March 22, 2024

Dear Superintendent Mays:

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

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

Strengths of the Reading Achievement Plan:
- The RAP includes a root cause analysis, and the identified factors are within the school's control.
- The RAP includes several key pieces of data.

This plan will benefit from:
- Consider including classroom teachers on the RAP writing team to bring different perspectives.
- Consider including adult implementation goals.
- Consider including a root cause analysis.
- Consider including goals that are directly linked to student skills rather than on larger outcomes such as the school report card.
- Consider including an Action Map for each goal listed.

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

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

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.

The State of Ohio is an Equal Opportunity Employer and Provider of ADA Services

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.
education.ohio.gov

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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: University of Cleveland Preparatory School

DISTRICT IRN: 012541

DISTRICT ADDRESS:

1906 E 40th Street

Cleveland, OH 44103

PLAN COMPLETION DATE: December 19, 2023

LEAD WRITERS:

Phillip Penn – Executive 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.

			_____ _
Jennifer Turski	Regional Director of Academics	21110 Southgate Blvd. Maple Heights, OH 44137	jturski@accelschools.com
			_____
Dr. Kimberly Porter	Director of Professional Learning	1906 E 40th Street Cleveland, OH 44103	kporter@uniclevelandprep.org
			_____ __
Stacie Russell	Dean of Students	1906 E 40th Street Cleveland, OH 44103	srussell@uniclevelandprep.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.

The Principal, Regional Director of Academics and Regional Vice President have been in communication since the end of the 2022 - 2023 school year. During the summer of 2023, all members of the District Leadership Team and the Building Leadership Team analyzed end of the year data to identify instructional priorities. Once these priorities were identified, planning for the 2023-2024 school year began. Once the State Report Card was released in the fall of 2023, we fully aligned our instructional priorities for the K-3 Literacy Data. A plan was created with the District Leadership Team and the Building Leadership Team, as parties identified specific steps to meet our goals.

Conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats), the key identifications determined the shifts in approach for the 2023 – 2024 SY. In order to assist with the instruction priorities identified, the University of Cleveland Preparatory School determined a full time Director of Professional Learning would be needed on the leadership team. During the 2022 – 2023 SY, there was no Director of Professional Learning. By increasing the frequency of coaching, additional data conversations, and supporting teachers the Director of Professional Learning will be able to provide additional monitoring of the Reading Achievement Plan. The Director of Professional Learning will communicate these items through weekly meetings, electronic correspondence, and professional development. The Building Leadership Team will meet weekly during debriefs to identify trends and the progress of the plan.

This will have a large focus on kindergarten, first grade, second grade, and third grade after looking at the K-3 Literacy Score that was released on the state report card. 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 the University of Cleveland Preparatory School is established.
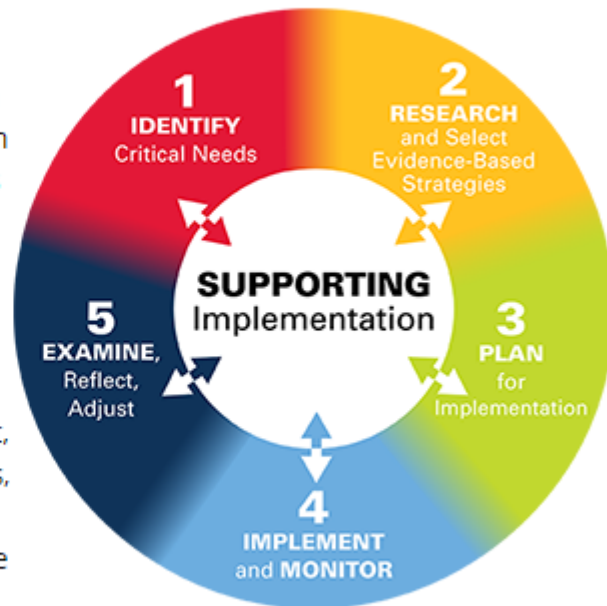
Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable 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 plan that has been created by leadership members at University of Cleveland Preparatory School was done so in a way that we are able to improve the overall quality of education for the scholars through teachers effectively teaching the curriculum, using research-based strategies, and provide support to the teachers and administrators at the University of Cleveland Preparatory School. This is aligned with the 5 Step Process that is recommended by the Ohio Department of Education and Workforce. Outlined below is the 5 Step Process as outlined by the Ohio Department of Education and Workforce that has been utilized for the plan at University of Cleveland Preparatory School.

