



March 4, 2024

Dear Superintendent Burnside:

Thank you for submitting the New Boston Local School District 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:

- Plan includes adult fidelity measures such as a walkthrough alongside educator feedback.
- Plan leverages MTSS alongside student needs/data.
- Plan includes subgoals to support overarching goal.

This plan will benefit from:

- Plan may benefit from further disaggregated data, such as subgroups around English language learners and students with disabilities.
- Plan may benefit from input from family/community stakeholders.
- It may be of benefit to communicate plan to the outside community.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If New Boston Local School District revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

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

Sincerely,



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

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: New Boston Local School District

DISTRICT IRN: 044461

DISTRICT ADDRESS: #1 Glenwood Tiger Trail, New Boston, Ohio 45662

PLAN COMPLETION DATE:

LEAD WRITERS: Elizabeth Hannah, Kendra Holbrook, and Christina Dever

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.

New Boston Local School District's, Stanton Primary School, aspires to provide exemplary reading instruction utilizing best practices to ensure that every child's reading development is emerging and ongoing. Our goal is for all of our students to read proficiently by third grade. We endeavor to design an environment where students are nurtured to become life-long readers; where students are proficient in reading, displaying their value and compassion for reading.

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.

New Boston Local School District will work as a team to identify students' strengths and opportunities to facilitate the development of the whole child through developmentally appropriate evidence based practices and strategies. We, as educators, accept the responsibility to provide our students with a diversified, linguistically and culturally rich curriculum with mindfulness of student and family experiences with on-going progress monitoring to meet individual needs so that all students will meet or exceed a year's worth of growth as evidenced by state and local measures. We, as a team, will provide our students with high quality instruction many opportunities to develop self-reliance, self-worth, and self-discipline within to succeed in life. We believe that the education of youth grows out of an interaction of the school, the home, and the community. All children are equally important; are entitled to the opportunity to reach their unique potentials; and have a right to learn in a humane, caring, and safe environment. We believe education is a lifelong process.

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
Melinda Burnside	Superintendent	New Boston Local District Office	melinda.burnside@nbtigers.net
Samatha Hamilton	Treasurer	New Boston Local District Office	samantha.hamilton@nbtigers.net
Paul Mayberry	Guidance Counselor	Glenwood High School	paul.mayberry@nbtigers.net
Christina Logan	Special Education Coordinator	Glenwood High School	christina.logan@nbtigers.net
Donald Stapleton	High School Principal	Glenwood High School	donnie.stapleton@nbtigers.net
Christina Dever	Elementary Principal	Stanton Primary School Oak Intermediate School	christy.dever@nbtigers.net
Kendra Holbrook	3rd Grade Teacher (Self Contained)	Stanton Primary School	kendra.holbrook@nbtigers.net
Amy Gosselin	4th Grade Math Teacher	Oak Intermediate School	amy.gosselin@nbtigers.net
Kayla Tackett	High School Math Teacher	Glenwood High School	kayla.tackett@nbtigers.net

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

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The District was made aware of the **Reading Achievement Plan (RAP)** requirement via in person and email. Following this, the Elementary Principal, Christina Dever, identified lead writers and arranged RAP professional learning with SST Regional Early Literacy Specialist, Kristen Earich. Beth Hannah, Kendra Holbrook, and Christina Dever, New Boston RAP Lead Writing Team, participated in RAP professional learning with Kristin Earich. Following this, the lead writers began writing New Boston Local's Reading Achievement Plan. The RAP writing team began by analyzing Stanton Primary School's K-3rd grade local and state data to identify the root cause of students' below proficient reading levels. Data

examined included K-3 Literacy Grades on the Local Report Card, Kindergarten Readiness Assessment data, Benchmark and Progress Monitoring Data from Renaissance Early STAR/STAR Reading as well as Heggerty Phonemic Awareness. Additionally, the writing team examined and discussed the school's existing literacy block, instructional practices, and resources being mindful of the recent Reading Tiered Fidelity Inventory completed November 11, 2023 by BLT and 4th and 5th grade reading teachers as well as District's MTSS Practices.

The root cause analysis evidence identified deficient phonemic awareness foundational skills in Kindergarten and significant phonics skills concerns for our K-3 students. Phonemic Awareness and Phonics were shown to be the contributing factors impacting our students leaving third grade below proficient. These skills greatly impact the remaining three components of Reading: Vocabulary, Fluency, and Comprehension. Although high frequency word data analysis revealed satisfactory and mastery levels with many students, students were still unable to decode familiar words as well as multisyllabic words in the upper grades. While the RAP team was mindful of and considered the 30,000 word exposure research by Ruby Payne and Eric Jensen for children from birth to five years old and the District's literacy disadvantaged homes, the team believed the underlying issue is implementation of systematic and explicit evidence based phonemic awareness and phonics instruction. The RAP team developed the Reading Achievement Plan focused on refining the existing School Wide Literacy Instructional Framework aligned with the Science of Reading encompassing Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension, however, the framework was designed to be more robust, deliberate, systematic and explicit instruction in Phonemic Awareness and Phonics with literacy rich environments to improve decoding skills resulting in students' having strong literacy foundational skills.

The Elementary Principal presented the Reading Achievement Plan to the District Leadership Team on December 12, 2023 with ESC and SST consultants present. Following this, revisions occurred with a draft Reading Achievement Plan presented to New Boston Board of Education on December 14, 2023. The Elementary Principal will present the Reading Achievement Plan to Preschool-3rd grade teachers and Reading support personnel during the District's January 2, 2024 Waiver Day. The Building Leadership Team and District Leadership Team will monitor the plan using Ohio State ELA data, Literacy benchmark and progress monitoring data as well as focused Literacy walk through data.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section [3302.04](#), [3302.10](#), [3301.0715\(G\)](#) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

Our District is situated in a 1.1 square mile village located in Scioto County, Ohio, with a population of 2,672 compared to a neighboring 5.8 square mile district with a population of 6,349. Within our District, there are two small shopping plazas, multiple restaurants, and Walmart. Our area has high student poverty and an average student population. According to the 2022-2023 ODE Similar District Report, 382 students were enrolled in our District. The median income for the village of New Boston is \$22,355 with only 9.5% of adults having college degrees. Our District's economically disadvantaged rate is 99.3%. These numbers are extreme when compared to state averages and other districts. Even a neighboring district, Wheelersburg Local, has a median income of \$38,796 more than \$16,441 higher than our District, an economically disadvantaged rate of only 30.4%, and 32.9% with college degree rate. These demographics help to identify some of the factors impacting our student literacy rates. Restricted opportunities, restricted exposure, limited resources, and limited support systems create a very hampered and disadvantaged culture with multiple emotional, educational, physical, and social needs. As a district, it is imperative that we address these needs daily.

