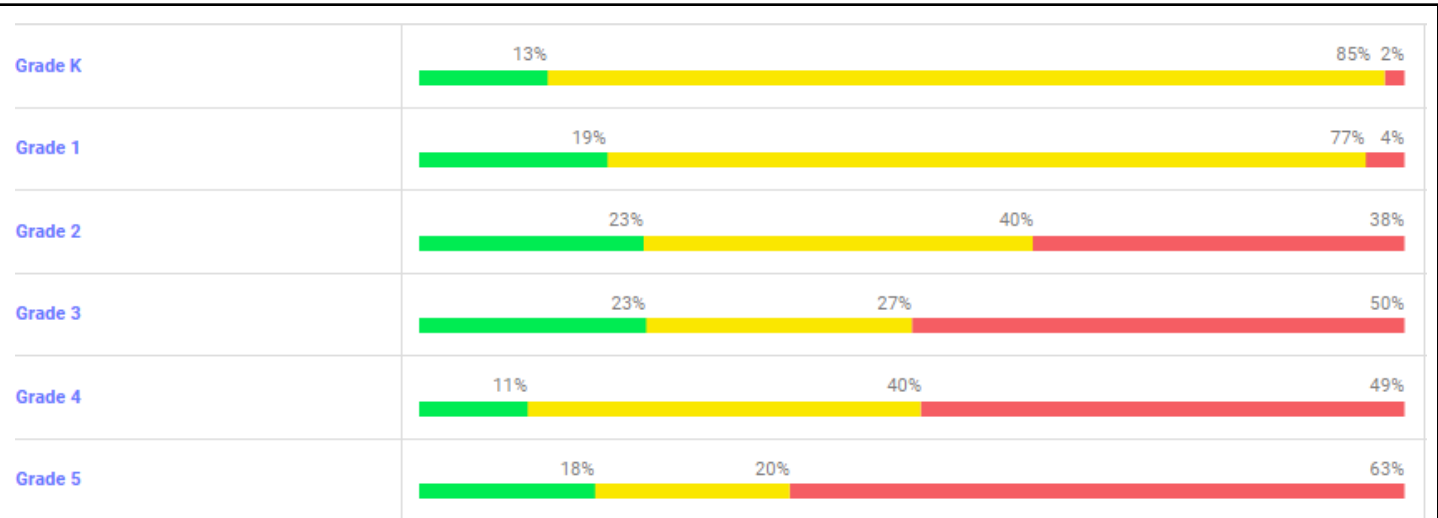
Overall Placement

- At Risk for Tier 3: 32%
- Tier 2: 50%
- Tier 1: 18%

Placement By Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
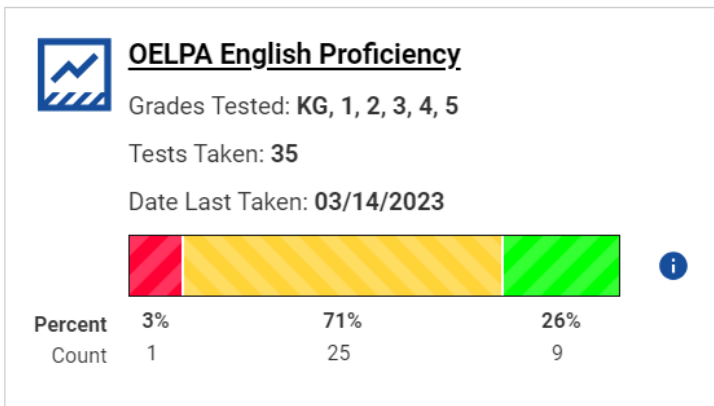- Comprehension: Informational Text (INFO)

Upon analyzing the results by grade, it becomes clear that, generally speaking, a higher percentage of students in the upper elementary grades (3rd, 4th, and 5th) scored at a level that indicates they may require more significant intervention in order to complete grade-level work. Across all grades, a low percentage of students scored on grade level. Our priority will be to provide additional support to our upper elementary students to ensure they have the foundational skills to succeed on future i-Ready diagnostics, the state test, and curriculum-based assessments.

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

Grade K	13%	85%	2%
Grade 1	19%	77%	4%
Grade 2	23%	40%	38%
Grade 3	23%	27%	50%
Grade 4	11%	40%	49%
Grade 5	18%	20%	63%

Ohio English Language Proficiency Assessment (OELPA)

As seen in the chart below, 26% of students (35 total students) who took the OELPA last year at UPrep scored in the "Proficient" range, 71% scored in the "Progressing" range, and 3% scored in the "Emerging" range. OELPA results indicate that the majority of our students are not testing out of the English Learner program on a consistent basis.

OELPA English Proficiency

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **35**

Date Last Taken: **03/14/2023**

Percent	3%	71%	26%
Count	1	25	9

Breaking the results down further, the chart below shows that 4th grade students had the most success on the OELPA, with all of the students scoring "Proficient" (however, it is important to note that only two fourth graders took the OELPA), with all other grades seeing mostly "Progressing" scores. Comparing UPrep scores to state averages, the average score for all grades surpassed the state average. Upon examining the average scale scores for each domain (Listening, Reading, Speaking, Writing), there were no differences between the average scale scores at UPrep and the state. Speaking was a specific strength for a number of grade levels, and Writing was a general weakness.

Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
KG	Spring 2023 (OELPA)	11	5619	Percent: 91% / 9% — Count: 10 / 1
1	Spring 2023 (OELPA)	10	5548	Percent: 10% / 70% / 20% — Count: 1 / 7 / 2
2	Spring 2023 (OELPA)	4	5472	Percent: 50% / 50% — Count: 2 / 2
3	Spring 2023 (OELPA)	3	6010	Percent: 67% / 33% — Count: 2 / 1
4	Spring 2023 (OELPA)	2	5833	Percent: 100% — Count: 2
5	Spring 2023 (OELPA)	5	5645	Percent: 80% / 20% — Count: 4 / 1

Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)
United Preparatory Academy had one student take the Alternate Assessment for Students with Significant Cognitive Disabilities during the 2022-2023 school year. The student, in 4th grade, scored a 478, which placed her in the Limited performance level, but above the state average of 475. She scored "Near Proficient" in the domain of Reading Informational Text, "Below Proficient" in the domain of Reading Literature, and "Below Proficient" in the domain of Writing and Language. It is difficult to draw conclusions from UPrep's AASCD data because of the low sample size (one student). We typically utilize data derived from the AASCD to inform the writing of the students' IEP the following school year.

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

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

External Factors

- **Students experiencing poverty**

  100% of students at our school are classified as economically disadvantaged. As Miller, Votruba-Drzal, and Coley (2019) find, "Poor children begin school with fewer academic skills than their nonpoor peers, and these disparities translate into lower achievement, educational attainment, and economic stability in adulthood." As a school with an explicit mission to serve marginalized communities, this is a factor we know and strive to positively impact every day. The reality is, though, that a root cause of our student's low reading achievement in grades K-3 is the impact that living in poverty has on them prior to reaching Kindergarten and during their K-3 years.

- **Pandemic disruptions to learning**

  Despite serving students who were predominantly subjected to the adverse effects of deep poverty, our school data pre-pandemic showed the power that our program had to support students towards academic success. For example, in the two of the three years prior to the pandemic, our school outperformed the 3rd grade ELA proficiency rate of the state of Ohio and nearly matched it in the other year. This data gives us confidence that our program can garner impressive academic results in typical school years.

School Year	UPrep Proficiency Rate (3rd ELA)	State of Ohio Proficiency Rate (3rd ELA)
2016-2017	82.1%	63.8%
2017-2018	60%	61.2%
2018-2019	76%	66.7%

  The disruption to learning caused by school shutdowns and subsequent remote and hybrid learning models impacted all students across the state but particularly those experiencing poverty. As cited in the National Institutes of Health article, *"What was a gap is now a chasm: Remote schooling, the digital divide, and educational inequalities resulting from the COVID-19 pandemic"*, "Because students in high-poverty schools experienced larger pandemic-related achievement declines - and likely have less access to high quality academic resources - these students are facing a wider achievement gap and will likely require more time to recover." Based on our analysis, this phenomena rings true in our context and we believe that a root cause of our low proficiency rates and gains with early literacy are caused, in part, by the pandemic and subsequent remote learning, from which our population is slower to recover. This is based on the fact that our program performed extremely well, with a similar population, prior to the pandemic.

- **Teacher shortage**

  As our school has worked to support the academic recovery of our students post-pandemic, we have also been faced with a teacher shortage which has led to our school being understaffed and staffed by less experienced teachers. The Ohio Department of Education and Workforce reports that "enrollment in Ohio's teacher preparation programs decreased 19%" between 2015 and 2020 and that "there has been a steady decline in the number of newly credentialed teachers from 2014 (7,706) to 2022 (5,000)." Unfortunately, the Ohio Department of Education and Workforce does not have data on positions that go unfilled, so it isn't internally clear if fewer teachers are being produced than what is needed but our school's experience post-pandemic is that teachers are harder to find, hire, and retain now than before the pandemic. During the 2022-2023 school year, we faced significant staff shortages (described in more depth below) that impacted our ability to execute

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our program to the highest degree of efficacy. Our root cause analysis indicates that the teacher shortage and staffing instability is contributing to lower achievement rates in our K-3 literacy program.

- **Inequitable Funding for Community Schools**

  Ohio's school funding model has been deemed unconstitutional multiple times over the last two decades since the landmark 1997 DeRolph v State of Ohio decision. The overreliance on property taxes to fund schools creates a system where high-wealth neighborhood schools are funded at a higher per-pupil rate than high-poverty neighborhood schools. Public charter schools experience further inequity, as local tax dollars do not follow students to charter schools; instead, public charter school students are funded at a rate of 8-14% less than their traditional public school peers.This discrepancy in funding makes it more difficult for our school to hire and retain teachers and staff and provide robust programming to our scholars.

Internal Factors

- **Inexperienced teachers/Staff turnover**

  According to our Equitable Access Analysis Tool provided by DEW, our school employs "inexperienced" teachers at a rate of 21.05% as compared to the state average of 10.23%. The Learning Policy Institute's report, "D*oes Teaching Experience Increase Teacher Effectiveness? A Review of the Research*" finds that "teaching experience is positively associated with student achievement gains throughout a teacher's career", that additional experience for a teacher leads to more success on standardized tests and "other measure of success, such as school attendance" and that "more-experienced teachers support greater student learning for their colleagues and the school as a whole, as wella s for their own students."

  There are many factors contributing to a relatively high percentage of inexperienced teachers. Some of these factors are external factors. For example, in the study conducted by Ingersoll, Merrill, Stuckey, Collins, and Harrison (2021) titled *"The Demographic Transportation of the Teaching Force in the United States",* they find that the in 1987-88 school year, the modal teacher had 15 years of teaching experience as compared to the 2017-18 school year in which the modal teacher was in their first year. Additionally, the funding inequality cited above leaves our school with less resources to compensate teachers which often leads to us being unable to attract experienced teachers or to retain teachers in the long-term.

  There may also be internal factors, factors in our control, that, if improved, could lead to a higher retention rate of our teachers and/or increase our ability to attract experienced teachers to our school. These factors should be seriously considered for improvement initiatives because our root cause analysis finds that increasing the experience level of our teachers could lead to increases in student achievement in K-3 literacy and proficiency on the 3rd grade ELA state assessment.