Ohio Improvement Process

The Ohio Improvement Process (OIP) as an Organizational Strategy

The OIP includes, but goes well beyond, the traditional plan-do-study-act (PDSA) cycle. When viewed as an organizational strategy, rather than an exercise in compliance, the OIP gives districts a template through which focused and intentional action can take place. It brings educators together through collaborative team structures to learn from each other, and it facilitates communication and decision-making between and across levels of the system (district, central office, school, grade levels, content areas, classrooms). The team structures at the core of the OIP form peer-to-peer networks, giving more people a voice and allowing for the inclusion of multiple perspectives in guiding each district's journey toward organizational learning and continuous improvement.

1. IDENTIFY Critical Needs
2. RESEARCH and Select Evidence-Based Strategies
3. PLAN for Implementation
4. IMPLEMENT and MONITOR
5. EXAMINE, Reflect, Adjust

SUPPORTING Implementation

Through using this outline, University of Cleveland Preparatory School was able to create their plan to ensure that we are making improvements in Early Literacy which also supports our School Improvement Plan. The leadership team met over the summer to analyze all data points including, but not limited to i-Ready diagnostic data, the Ohio State Report Card, Third Grade Reading Guarantee data, short-cycle assessment, Kindergarten Readiness Assessment Revised, and classroom data from the previous school year such as assessments and exit slips.

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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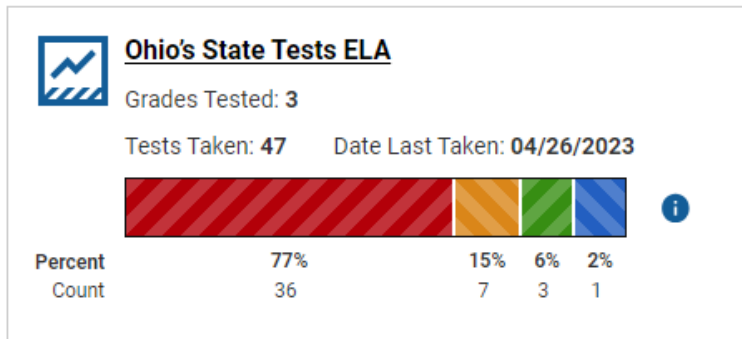- benchmark assessments, as applicable.

Ohio State Test Data

Average Score and Performance Distribution for **Grade 3 English Language Arts** (Spring 2023 (OST)), by School and Reporting Category: University of Cleveland Preparatory School, 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Spring 2023 (OST) | **Reporting Time Period:** 06/01/2023 | **Standards Keys**

School	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Reading Informational Text	Reading Literary Text	Writing	Writing Dimensions
State		122298	716	Percent 22% 16% 15% 19% 27% / Count 27.5K 19.8K 18.2K 23.4K 33.5K	61%						
District		23	647	Percent 74% 9% 13% 4% / Count 17 2 3 1	17%						
University of Cleveland Prepar...		23	647	Percent 74% 9% 13% 4% / Count 17 2 3 1	17%						

Performance Distribution, By Test Group: University of Cleveland Preparatory School, 2022-2023

Filtered By **Test Reasons:** All Test Reasons | **Reporting Time Period:** 06/01/2023 | **Sorted By:** Date Last Taken