New Boston Local School District is in Cohort 1 and will begin the One Needs Assessment process in January of 2024. Our Reading Achievement Plan may need revision upon completion of our One Needs Assessment to ensure alignment.

The District completed the One Needs Assessment in 2021 identifying the following concerns: “The District identified the need for a systematic approach of explicit phonemic awareness and phonics instruction in the early grades as well as a need for the following literacy skills: compare and contrast, key Ideas and details, ask and answer questions to demonstrate understanding of a text; referring explicitly to the text as the basis for the answers, summarizing text, inference, and decoding upper grade texts. Research has shown that phonemic awareness (the ability to manipulate sounds) and phonics (the knowledge of letter and sound correspondence) provide the necessary foundation for achieving fluency and comprehension; therefore, this is the District’s first focus including monitoring implementation of Heggerty Phonemic Awareness and WVA Phonics (adult implementation) including daily lessons as well as benchmark assessments. If our students’ PA and Phonics skills improve with our kindergarten through third grade, our students’ comprehension and upper grade text decoding skills should improve with a stronger systematic early literacy foundation.” The District updated the use of WVA Phonics with University of Florida Literacy Institute (UFLI) Foundations. The District Comprehensive Continuous Improvement Plan’s Reading Goal is as follows: “Reading District Goal: Goal #1: By the end of the 2023-2024 school year, the New Boston Local School District’s students will meet or exceed a year’s worth of growth in reading using state and local measures.” The District strategies are as follows:” District Strategy 1: Teachers will implement explicit instruction grounded in evidence based effective practices using a standards based aligned resource collection system representing what and how academic content standards will be taught in the classroom. District Strategy 2: Teachers will utilize a comprehensive assessment process to determine students’ skills, proficiencies, and deficits.”

Our district report card also has reflected the need for improvement in literacy, scoring a 1 star in K-3 Literacy (2022-2023) and 39.4% passage rate (61.8% of those students who did not pass are economically disadvantaged) and 2 stars in K-3 literacy (2021-2022) and 48.5% passage rate (46.9% of those students who did not pass are economically disadvantaged students) on the 3rd Grade Ohio State Test ELA . The Average Ohio ELA scores for New Boston Local Schools, students in grades 4-8 for the last 2 years (2021-2022, 2022-2023) were an average of 58.8% 4th grade, 70.2% 5th Grade, 41.9% 6th Grade, 54.1% 7th Grade, and 57.9% 8th Grade. Realizing that Literacy is vital in breaking the generational cycles that bound our students, the district has set a goal of improving our Reading Achievement through evidence-based improved instruction, targeted intervention, and continuous professional development. Through the Ohio Improvement Process, our teacher-based teams are becoming more knowledgeable at analyzing and using data to inform instruction. Our teams meet at least once per week to analyze data and plan instruction. These teams (which include our classroom teachers, instructional paraprofessionals, and an intervention specialist) analyze diagnostic assessments, benchmarks, and formative assessments around Phonological Awareness, Phonics, High-Frequency words, Vocabulary, Fluency, and Comprehension. Every PreK-3 Teacher, Intervention Specialist, Paraprofessional, and Principal have been trained and will take part in ongoing Science of Reading and Dyslexia Training released by the state of Ohio as well as other training provided by our South Central Ohio ESC and SST 15 consultants. We are formalizing an Instructional Framework, with Literacy at its core, which will be implemented in every class and in every content area. We will keep the simple view of reading in mind for making all literacy related decisions for this framework.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

*Data Note: Due to the extent of poverty in our district, New Boston Local School District qualifies and is designated as a Community Eligibility Provision (CEP) Building, therefore, all students receive free breakfast and lunch through this provision. Per the Ohio Department of Education, all students in the district are identified as Economically Disadvantaged for data analysis purposes due to this CEP designation. Without the CEP designation, overtime, the District’s average economically disadvantaged percentage ranges from eighty to ninety-five percent. Therefore, unless otherwise noted the data reported represents percentages for the entire population and also for the subgroup of Economically Disadvantaged. The data is focused on the students who are performing below level (not the percentage proficient).

K-3 Reading Diagnostic
Kindergarten-First Grade~Early Star
Second Grade-Third Grade~Star Reading

Grade	Percent Not On Track			Percent On Track		
	Fall 2021	Fall 2022	Fall 2023	Fall 2021	Fall 2022	Fall 2023
K	66%	53%	62%	34%	47%	38%
1st	58%	58%	41%	42%	42%	59%
2nd	78%	63%	75%	22%	37%	25%
3rd	69%	81%	48%	31%	29%	52%

3-8 ELA Ohio State Test

Grade	Percent Not On Track					Percent On Track				
	2019	2021	2022	2023	Fall 2024	2019	2021	2022	2023	Fall 2024
3rd	50%	51.5%	51.5%	62%	42.86%	50%	48.5%	48.5%	38.2%	42.86
4th	60%	54.8%	32.3%	50%	Not Assessed in Fall	40%	45.2%	67.7%	50%	Not Assessed in Fall
5th	38.%	53.1%	30%	29.6%		61.5%	46.9%	70%	70.4%	
6th	72.4%	61.5%	59.4%	56.7%		27.6%	38.5%	40.6%	43.3%	
7th	37.8%	52.2%	56%	35.7%		65.2%	47.8%	44%	64.3%	
8th	52.4%	89.3%	65.2%	76.9%		47.6%	10.7%	34.8%	23.1%	