- **Lack of consistency with Tier II and Tier III supports**

  In some ways, our school design, coupled with the teacher shortage, makes it difficult to consistently implement Tier II and Tier III supports for our students who are struggling to make adequate progress or demonstrate "on-track" achievement in early literacy. For example, teachers and administrators report difficulty with the consistent and high-quality implementation of Reading Improvement and Monitoring Plans. Tier II small group interventions can be easily disrupted when there are staffing changes or shortages. Additionally, teachers who struggle to manage disruptive or off-task behaviors in the classroom struggle to implement effective small group instruction within the general education space. Moreover, Tier III interventions and interventions with students who have been diagnosed with an educational disability face regular disruption due to staffing changes or shortages. Moreover a high level of inexperienced teachers in roles like those of Intervention Specialists are not always effective when implementing Tier II or Tier III supports.

  Our root cause analysis finds that standardizing our multi-tiered system of supports (MTSS), providing additional training and development for our staff in this area, and increasing the monitoring of its implementation may lead to improved overall achievement for our early literacy program as well as increased proficiency rates on the 3rd grade ELA state assessment.

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

- **High chronic absentee rates among student population**

  During the 2022-2023 school year, our chronic absenteeism rate was 60% as reported on our report card. This is a staggering problem that has many external causes (e.g. abhorrent bus services provided by Columbus City Schools in violation of Ohio Revised Code which force our families, many of whom are living in poverty, to find alternative transportation for their children without notice regularly). Our root cause analysis finds that 60% of our kindergarteners, 51% of our 1st graders, 56.5% of our 2nd graders, and 51.6% of our 3rd graders met the threshold for chronic absenteeism during the 2022-2023 school year. Missing over 10% of a school year undoubtedly has an impact on a student's early literacy development and achievement. Improvements to student attendance, conversely, will likely improve these metrics. This is an area that our school should focus on in terms of identifying improvement initiatives that are within the school's control.

- **Lack of staff education and training around Early Literacy metrics**

  The disruption to state testing data caused by the pandemic, frequent changes to the state report card, and regular changes to expectations and goals set for schools by the state coupled with high teacher attrition makes it difficult for schools to maintain a high level of education and training around the early literacy metrics among staff. Some teachers, and even leaders, at our school may not fully understand the expectations and goals set forth by DEW and how various activities such as i-Ready assessments in K-3 and the Ohio State Test results impact our report card and other accountability metrics. Our root cause analysis finds that a lack of consistent and deep knowledge of the state accountability metrics may be leading to underperformance on these metrics or a lack of planning and leadership around improvement efforts that would have a positive impact on our scores.

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

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

The team did a root cause analysis and..

Root Cause 1: Lack of Foundational Skills

A high percentage of United Preparatory Academy students are not reading at grade level because they lack foundational phonemic awareness and phonological awareness skills, and have not committed basic high-frequency words to memory. If students do not possess strong skills in these areas, it will be very difficult for them to decode text, read with fluency and expression, and comprehend what they are reading.

On a related note, while we have selected a high-quality elementary ELA curricula which utilizes direct instruction to explicitly teach foundational skills, many of our teachers are inexperienced and not well versed in supporting students who demonstrate reading difficulties. They are still learning the Science of Reading and how to best operationalize its key concepts within the classroom setting.

Root Cause 2: Fewer Instructional Minutes

During the pandemic, a high percentage of United Preparatory Academy students did not receive the amount or quality of instruction that is typical during a standard school year. The precipitous decrease in instructional minutes not only equates to less time to learn and practice foundational phonics skills, but less time listening, discussing, and writing about read-alouds that include rich vocabulary, high-level language, and important background knowledge.

As we understand from the Science of Reading, building vocabulary and background knowledge is a long-term effort and has a cumulative impact. Students need many exposures to vocabulary and content in order for it to "stick." Fewer minutes dedicated to vocabulary and knowledge building activities over an extended period of time has a deleterious effect on comprehension, as students are left with a smaller mental "schema" with which to understand what they are reading.

Root Cause 3: Teacher Attrition

Students in K-3 see higher achievement in early literacy when teachers are consistent, experienced, and deeply trained in the implementation of the curriculum. Our root cause analysis revealed that our school has a higher percentage of inexperienced teachers as compared to the state average and that our high teacher attrition rate year-over-year contributes to the persistence of inexperienced teachers in our school.

As stated above, our Equitable Access Analysis Tool provided by DEW shows that our school employs "inexperienced" teachers at a rate of 21.05% as compared to the state average of 10.23%. Given the strength of research in this area, increasing the experience level of our teachers is likely to have a positive impact on early literacy achievement.

Based on our root cause analysis we believe the key factors contributing to our high level of inexperienced teachers are two-fold. 1) We have struggled to attract experienced teachers due to lower starting pay and an inability to pay for extensive experience, and 2) A high teacher attrition rate among hired staff leads to few of our new highers becoming experienced teachers within our school. Our one year retention rate, as defined as teachers who were on the roster on the first day of school in 2022 and the first day of school in 2023, was 48%. The three year retention rate is 38%. Not being able to retain our teachers directly impacts our ability to grow our number of experienced teachers at our school.

Root Cause 4: Lack of flexible instructional time to address Tier II and III needs

Our root cause analysis reveals that the majority of our students arrive in kindergarten behind grade level expectations and remain behind during their early literacy years. An identified strength in our program is the use of a high-quality core curriculum, yet we struggle to strategically use time and create systems for students who need Tier II and Tier III interventions.