Ohio's State Tests ELA

Grades Tested: **3**

Tests Taken: **47**   Date Last Taken: **04/26/2023**

|			
Percent	77%	15% 6% 2%	
Count	36	7 3 1	

Average Score and Performance Distribution for **Grade 3 English Language Arts** (Fall 2022 (OST)), by School and Reporting Category: University of Cleveland Preparatory School, 2022-2023

School	Total	Total					5 items on which Students Performed the Best	5 items on which Students Performed the Worst	Reading Informational Text	Reading Literary Text	Writing	Writing Dimensions
		Student Count	Average Scale Score	Performance Distribution		Percent Proficient						
State		122330	688	Percent 36% 24% 18% 11% 11% / Count 43.7K 29.6K 22K 13.5K 3.5K		40%						
District		24	642	Percent 79% 21% / Count 19 5		0%						
University of Cleveland Prepar...		24	642	Percent 79% 21% / Count 19 5		0%						

K-3 Literacy Indicator for University of Cleveland Preparatory School via Ohio State Report Card
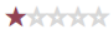
★☆☆☆☆
Needs significant support to meet state standards in early literacy (K-3).

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.

41.5%

| Measure	Measure Percentage
Proficiency In Third Grade Reading	14.3%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	3.2%
Early Literacy Component	**41.5%**

Proficiency in Third Grade Reading

The Proficiency in Third Grade Reading Measure is the percentage of third graders that scored proficient on the reading segment of the state English language arts test. Students have to earn a reading subscore of 50 or higher to earn credit for this measure.

14.3%
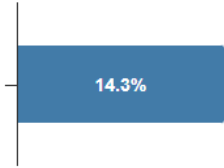
Promotion to Fourth Grade

The Promotion to Fourth Grade measure is the percentage of third grade students who were promoted to fourth grade.
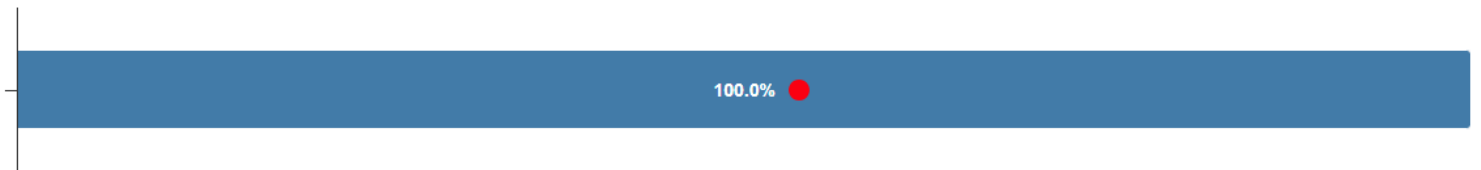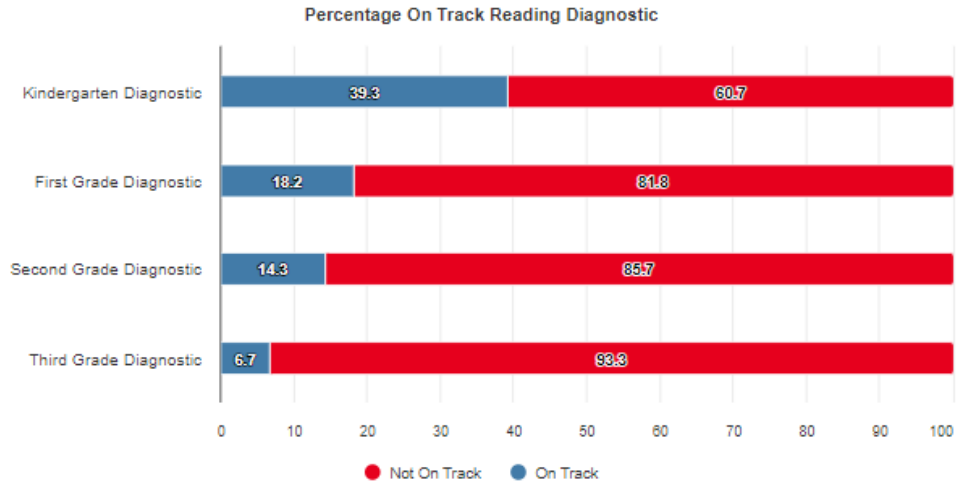
100.0%

Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. It looks at whether students that were previously off track are now on track and reading at grade level. It uses results from Fall Reading Diagnostics taken in the fall of 2021 and fall of 2022 as well as results from the 2022-2023 state English language arts test.