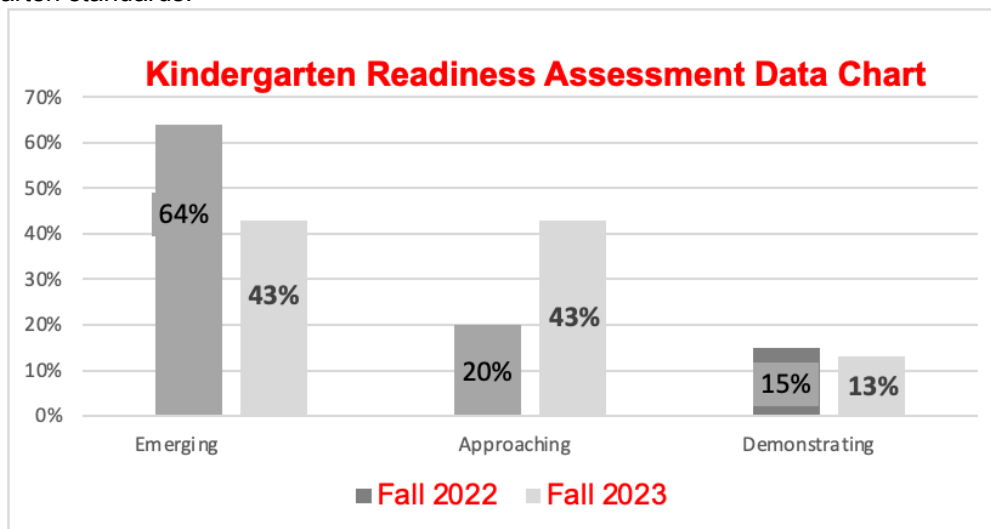
Kindergarten Data

Kindergarten: KRA

Emerging: Students demonstrate minimal foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

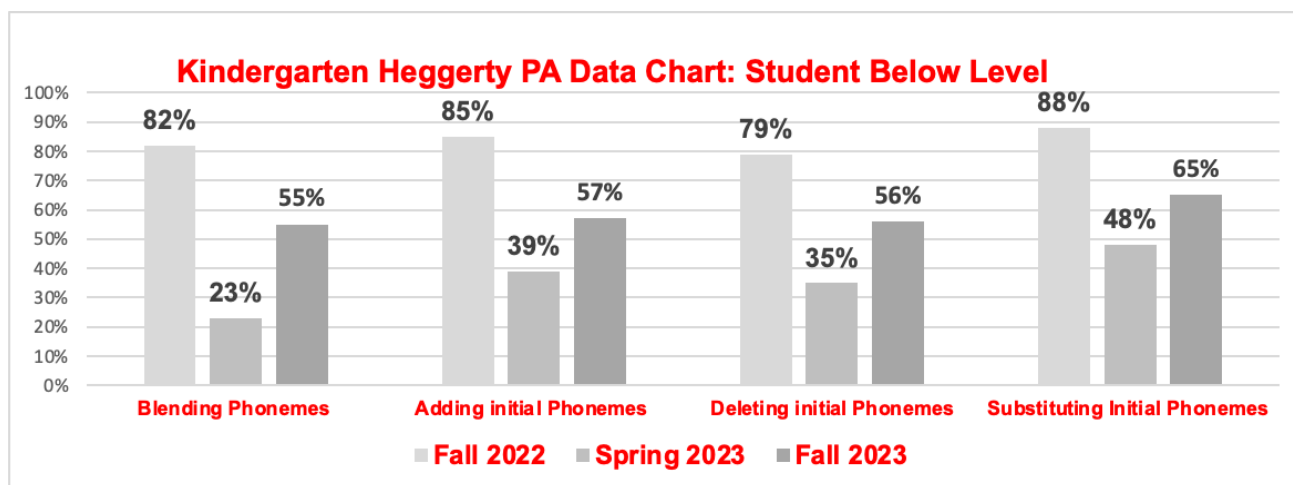
Approaching: Students demonstrated some foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

Demonstrating: Students demonstrated foundational skills and behaviors that prepare them for instruction based upon kindergarten standards.

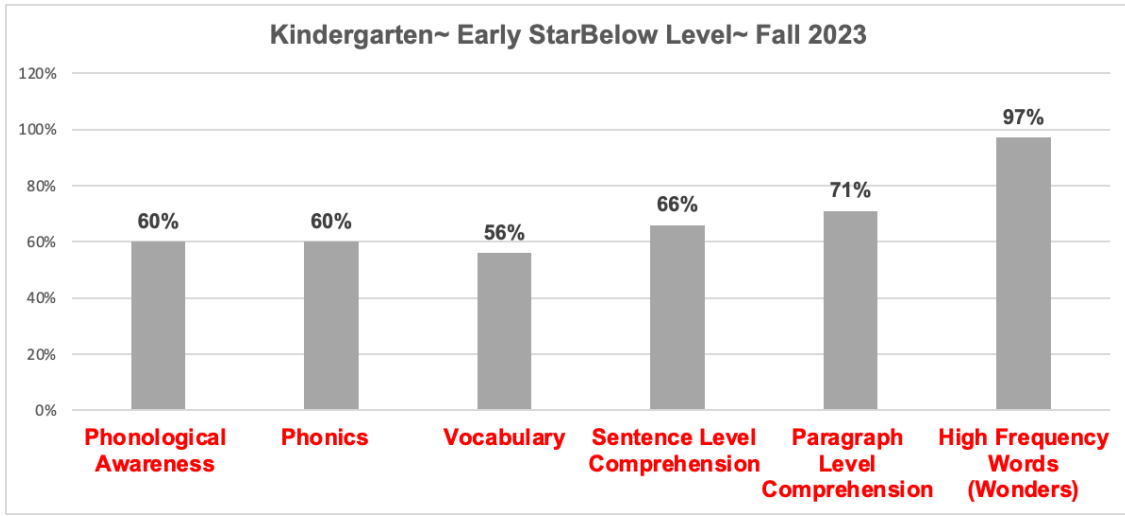


Kindergarten: Heggerty

This assessment was given to provide deeper level data in the area of Word Recognition and the code based skills in phonological awareness, decoding, and sight recognition (Scarborough's Rope). (See Contributing Factors in Section 3: Part B for the basis for this deeper look at Phonemic Awareness). These 4 skills were the lowest areas in both 2022 and 2023.