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

Many students require intervention for below grade level skills but this time is difficult to obtain within our current schedule and staffing assignments. Improved systems for delivering Tier II and Tier II interventions for early literacy will lead to increased achievement in the "Improving K-3 Literacy" and "Proficiency in Third Grade Reading" components of Early Literacy on the Ohio State Report Card.

Root Cause 5: Chronic Absenteeism

Like many schools, United Preparatory Academy has noted a decrease in overall attendance rates and an increase in chronic absenteeism rates over the past few years since the pandemic. A high percentage of students are missing 10% or more of instructional minutes during the school year, and many are missing much more. When students are not at school on a consistent basis, they struggle to internalize key knowledge, concepts, and skills that will lay the foundation for strong academic performance, and this certainly applies to reading, for many of the reasons listed above.

The result of the root cause analysis reveals that the impacts of the pandemic had a significant impact on the academic achievement of the school. Prior to the pandemic, the school, despite serving nearly 100% of students living in poverty, rivaled the state average in state test scores. Because of our past success, our root cause analysis cautions us to remain the course on many academic systems that worked pre-pandemic, including our selection of curriculum and school model. However, high teacher attrition rates, lower student attendance rates, and more students arriving to school further behind, requires some modifications to our approach including taking action to keep our teachers, improve student attendance, and increase systems for tier II interventions in order to boost our proficiency rates and K-3 literacy indicator.

<table>
<tr><td>Section 4: Measurable learner Performance Goals And Adult implementation goals*</td></tr>
</table>

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.

*Please note that two USN campuses - United Preparatory Academy - East (K-5) and United Preparatory Academy - State St. (K-5) - were formerly two separate schools / legal entities that merged into one school / legal entity called "United Preparatory Academy" during the summer of 2023. We are using data from both campuses, listed on two separate report cards for the 2022-23 school year, to craft these goals.

Goal 1: Increase proficiency rate on the ELA Ohio State Test.

● 55% of United Preparatory Academy 3rd grade students will score proficient or higher on the spring 2024 English Language Arts Ohio State Test.

Goal 2: Increase score on Improving K-3 Literacy Measure.

● 35% of United Preparatory Academy students who scored off-track on their previous year's i-Ready diagnostic will score at an on-track level on the current school year's i-Ready diagnostic by the end of the 2023-2024 school year.

Goal 3: Increase staff retention

Please note that the data for this goal encompasses the newly merged entity which includes four campuses whereas the root cause analysis reported data just from the pre-merged United Preparatory Academy.

● On the first day of school 2024, the teacher retention rate will improve from 30% to at least 55% as measured by the USN Roster "Staff Retention rate".

Goal 4: Decrease the percentage of students who are chronically absent.

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

- United Preparatory Academy will decrease its chronic absenteeism rate from 59.6% to 49% by the end of the 2023-2024 school year.

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 proficiency rate on the ELA Ohio State Test.**

- 55% of United Preparatory Academy 3rd grade students will score proficient or higher on the spring 2024 English Language Arts Ohio State Test.

Evidence-Based Strategy or Strategies:

- Teachers will deliver high-quality direct instruction in the areas of phonemic awareness, phonological awareness, and high-frequency words as applicable to students who are struggling to decode fluently.
- Teachers will use read-alouds to build vocabulary and background knowledge, as well as to launch robust discourse and rigorous writing activities that will prepare students for the state test.
- Teachers will use Hochman Method writing exercises to build student's ability to outline, organize, and write coherent multi-paragraph responses to one or more passages.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure that all teachers receive robust training in the Science of Reading.	Utilize ODEW's "Assessment Authoring" tool to better prepare students for the ELA state test.	Improve monitoring of Reading Improvement and Monitoring Plans to ensure students receive literacy intervention.
Timeline	August - December 2023	January - May 2024	August 2023 - May 2024
Lead Person(s)	-Executive Director of Teaching & Learning -School Directors	-Executive Director of Teaching & Learning -School Directors	-School Directors -Deans of Academics
Resources Needed	-Core Knowledge Language Arts curricular resources -Science of Reading articles (*various*)	ODEW Assessment Authoring Tool	-Access to student RIMPs -USN core network dashboards (data)

*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)	The Executive Director of Teaching & Learning and School Directors will provide robust professional development opportunities to teachers in the area of the Science of Reading during Summer Institute 2023 and ongoing throughout the 2023-24 school year.	The Executive Director of Teaching & Learning will roll out the new Assessment Authoring tool to School Directors, who will then train their team on its use so teachers can create their own assessments, give them to students, and then analyze results online.	School Directors and Deans of Academics will regularly connect with grade-level teams with respect to RIMPs to ensure that teachers are following the plan and gathering the requisite data to ensure the plan is working as intended.
Measure of Success	Percentage of teachers that have gone through the Science of Reading training	State test practice test scores	i-Ready data
Description of Funding	N/A	N/A	N/A
Check-in/Review Date	January 2024	End of 2023-24 school year	Continuous

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

Goal # 2 Action Map

Goal Statement: **Increase score on Improving K-3 Literacy Measure.**

- 35% of United Preparatory Academy students who scored off-track on their previous year's i-Ready diagnostic will score at an on-track level on the current school year's i-Ready diagnostic by the end of the 2023-2024 school year.