3.2%
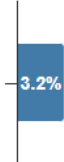
Fall Reading Diagnostics provide a good snapshot of the K-3 literacy in a school or district. They are also used to evaluate year over year improvement on the Improving K-3 Literacy Measure.
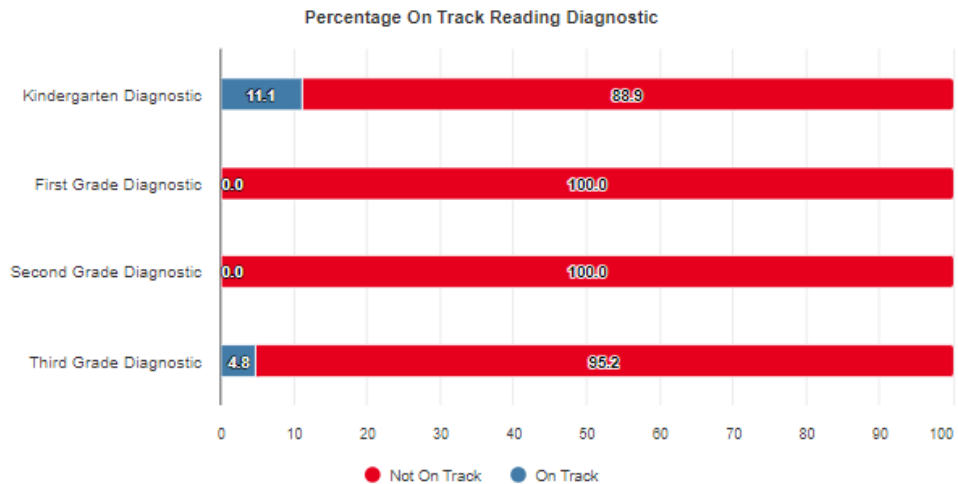
Fall 2021 Reading Diagnostics

The fall 2021 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2023 Improving K-3 Literacy Measure.

Percentage On Track Reading Diagnostic

Diagnostic	On Track	Not On Track
Kindergarten Diagnostic	39.3	60.7
First Grade Diagnostic	18.2	81.8
Second Grade Diagnostic	14.3	85.7
Third Grade Diagnostic	6.7	93.3

● Not On Track   ● On Track

Fall 2022 Reading Diagnostics

The fall 2022 reading diagnostics in third grade are the baseline for third grade improvement on the 2023 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2022 are on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.

Percentage On Track Reading Diagnostic

Diagnostic	On Track	Not On Track
Kindergarten Diagnostic	11.1	88.9
First Grade Diagnostic	0.0	100.0
Second Grade Diagnostic	0.0	100.0
Third Grade Diagnostic	4.8	95.2