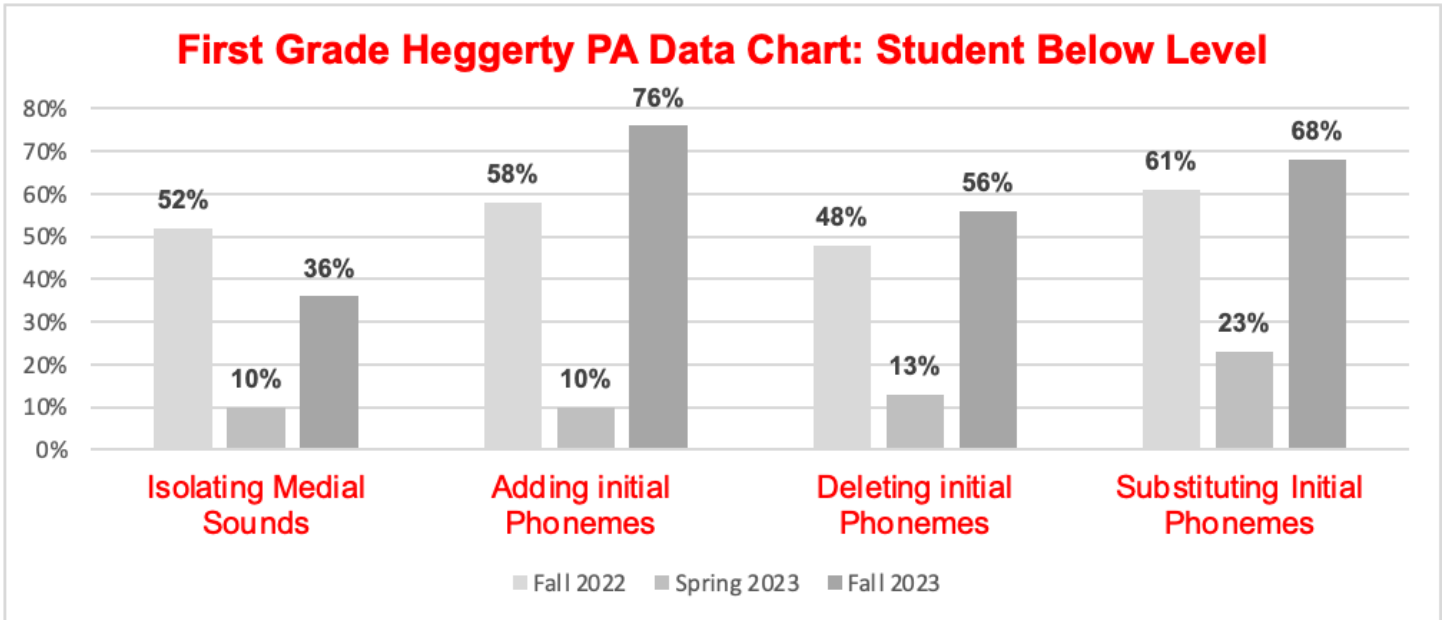
Kindergarten: Early STAR (Reading Diagnostic)



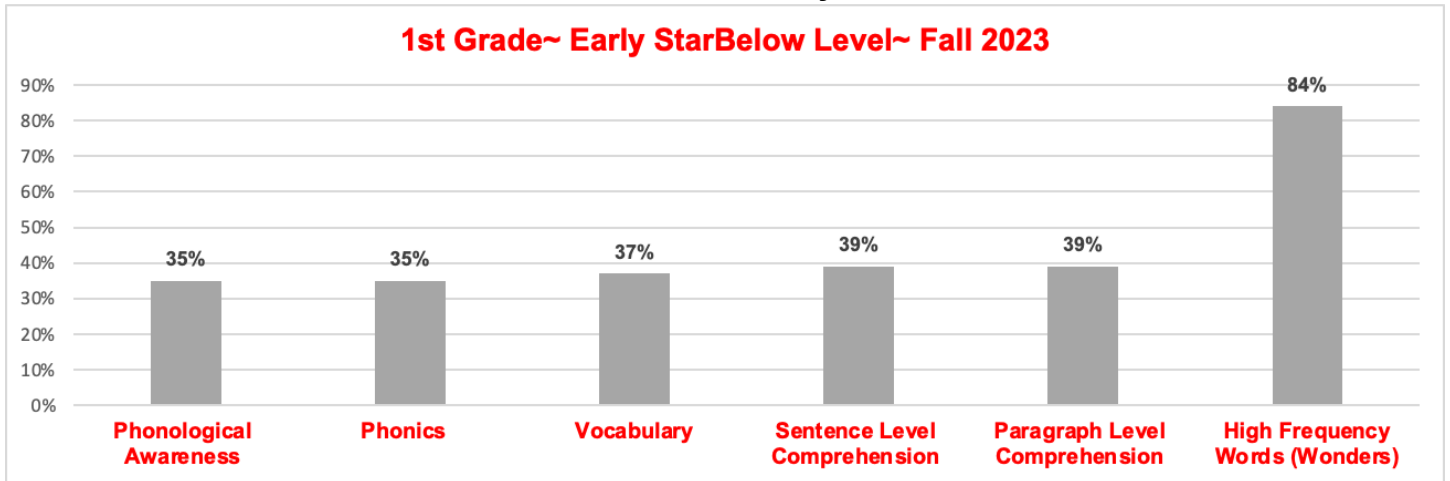
FIRST GRADE DATA

First Grade: Heggerty

This assessment was also given to provide deeper level data in the area of Word Recognition and the code based skills in phonological awareness, decoding, and sight recognition (Scarborough's Rope). (See Contributing Factors in Section 3: Part B for the basis for this deeper look at Phonemic Awareness). The results reflect gaps in the following Phonological Awareness Skills: Isolating the middle sound of a word, adding a sound at the beginning of a rime, mentally delete the phoneme and say the word without it, and changing the beginning phoneme. Greater than 20% of the First Grade Students were below the developing level for these skills.