Evidence-Based Strategy or Strategies:

- Teachers will deliver high-quality direct instruction in the areas of phonemic awareness, phonological awareness, and high-frequency words as applicable to students who are struggling to decode fluently.
- Teachers will use read-alouds to build vocabulary and background knowledge, as well as to launch robust discourse and rigorous writing activities that will prepare students for the state test.
- Students will spend at least 45 minutes per week on i-Ready reading instruction in order to increase their i-Ready reading diagnostic scores.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Ensure that all teachers receive robust training in the Science of Reading.	Improve monitoring of Reading Improvement and Monitoring Plans to ensure students receive literacy intervention.	Increase the number of minutes that students spend on i-Ready practice lessons, on average, per week.
Timeline	August - December 2023	August 2023 - May 2024	August 2023 - May 2024
Lead Person(s)	-Executive Director of Teaching & Learning -School Directors	-School Directors -Deans of Academics	-School Directors -Deans of Academics
Resources Needed	-Core Knowledge Language Arts curricular resources -Science of Reading articles (*various*)	-Access to student RIMPs -USN core network dashboards (data)	-USN Academics dashboard -Student data tracker
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The Executive Director of Teaching & Learning and School Directors will provide robust professional development opportunities to teachers in the area of the Science of Reading during Summer Institute 2023 and ongoing throughout the 2023-24 school year.	School Directors and Deans of Academics will regularly connect with grade-level teams with respect to RIMPs to ensure that teachers are following the plan and gathering the requisite data to ensure the plan is working as intended.	School Directors and Deans of Academics will monitor i-Ready instructional data using the USN Academics dashboard and follow up with grade-level teams regarding the usage and mastery data. Plans will then be put into place to increase the number of minutes that students spend

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

	Action Step 1	Action Step 2	Action Step 3
			on i-Ready practice lessons if applicable.
Measure of Success	Percentage of teachers that have gone through the Science of Reading training	i-Ready data	i-Ready data
Description of Funding	N/A	N/A	N/A
Check-in/Review Date	January 2024	Continuous	Continuous

Goal # 3 Action Map

Goal Statement: On the first day of school 2024, the teacher retention rate will improve from 30% to at least 55% as measured by the USN Roster "Staff Retention rate".

Evidence-Based Strategy or Strategies:

- Implement and monitor the effectiveness of a new compensation system.
- Analyze network wide survey responses in December and May to determine trends.
- Interview selected teachers in-person to gather qualitative data on the question, "What will keep you at USN."
- Propose modifications to the compensation or other benefit system based on qualitative and quantitative survey data.
- Provide training to the principals and other hiring managers to increase their effectiveness in managing their teams.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Implement a new compensation system and monitor the effectiveness of the new compensation system.	Understand the needs of staff, their current impressions of the network, their likelihood of returning, and action steps the network can take to improve retention.	Provide training to principals and other hiring managers to increase their effectiveness in managing their teams.
Timeline	July 1, 2023-June 30, 2024	December 11, 2023-June 10, 2024	October 26, 2023 - July 1, 2024
Lead Person(s)	Chief Learning Officer/Interim Chief Operating Officer (CLO)	President/Chief Schools Officer	President/Chief Schools Officer

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

	Action Step 1	Action Step 2	Action Step 3
		Chief Learning Officer/Interim Chief Operating Officer Executive Director of Teaching and Learning	Chief Learning Officer/Interim Chief Operating Officer Executive Director of Teaching and Learning
Resources Needed	New state funding model + Quality Community School Support Fund allows the increases in the compensation system.	Resources needed to be determined through quantitative and qualitative survey analysis.	Professional development for managers to improve their effectiveness in managing their teams including: building strong adult culture, accountability systems, methods for managing conflict, systems for monitoring and sharing performance status.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The senior leadership team designed the compensation system in partnership with the board and finance. Implementation including education and placement surveys were led by the CLO. The CLO monitors implementation, gathers data, and leads team discussions around the effectiveness of the system.	Implement winter survey on 12/11/2023. Analyze results on 1/8/2023. Conduct qualitative interviews from 1/9-2/1. Determine change ideas and do financial modeling or other planning as needed. Implement spring survey in May 2024. Analyze spring survey data on 6/10. Implement and announce any changes to compensation or other benefits as possible.	Senior leaders determine the need for this training at the 10/26/2023 USN Leadership Team Meeting. Senior leaders work to identify professional development opportunities in these areas. Professional development sessions are delivered. Managers reflect and determine next steps for professional development.
Measure of Success	Staff Survey Mid-year resignation data Teacher Retention Rate	Staff Survey Mid-year resignation data Teacher Retention Rate	Staff Survey (analyzed by manager) Mid-year resignation data Teacher Retention Rate
Description of Funding	New state funding model + Quality Community School Support Fund allows the	Resources needed to be determined through quantitative and qualitative survey analysis.	Financial resources to pay for professional development and, potential, ongoing coaching.

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

	Action Step 1	Action Step 2	Action Step 3
	increases in the compensation system.		
Check-in/Review Date	1/8/2024: MOY Survey Analysis 3/15/2024: FY25 Offer Letters Due 6/10/2024: EOY Survey Analysis 8/24/2024: Retention Data Available	12/1/2024: Winter survey launches 1/8/2024: MOY Survey Analysis 3/15/2024: FY25 Offer Letters Due 5/20/2024: Spring Survey Launches 6/10/2024: EOY Survey Analysis 8/24/2024: Retention Data Available	End of 2023-2024 school year

Goal # 4 Action Map

Goal Statement:Goal 4: Decrease the percentage of students who are chronically absent.

- United Preparatory Academy will decrease its chronic absenteeism rate from 59.6% to 49% by the end of the 2023-2024 school year.