● Not On Track   ● On Track

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.
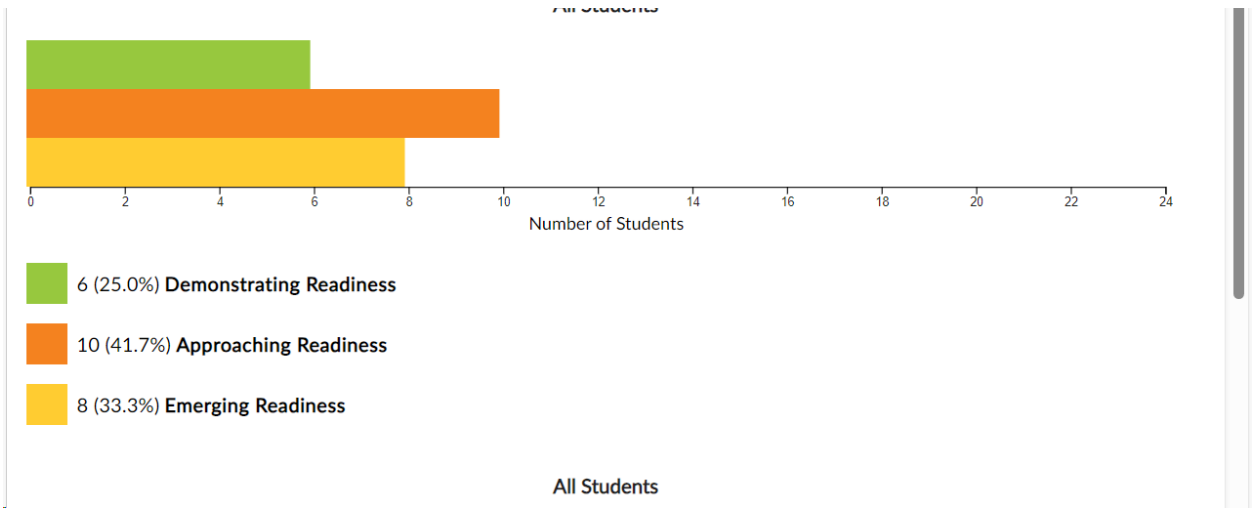

Percentage of Previously Off Track Students That Moved to On Track
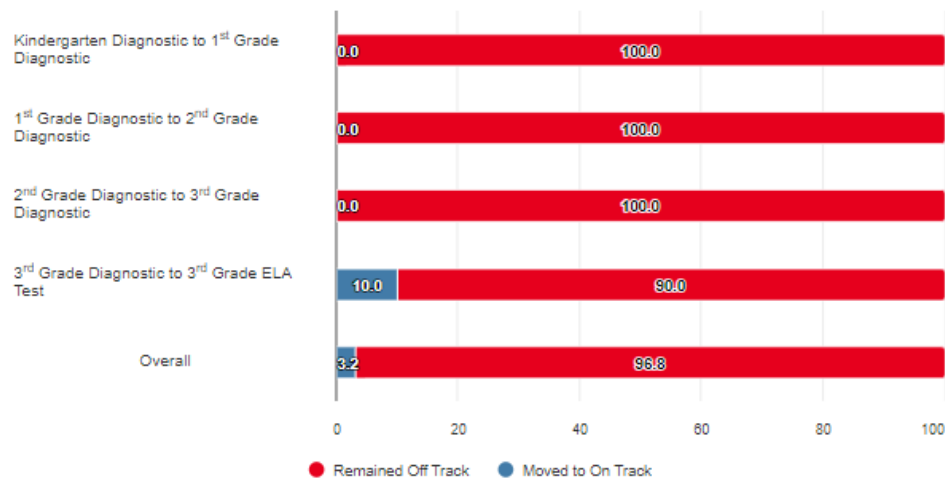
An analysis of data:

- The spring 2023 English Language Arts Test indicates that UCP has 15% of scholars that are achieving on a basic level. This is a critical opportunity for the students to move from basic to proficient which would then have 23% of the third-grade class performing on-level or above.

- Based on the fall 2023 English Language Arts Test the data resulted in only 15% of students being proficient in Reading. This indicates that our Tier I instruction must be targeted as an area of growth as not even a quarter of the class performs at a proficient status.

- Analyzing the percentage of previously off-track students that moved to on-track, only third graders from the diagnostic to the ELA test were able to successfully move to on-track status. 10% of students who were off-track were able to successfully move to an on-track status. It can be concluded that the interventions in third grade need to greater analyzed and replicated at a larger level and within the rest of grades K-2.