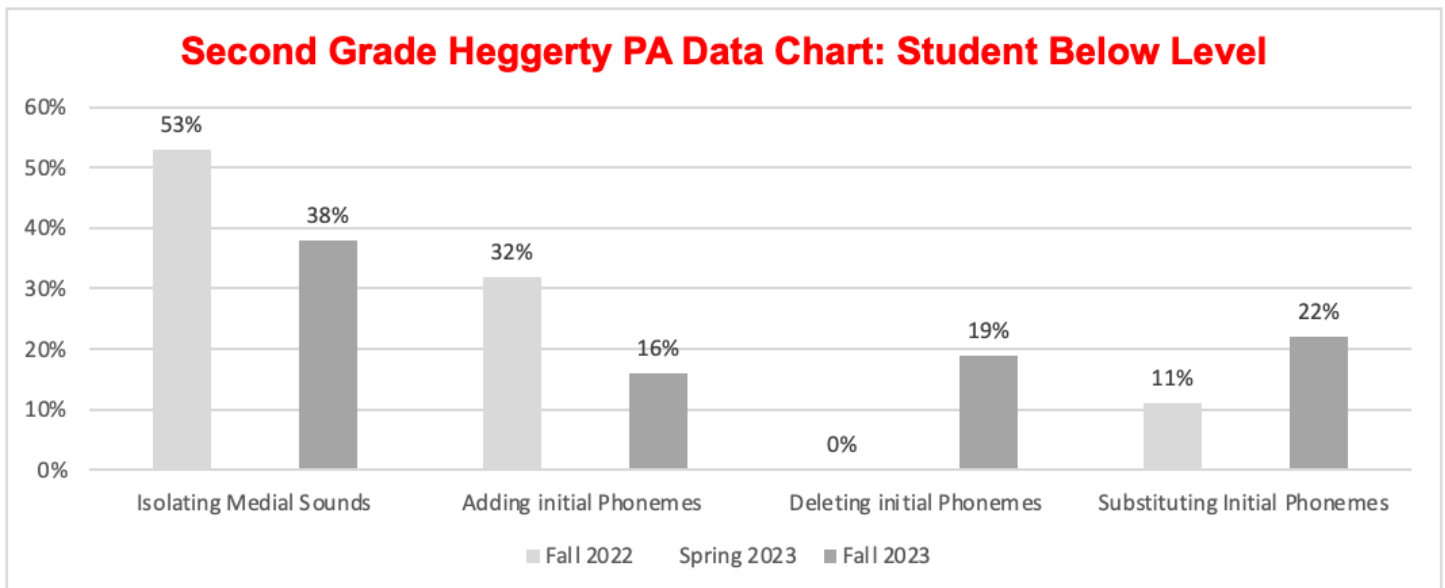
First Grade: Early STAR



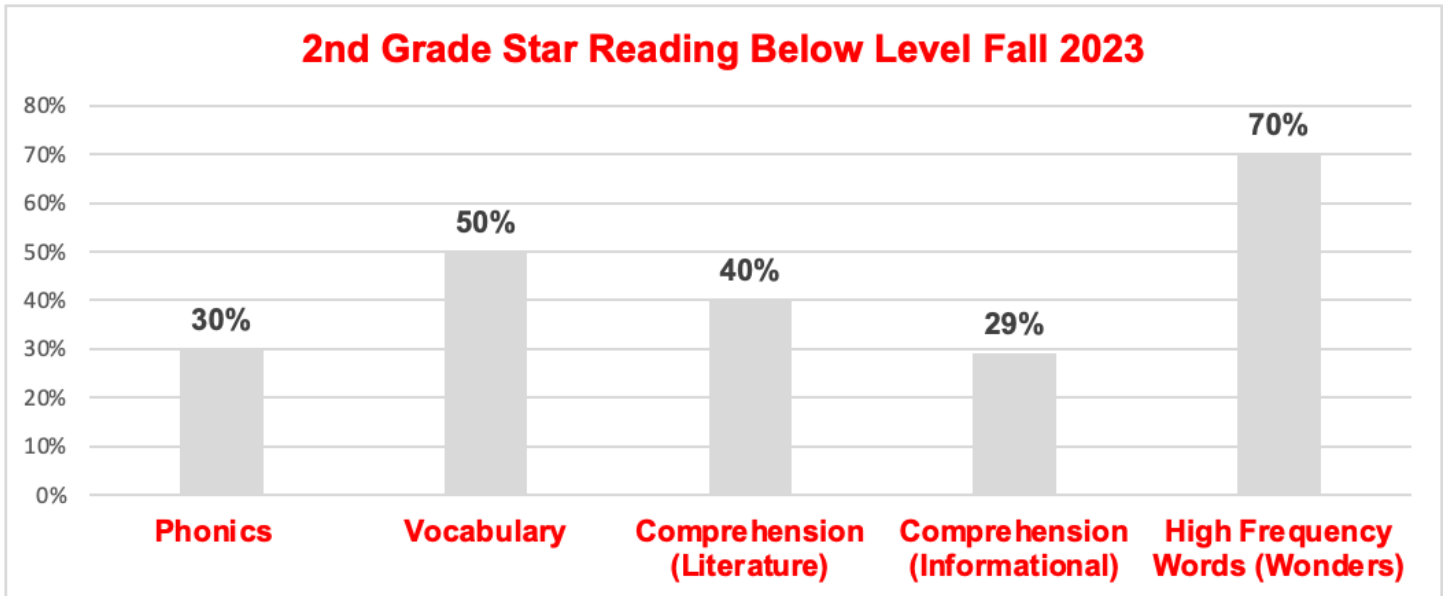
SECOND GRADE DATA

Second Grade: Heggerty

This assessment was also given to provide deeper level data in the area of Word Recognition and the code based skills in phonological awareness, decoding, and sight recognition (Scarborough's Rope). (See Contributing Factors in Section 3: Part B for the basis for this deeper look at Phonemic Awareness). The results reflect gaps in the following Phonological Awareness Skills: breaking down words into individual sounds, isolating the middle sound of a word, adding a sound at the beginning of a rime, and changing the beginning phoneme. Greater than 20% of the First Grade Students were below the developing level for these skills.