Evidence-Based Strategy or Strategies:

- School leaders will utilize core network dashboards to analyze student attendance data and gain an understanding of the current situation as it relates to chronic absenteeism.
- School leaders and applicable teachers will utilize sound improvement methods to decrease the percentage of students who are chronically absent.
- Deans of Family & Community Engagement will utilize sound data and improvement methods when interacting with families regarding attendance and leading attendance intervention teams.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Utilize the USN Attendance Dashboard consistently to review and analyze attendance data and identify overall trends and patterns.	Create school-based improvement teams to address the problem of chronic absenteeism, led by	Teach leaders, including the Dean of Family & Community Engagement, sound improvement methods to apply

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

	Action Step 1	Action Step 2	Action Step 3
		the Dean of Family & Community Engagement	to the problem of chronic absenteeism.
Timeline	January - June 2024	January - June 2024	January - June 2024
Lead Person(s)	-Executive Director of Teaching & Learning -Deans of Family & Community Engagement	Executive Director of Teaching & Learning -Deans of Family & Community Engagement	Executive Director of Teaching & Learning
Resources Needed	USN Attendance Dashboard	-USN Attendance Dashboard -Internally-created improvement tools and trackers	-USN Attendance Dashboard -Internally-created improvement tools and trackers
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	The Executive Director of Teaching & Learning will ensure that all school-based leaders, especially the Dean of Family & Community Engagement, is well-versed in navigating the USN Attendance Dashboard, using filters to drill down in the data, and using the charts to identify overall trends and patterns.	The Executive Director of Teaching & Learning will support the Dean of Family & Community Engagement (DFCE) in creating and leading an improvement team focused on the problem of chronic absenteeism.The DFCE will lead the scheduling of the meetings and convene the applicable parties.	The Executive Director of Teaching & Learning will lead regular and ongoing professional development with applicable leaders, especially the Dean of Family & Community Engagement, to arm them with the knowledge, mindset, and skills they will need to lead informed improvement processes.
Measure of Success	-Percentage of USN leaders who regularly utilize the Attendance Dashboard to review and analyze data (survey)	-Chronic absenteeism rate	-Percentage of USN leaders well-versed in sound data and improvement principles (survey)
Description of Funding	N/A	N/A	N/A
Check-in/Review Date	End of 2023-24 school year	End of 2023-24 school year	End of 2023-24 school year

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

The Action Maps outlined above will be the basis of the monitoring and implementation plan. That map will be turned into a Project Management Plan that clearly defines due dates, metric collection, analysis, and owners of various aspects of implementation.

Formative data and implementation reflections will be a standing item on the Home Office Leadership Team bi-weekly agenda where discussion points, questions, suggestions can be generated to share with the Building Leadership and Teacher Based Teams at our elementary school campus. The President & Chief Schools Officer and Executive Director of Teaching and Learning check-in with School Directors regularly during their weekly tactical and coaching meetings to ensure proper implementation, review formative data, and provide tactical support for barriers and issues that may arise.

Formal quarterly reviews of the plan, implementation, and progress towards goals will be reviewed at the USN Leadership Team Quarterly meetings within the strategy element of the agenda. Here, updates to the plan or implementation process can be proposed and enacted in reaction to the review of leading indicators.

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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.*

Evidence-Based Strategies	Description of How Strategy is Implemented
Build foundational phonemic and phonological awareness through explicit instruction.	● Teachers utilize Core Knowledge Language Arts lessons to explicitly teach phonemic awareness - that individual symbols (i.e. letters) represent individual sounds. ● Teachers utilize Core Knowledge Language Arts lessons to explicitly teach phonological awareness - how to connect individual phonemes into larger blends, words, and phrases. ● Teachers utilize Core Knowledge Language Arts decodable readers to build student fluency, expression, and prosody. ● Teachers push students to encode words during writing to reinforce their phonemic awareness and phonics skills. ● Teachers utilize the Assessment & Remediation Guides within Core Knowledge Language Arts to address gaps in phonemic awareness, phonological awareness, oral reading fluency, expression, and prosody.
Build student oral reading fluency by explicitly teaching high-frequency words.	● Teachers utilize common high-frequency word lists to build student student automaticity and reading fluency. ● Teachers regularly monitor student success on high-frequency word lists and transition them to new sets as applicable.
Build student vocabulary by providing students with multiple exposures to broad-based, domain-specific, and/or content-specific vocabulary.	● Teachers utilize Core Knowledge Language Arts lessons to explicitly teach core vocabulary words directly connected to the unit and lesson. ● Teachers utilize Core Knowledge Language Arts read-alouds to implicitly teach core vocabulary words in context during read-alouds. ● Teachers provide additional exposure to key vocabulary words through various written activities, graphic organizers, and classroom discourse.
Build student background knowledge by reading aloud to students regularly using high-quality texts that include high-level language and rich vocabulary.	● Teachers utilize Core Knowledge Language Arts lessons, rich in background knowledge and high-level vocabulary, to read aloud to students in a variety of domains (geography, history, science, etc.). ● Teachers utilize Core Knowledge Language Arts read-alouds to drive writing activities and classroom discussion to reinforce key content and vocabulary. ● Teachers model excellent reading (fluency, expression, prosody, etc.) to aid student comprehension.

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

Build student ability to write in response to text and engage in classroom discussion.	- Teachers utilize or adapt Core Knowledge Language Arts instructional materials to drive strong classroom discussion on a variety of topics. - Teachers employ the principles and strategies of the Hochman Method (as described in *The Writing Revolution*) to increase students' ability to write in response to a text, use proper sentence structure, vary their syntax, and create a variety of coherent sentences and paragraphs. - Teachers utilize multiple methods to hold all students accountable for writing in response to a text and then using that response to engage in paired or whole group discussion.

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.*

The leadership team will utilize progress monitoring tools and assessment data to monitor the effectiveness of the strategies on an ongoing basis. This analysis will occur during USN Leadership Team Quarterly Meetings, USN Tactical Check-Ins (monthly), and during Home Office Leadership Team meetings (bi-monthly).

Additionally, the President/Chief Schools Officer and Executive Director of Teaching and Learning will conduct monthly instructional walkthroughs at each campus to monitor the implementation of strategies and to provide targeted feedback to principals and teachers on instructional practices. They will coach each principal on the implementation and monitoring of these strategies during weekly check-ins.The leadership team will utilize data from student assessments, instructional observations, walkthroughs, and teacher coaching to drive professional development for teachers in literacy strategies.