- Reviewing the Fall 2022 Reading diagnostic data, Kindergarten had the greatest number of scholars that were on track according to Fall screener. 11.1% of students were on-level at the time of the assessment.

- There was a distinct decrease of students who were performing on-level at the time of the diagnostic screener in Fall of 2022 from the same time in Fall 2021. The following grade levels had a decrease:

	Fall 21	Fall 22	+/-
Kindergarten	39.3	11.1	-28.2
1st Grade	18.2	0.0	-18.2
2nd Grade	14.3	0.0	-14.3
3rd Grade	6.7	4.8	-1.9

All Students

6 (25.0%) **Demonstrating Readiness**

10 (41.7%) **Approaching Readiness**

8 (33.3%) **Emerging Readiness**

All Students

OELPA English Proficiency

Grades Tested: **4, 5**

Tests Taken: **2**   Date Last Taken: **03/01/2023**

Percent	100%
Count	2

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.

When looking at the data, we have seen a steady rate in the percentage of scholars that have met the cut score for the Third Grade Reading Guarantee. However, we need to continue to push the number of scholars that are proficient or higher in reading. Additionally, there is a need to increase the number of students who are performing off-track to then perform on-track during the next Fall diagnostic. The following have been identified as contributing factors of the low reading achievement:

- At the University of Cleveland Preparatory School, we have also observed an increase in scores of the scholars that have been at the school consistently for two or more years. University of Cleveland Preparatory will focus on the scholars that are enrolled for less than that interval of time to increase their performance at a more rapid rate. Specifically, students who were on track the previous year in grades K-3 and improving them to on-track.

- During the 2022-2023 school year that was a lack of data meetings that were occurring which prevented us from consistently differentiating instruction to meet the needs of the scholars. The addition of a full-time Director of Professional Learning will ensure that this is occurring with fidelity.

- Another contributing factor to deficient performance in grades K-3 on-level status is the inconsistent implementation of the prescribed curriculum. Beginning in the 2021-2022 school year, University of Cleveland Preparatory began the usage of Into Reading & Into Literature as the primary curriculum. Utilized in a Tier I setting, this new curriculum should now provide a growth trajectory that will be evidenced in performance in grades K-3.

- The K-2 grade band includes regular small group instruction during their English Language Arts block. Using *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. With assistance from the Director of Profession Learning, intentional small group instruction will be implemented in all classrooms.

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 14.3% 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 Profession Learning, intentional small group instruction will be implemented in all classrooms during the 2023-2024 academic year.

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.

Goal 1: The University of Cleveland Preparatory School will increase the percentage of proficient scholars on the Grade 3 Spring 2023 ELA Ohio State Assessments from 8% in 2023 by 72% in 2024 to achieve 80% of scholars at the proficient level.

Goal 2: The University of Cleveland Preparatory School will improve the performance of scholars who are off-track in grades K-3 according to the fall screener by decreasing the percentage of off-track scholars by 50%. By decreasing the percentage of off-track scholars, University of Cleveland Preparatory School will achievement a minimum of two stars on the K-3 literacy component of the Ohio State Report Card for the 2023-2024 academic 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 # ___ Action Map

Goal Statement:

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Reading Instructional minutes will be at minimum of 120 minutes daily for all kindergarten through third grade scholars.	*Fundations* by Curriculum Associates will be utilized in grades K-3 to target decoding, fluency, and comprehension-based skills.	Students identified as "not on-track" according to beginning of year screeners will be placed in mandatory virtual learning targeting literacy-based skills.
Timeline	August 2023 – May 2024	August 2023 – May 2024	August 2023 – May 2024
Lead Person(s)	Principal Director of Professional Learning Student Success Coach	Principal Director of Professional Learning Student Success Coach	Principal Director of Professional Learning Student Success Coach
Resources Needed	Into Reading curriculum resources Phonics by Curriculum Associates Fundations Reading Curriculum by Wilson Ohio State Test Blueprints and previously released testing materials	*Fundations* by Curriculum Associates will be utilized in grades K-3 to target decoding, fluency, and comprehension-based skills.	*Phonics* by Curriculum Associates resource materials *Fundations* by Curriculum Associates will be utilized in grades K-3 to target decoding, fluency, and comprehension-based skills.
Specifics of Implementation (Professional development, training, coaching, system structures, implementation	Students will receive 75-90 minutes of Reading Comprehension instruction using Into Reading curriculum resource.	Small group instruction (lessons aligned to student need from diagnostic data) 30 min x 3 days a week.	Daily Virtual Learning Tutoring for off-track Readers. Students receive instruction in the areas of

Measure of Success	i-Ready diagnostics, growth monitoring, scrimmages, and standards mastery. Data reports will monitor the performance of students in the area fluency, decoding, and comprehension.	i-Ready diagnostics, growth monitoring, scrimmages, and standards mastery. Data reports will monitor the performance of students in the area fluency, decoding, and comprehension.	i-Ready diagnostics, growth monitoring, scrimmages, and standards mastery. Data reports will monitor the performance of students in the area fluency, decoding, and comprehension.
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 5/24/2024	10/6/2023 11/20/2023 12/18/2023 1/31/2024 2/29/2024 3/22/2024 4/30/2024 5/24/2024	10/6/2023 11/20/2023 12/18/2023 1/31/2024 2/29/2024 3/22/2024 4/30/2024 5/24/2024

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

In order to assist scholars and teachers to push towards our goals, data will be analyzed by the teacher meeting with the Director of Professional Learning utilizing the following methods:

- I-Ready Diagnostic Assessments – After the scholars complete their diagnostic assessment the data will be analyzed by teachers, Director of Professional Learning, and the Principal. The diagnostic data will allow teachers to create specific groupings for small group instruction. Additionally, teachers will be able to identify scholars that have the ability to move up in achievement level prior to the next cycle of testing.

- Standards Mastery and Scrimmages– This assessment will be utilized in grades 2-3 to identify mastery level of taught grade level standards. This data will provide information on standards that need additional small group support in order to be mastered. The Director of Professional Learning will share this information during weekly debriefs in which members of the District Leadership Team are also present.

- Growth Monitoring – This assessment is utilized in grades K-1 to identify scholars' progress towards meeting their typical and stretch goals. Scholars that are not showing growth will be identified as receiving specific instruction in small group instruction. This information will be shared out during TBTs and data meetings through notes.

The teacher will collaborate with the scholars to move the data effectively. The scholars will work within their differentiated groups so that they are able to receive all information that is needed, and the information is at a level that the scholars can comprehend and increase their achievement level. Teachers will report the classroom data during their coaching meetings which is shared with the Principal and Regional Director of Academics weekly.

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 University of Cleveland 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 utilization of the Fundations curriculum in a Tier II and Tier III approach will ensure that differentiated supports are made available to students to improve performance. This will target specifically the performance of off-track students to get them on-track by the next Fall screener.

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.*

University of Cleveland Preparatory School will ensure that the needs of all scholars will be met by ensuring that the teachers and administrators have consistent communication, push scholars to higher levels of instruction, and incorporate further differentiation within the classroom as well as during intervention block. For the strategies to be effective, teachers must first receive extensive professional development during summer training. After the initial professional development, we will continue to follow through on the expectations by providing teachers with embedded professional development. This will hold all members of the school accountable, which was lacking in previous years. Data discussions with both the district and school leadership teams will ensure that the school is making adequate progress.

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

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.

University of Cleveland 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. 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.

University of Cleveland Preparatory School is dedicated to continuous professional development for all staff members throughout the year. Prior to the professional development sessions, the Director of Professional Learning and Principal will collaborate with the Regional Director of Academics in order to determine what is needed by the teachers and areas of improvement.

*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.*