Second Grade: STAR Reading

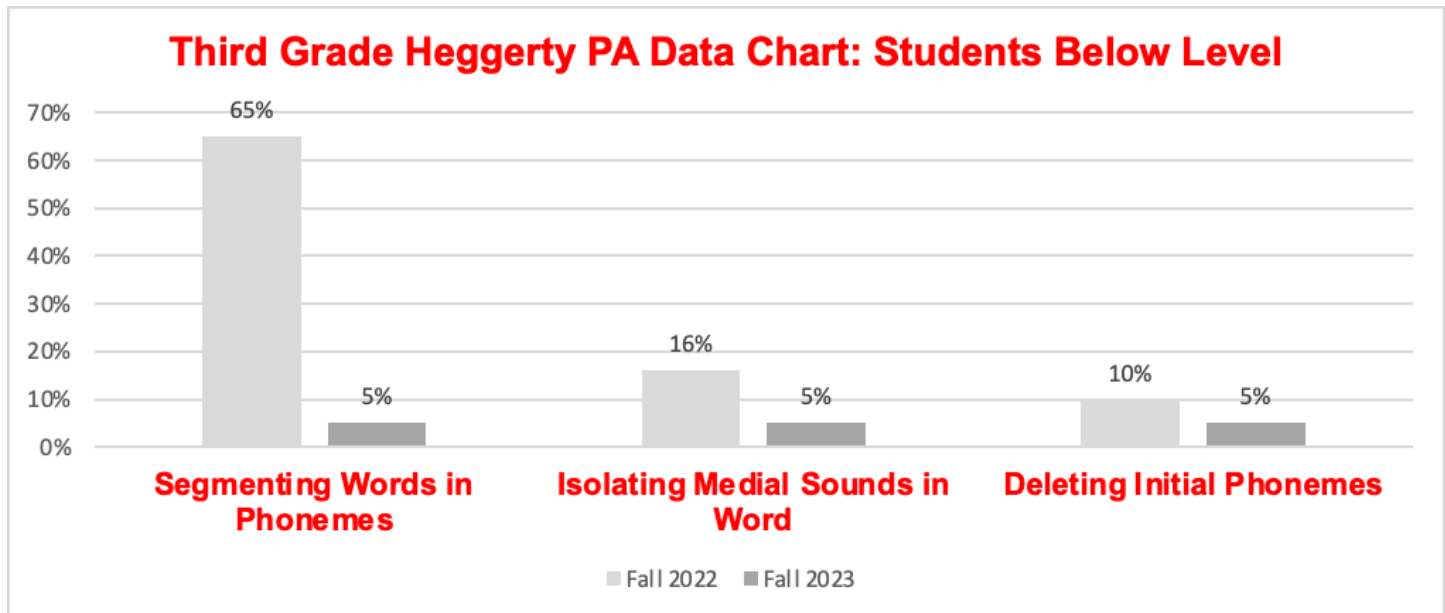


The STAR test in second grade and above does not test for phonological awareness nor provide a score, therefore, we use the Heggerty test. When calculating the comprehension scores for literature and informational text, we used “Key Ideas and Details” combined with “Craft and Structure” to find an overall percentage.

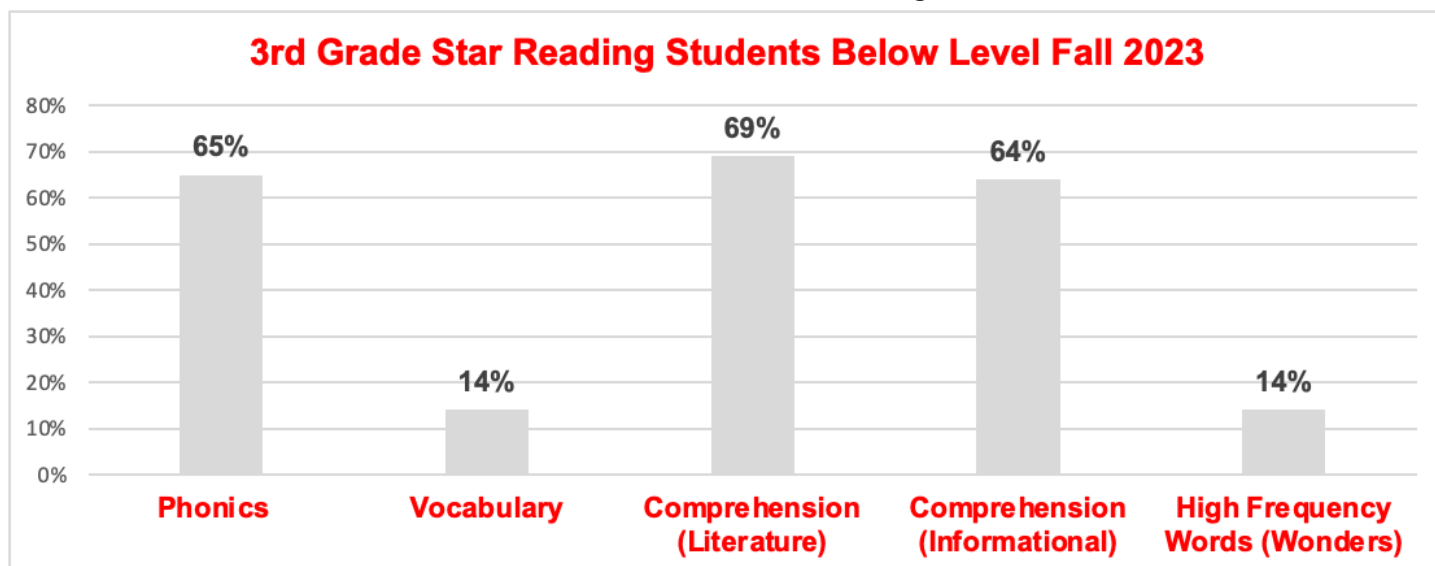
THIRD GRADE DATA

Third Grade: Heggerty

This assessment was also given to provide deeper level data in the area of Word Recognition and the code based skills in phonological awareness, decoding, and sight recognition (Scarborough's Rope). (See Contributing Factors in Section 3: Part B for the basis for this deeper look at Phonemic Awareness). The results reflect a decrease of students below level by the beginning of third grade, specifically the beginning of Fall of 2023.