We will build on strategies utilized during prior school years by offering tailored professional development aligned to the Science of Reading to ensure the fidelity of the implementation of our curriculum, strategies, and interventions. These professional developments will take place during the morning hour, PD days, or during cohort-based coaching.

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.

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The USN Leadership Team met to develop a professional development plan to support the implementation of evidence based strategies described in this plan. The professional development plan at USN meets the six criteria as defined by ESSA for high-quality professional learning.

- **Sustained:** Taking place over an extended period; longer than one day or a one-time workshop. The professional development plans outlined below typically begin during our extended Summer Institute which is 17 days for 1st and 2nd year teachers. Many training topics are introduced and deepened over the course of the Summer Institute. Additionally, we use the professional development framework, authored by the Relay Graduate School of Education, in which participants follow a See It (see a model of excellence), Name It (name the criteria for success from the model), and Do It (plan and practice) model. This model ensures that when we teach a concept, we embed time for application and practice which leads to sustained understanding and implementation over time. Moreover, key topics and evidence-based practices taught during Summer Institute are also woven into the annual professional development plan and 1:1 coaching cycles between teachers and instructional leaders.
- **Intensive:** Focused on a discreet concept, practice or program. Each professional development plan is aligned to an evidence-based practice as outlined in this plan. Again, USN puts an emphasis on teacher training by way of our Summer Institute which allows for intensive study and practice of the strategies. Summer Institute naturally flows into our bi-weekly PD session during the morning hour and the 1:1 weekly coaching teachers receive from their instructional coach. Supported by our Teacher Capacity Matrix, there is consistent alignment of PD sessions which supports the intensive and cyclical study, practice, and implementation of evidence-based strategies.
- **Collaborative:** Involving multiple educators, educators and coaches, or a state of participants grappling with the same concept of practice in which participants work together to achieve shared understanding. As described above USN prioritizes creating time for group PD and 1:1 coaching. These structures encourage collaboration between Teacher Based Teams and Building Leadership Teams as well as between teachers and their instructional coaches.
- **Job-Embedded:** A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment. The See It, Name It, Do It framework encourages application and practice among adults to prepare for students. Our coaching cycles ensure that coaches regularly observe and provide feedback to teachers in the context of their own classrooms. At USN we also utilize film as a strategy to see more implementation and provide meaningful feedback and reflection for all instructional staff.
- **Data-Driven:** Based upon and responsive to real-time information about the needs of participants and their students. USN maintains several data "dashboards" in the areas of Academics, Attendance, Culture and others. These dashboards are leveraged to make decisions about professional development and to assess the effectiveness of our implementation of evidence based strategies.
- **Instructionally-Focused:** related to the practices taking place in the learning environment during the teaching process. Professional Development sessions are focused on the learning environment. These sessions are followed-up by coaching cycles in which observations of teaching and learning processes are observed in the context of the learning environment to ensure that PD is translated effectively into the learning environment.
- **Culturally Responsive Practices:** The school has selected curricula that intentionally includes texts and references to a wide range of cultures, histories, and groups of people. Leadership regularly reviews core texts to ensure that they provide diverse perspectives and characters so that students have the opportunity to both look "in the mirror" and "out of the window" when interacting with the curriculum. Additionally, leaders have attended training in the area of culturally responsive teaching from the Relay Graduate School of Education.
- **Science of Reading:** The school's philosophy, curriculum, and professional development are all aligned with the tenants of the Science of Reading. Our Summer Institute begins with an in depth session defining the science of reading and related practices. Those practices are embedded in all related professional development experiences that are related to reading and learning practices.

Professional Development Plan 1

Goal Statement & Evidence-Based Strategies

Goal Statement: Increase proficiency rate on the ELA Ohio State Test.

- 55% of United Preparatory Academy 3rd grade students will score proficient or higher on the spring 2024 English Language Arts Ohio State Test.

Evidence-Based Strategy or Strategies:

- Teachers will deliver high-quality direct instruction in the areas of phonemic awareness, phonological awareness, and high-frequency words as applicable to students who are struggling to decode fluently.
- Teachers will use read-alouds to build vocabulary and background knowledge, as well as to launch robust discourse and rigorous writing activities that will prepare students for the state test.
- Teachers will use Hochman Method writing exercises to build student's ability to outline, organize, and write coherent multi-paragraph responses to one or more passages.

Professional Development Description:

Objectives/Outcomes:
- Teachers will be able to
    - Deliver high-quality direct instruction in the areas of phonemic awareness, phonological awareness, and high-frequency words.
    - Effectively deliver read-alouds to build vocabulary and background knowledge.
    - Use read alouds to launch robust discourse and rigorous writing activities that will prepare students for the state test.
    - Implement the Hochman Method writing exercises to build student's ability to outline, organize and write coherent multi-paragraph responses to one or more passages.