Third Grade Star Reading



The STAR test in third grade and above does not test for phonological awareness nor provide a score, therefore, we use the Heggerty test. When calculating the comprehension scores for literature and informational text, we used “Key Ideas and Details” combined with “Craft and Structure” to find an overall percentage.

SUMMARY OF DATA ANALYSIS

Consistently 83% of the students entering Kindergarten lack the foundational skills and behaviors necessary for instruction. Specifically related to Early Literacy, these students are unable to recognize letters and sounds. These beginning Literacy deficits compound as grade level expectations and necessary reading skills increase. At the first grade level, the compounding issue is seen in the deficits in High Frequency Words (84% Below Level). In Second Grade, it begins to reveal itself in Vocabulary Deficits (50% Below Level). And by Third it is evident in the deficits in Comprehension (60-70% Below Level). It is apparent that students who enter Kindergarten behind, struggle to ever recover and the longer that students continue without targeted interventions, the more the deficits are compounded, creating massive literacy and educational gaps between them and their counterparts who began Kindergarten on level.

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.

Major Contributing Factors to the Low Reading Achievement:

External Factors

1. Economically challenging factors: Teachers can make the most impact in ensuring the academic success of their students, regardless of other factors. However, that requires overcoming countless barriers to learning. For New Boston, poverty has been that barrier, contributing to delays in literacy development. In our district, with a combination of other issues, only 9.5% of our population have a college degree and 99.3% of students are considered economically disadvantaged. Many of our students are also exposed to various degrees and types of trauma. Much of this trauma can be linked to drug and alcohol abuse of caretakers. According to the Implementation of Special Education and Related Services guide, students with disabilities accounted for 16% of all of Ohio's preschool and school-age students, which includes all children ages 3 through 21. Students who are identified within our district account for 14.4% in the 2021-2022

school year. We have a higher rate of students identified with a disability compared to other districts and are similar to a state percentage rate of 16%. During the 2022-2023 school year, [New Boston's student with disabilities rate was 13.0%](#).

Our students that start out behind in primary grades, have difficulty catching up to grade level. Although the impacts of poverty are known, we also strive to not use those issues as excuses. According to our district Kindergarten Readiness Assessment results in 2022, 84% of incoming kindergarteners lacked foundational skills needed for Kindergarten standards. In 2023, the KRA revealed that 86% of incoming Kindergarteners lacked foundational skills needed for kindergarten instruction. According to Hattie's effect size research, collective teacher efficacy has a higher effect size (1.57) than the influence of socioeconomic status (0.54). Absenteeism is closely related to economically disadvantaged students. According to the state of Ohio, chronic absenteeism is more prominent with [students who are economically disadvantaged](#). In the 2022-2023 school year, students who were economically disadvantaged in the state had a chronic absenteeism rate of 39.1% compared to students who were not economically disadvantaged at 14.3%. During the 2022-2023 school, our district has a chronic absenteeism rate of 28.1%. A neighboring school district (Wheelersburg Local) had a chronic absenteeism rate of 16.4% which is much lower than our district. It is evident that in order to teach students how to read and to perform at least on grade level, students must be present in school. Therefore, attendance is an external factor hindering students from reaching their full potential as readers.

Internal Factors

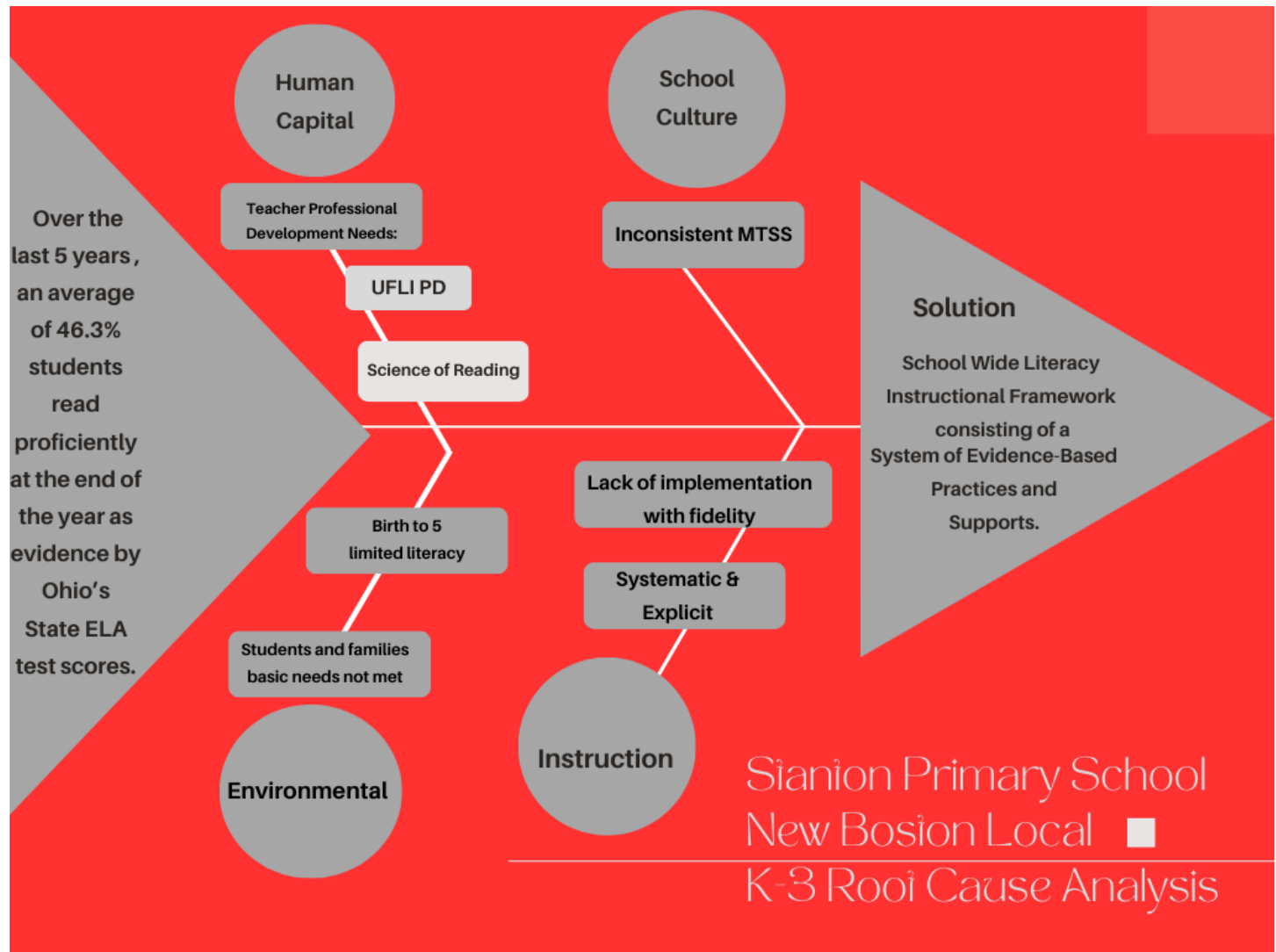
1. Curriculum and explicit instructional gaps contributed to insufficient literacy instruction. Curriculum and Instruction were previously focused on the language comprehension part of the Simple View of Reading with inadequate emphasis on the Word Recognition part. An analysis of the RTFI 2.0 plan was completed by the K-3 Building Leadership Team in the fall of 2023. The results revealed opportunities needed in: 1.2 The school has access to system-level coaching. 1.4 The school has a comprehensive Tier 1 reading assessment system and personnel to support the system; specifically a need for an instructional fidelity piece in place. 1.12 Teachers provide daily instruction in foundational writing skills. 1.13 Teachers provide students with frequent structured opportunities to engage in extended writing about the text they read; specifically explicit instructional routines are mostly in place but not consistent. 1.19 Grade-level teams have Implementation Plans for the reading components of an MTSS framework (not in place but on track to implement the framework this 2023-2024 school year). 1.20 grade-level teams use data to monitor the effectiveness of Tier 1 grade-level reading instruction. 1.21 grade-level teams use a process for data-based decision-making to monitor the effectiveness of Tier 1. The lack of a support system with coaching, instruction with fidelity, insufficient writing instruction with data, MTSS implementation tool not in place, and grade level and vertical process for data based decision making has determined curriculum and explicit instruction as internal factors that need to be adjusted and improved. It is imperative that our district's teachers and staff select and utilize assessments, interventions, instructional resources, monitoring, and feedback to drive our data in order to make informed decisions to prevent students from moving through our school system not knowing how to read proficiently.