Schedule of Activities:
- Summer Institute (Attended by all 1st and 2nd year teachers)
    - August 1 (3 Hours): USN Philosophy of Education (all 1st and 2nd year teachers)
    - August 1 (3 hours): Principles of Cognitive Science
    - August 2 (3 horus): Begin with The End (Standards, assessment analysis, curriculum)
    - August 2 (3 hours): Core Knowledge Language Arts (curriculum review, exemplar videos) (ELA teachers only)
    - August 3 (3 hours) Begin with the End Pt. II (Scope and sequence, unit unpack, assessments)
    - August 3 (3 hours) Core Knowledge History & Geography, Amplify Science
    - August 4 (3 hours):Lesson Internalization
    - August 14 (3 Hours): Delivering Engaging Lessons
    - August 15 (3 Hours): Delivering Engaging Lessons Pt II
    - August 16 (3 Hours) Building Ratio (promopting, wait time, oral ratio)
    - August 17 (3 hours): Building Ratio Pt II (ratio through discussion and writing)
- 1:1 Coaching Cycles: Every ELA teacher has an instructional coach. That coach is expected to observe and hold a feedback meeting at least every-other week. Based on the needs of the individual teacher, coaches may also utilize planning meetings and data meetings to support the teachers instruction and responsiveness.
- Trimester 1 PD Days:
    - November 20 (2 hours): Data Analysis Professional Development
    - November 20 (2 hours): Summative Data Analysis and Action Planning
    - November 21 (2 hours): RIMP reviews and monitoring
- Trimester 2 PD Days:
    - March 4 (2 hours): State testing prep and Assessment Authoring Tool
    - March 5 (2 hours): Summative Data Analysis and Action Planning

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

Resources Needed:
- Summer Institute PD prepared and delivered by Executive Director of Teaching and Learning
- Purchased materials and licenses for Core Knowledge Language Arts
- Purchased materials and licenses for Core Knowledge History & Geography
- Purchased materials and licenses for Amplify Science
- SchoolMint Grow account and licenses to hold and document coaching cycles

Timeline:
August 1, 2023 - June 7, 2024

Evaluation:
The leadership team will conduct instructional walkthroughs, formal observations and coaching meetings to monitor the implementation of professional development. These notes will be stored and analyzed in the SchoolMint Grow platform.

Professional Development Plan 2

Goal Statement & Evidence-Based Strategies

Goal Statement: Increase score on Improving K-3 Literacy Measure.

- 35% of United Preparatory Academy students who scored off-track on their previous year's i-Ready diagnostic will score at an on-track level on the current school year's i-Ready diagnostic by the end of the 2023-2024 school year.

Evidence-Based Strategy or Strategies:

- Teachers will deliver high-quality direct instruction in the areas of phonemic awareness, phonological awareness, and high-frequency words as applicable to students who are struggling to decode fluently.
- Teachers will use read-alouds to build vocabulary and background knowledge, as well as to launch robust discourse and rigorous writing activities that will prepare students for the state test.
- Students will spend at least 45 minutes per week on i-Ready reading instruction in order to increase their i-Ready reading diagnostic scores.

Professional Development Description:

Objectives/Outcomes:
- Teachers will be able to
  - Deliver high-quality direct instruction in the areas of phonemic awareness, phonological awareness, and high-frequency words.
  - Effectively deliver read-alouds to build vocabulary and background knowledge.
  - Use read alouds to launch robust discourse and rigorous writing activities that will prepare students for the state test.
  - Understand the i-Ready platform and implement i-Ready instruction sessions in their classrooms.

Schedule of Activities:
- Summer Institute (Attended by all 1st and 2nd year teachers)
  - August 1 (3 Hours): USN Philosophy of Education (all 1st and 2nd year teachers)
  - August 1 (3 hours): Principles of Cognitive Science
  - August 2 (3 horus): Begin with The End (Standards, assessment analysis, curriculum)
  - August 2 (3 hours): Core Knowledge Language Arts (curriculum review, exemplar videos) (ELA

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

teachers only)
- ○ August 3 (3 hours) Begin with the End Pt. II (Scope and sequence, unit unpack, assessments)
- ○ August 3 (3 hours) Core Knowledge History & Geography, Amplify Science
- ○ August 4 (3 hours):Lesson Internalization
- ○ August 14 (3 Hours): Delivering Engaging Lessons
- ○ August 15 (3 Hours): Delivering Engaging Lessons Pt II
- ○ August 16 (3 Hours) Building Ratio (promopting, wait time, oral ratio)
- ○ August 17 (3 hours): Building Ratio Pt II (ratio through discussion and writing)
- ○ August 18 (4 hours): USN Core PLatforms and Dashboards (including i-Ready)
- ● 1:1 Coaching Cycles: Every ELA teacher has an instructional coach. That coach is expected to observe and hold a feedback meeting at least every-other week. Based on the needs of the individual teacher, coaches may also utilize planning meetings and data meetings to support the teachers instruction and responsiveness.
- ● September PD Day:
  - ○ September 20 (2 hours): i-Ready instruction roll out and routines and procedures.
- ● Trimester 1 PD Days:
  - ○ November 20 (2 hours): Data Analysis Professional Development
  - ○ November 20 (2 hours): Summative Data Analysis and Action Planning
  - ○ November 21 (2 hours): RIMP reviews and monitoring
  - ○ November 22 (1 hour): i-Ready data analysis and action planning
- ● Trimester 2 PD Days:
  - ○ March 4 (2 hours): State testing prep and Assessment Authoring Tool
  - ○ March 5 (2 hours): Summative Data Analysis and Action Planning
  - ○ March 5 (1 hour): i-Ready data analysis and action planning

Resources Needed:
- ● Summer Institute PD prepared and delivered by Executive Director of Teaching and Learning
- ● Purchased materials and licenses for Core Knowledge Language Arts
- ● Purchased materials and licenses for Core Knowledge History & Geography
- ● Purchased materials and licenses for Amplify Science
- ● SchoolMint Grow account and licenses to hold and document coaching cycles
- ● Purchased i-Ready platform
- ● Academics Dashboard

Timeline:
August 1, 2023 - June 7, 2024

Evaluation:
The leadership team will conduct instructional walkthroughs, formal observations and coaching meetings to monitor the implementation of professional development. These notes will be stored and analyzed in the SchoolMint Grow platform.

The school director will monitor the average weekly time on task for i-Ready reading using the reports available within the platform.

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,

N/A

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