2. Teacher Professional Development did not address specific early literacy needs (targeted skill instruction and interventions) and was not focused on the Science of Reading, contributing to instructional plans and practices that inadequately addressed the needs of non-readers and struggling readers. Professional Development is too generalized to district level needs and does not always address specific professional development needs in early literacy. According to the RTFI 2.0 Action Plan Tier 1 tool completed this year, while New Boston Local School District conducts grade level meetings, findings show inconsistency regarding grade-level teams meeting to organize class-wide reading instruction or providing all staff having access to instructional coaching that is aligned with the Science of Reading. It is also noted that the principal and teachers are not provided with ongoing professional learning related to the Science of Reading in an MTSS framework. This is not 100% in place but is currently in progress. This year our district is working on implementing our MTSS framework with a focus on our staff and various teams (DLT, BLT, TBT, and MTSS). All staff and each team are working to utilize the MTSS framework to select, implement evidence-based prevention (tier 1) and intervention practices

(tiers 2 & 3) using High Quality Instructional(HQIM) Materials. (We will align when the Department releases HQIM list). We collect and analyze data on those supports and intervention strategies to determine, which are most effective in our schools to improve student academic outcomes. Teacher based teams discuss the effectiveness of such interventions and share with the building principal through TBT notes. In addition, PreK- 3rd grade teachers have completed the state mandated dyslexia training. In the near future, 4-12 grade teachers will complete dyslexia training to focus on some of the professional development gaps.

SECTION 3 PART C: ROOT CAUSE ANALYSIS

The District identified inconsistent Phonemic Awareness (PA)and Phonics implementation with fidelity as the internal root cause contributing to the School's low Reading Achievement. While the District has provided evidenced based curriculum supports, more data is needed to assess implementation with fidelity. Heggerty PA data revealed students on track by the beginning of third grade. The District has provided UFLI Foundations to support Phonics and believes we are on the right path to improve Reading Achievement with 100% adult implementation with fidelity and additional professional development based on the Science of Reading.



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.

Mission

The Literacy Mission of New Boston Schools is to create a school community in which literacy is the foundation for lifelong learning.

Vision

Stanton Primary aspires to provide exemplary reading instruction utilizing best practices to ensure that every child's reading development is emerging and ongoing. Our goal is for all of our students to read proficiently by third grade. We endeavor to design an environment where students are nurtured to become life-long readers; where students are proficient in reading, displaying their value and compassion for reading. This can be accomplished through:

- Explicit, Researched-based Instructional Strategies in the 5 Big Reading Components (K-3: phonemic awareness, phonics, fluency, vocabulary, and comprehension.)
- Explicit modeling of proficient reading, writing, and speaking as noted Scarborough's Rope (Teacher)
- Numerous opportunities for daily literacy practice in all content areas, students benefit from receiving embedded literacy instruction across their content area classes (Teacher)
- On-going progress monitoring & assessment guides core instruction which leads to MTSS which provides adequate and equitable tiered support for all students (Teacher)
- Professional learning that increases the effective implementation and educator knowledge of research-based practices in the 5 Pillars Reading (Teacher).
- Developing building leaders that increase learners' language and literacy achievement through the use of evidence-based systems, high-quality instruction and instructional materials (Leadership).
- Family and community engagement that provides families of poverty access to literacy connections, support, and materials as a process of increasing the ability for families to work with their children (Family Partnership).
- Partnership with Collaborating Agencies to address the academic and non-academic barriers to literacy (Community Collaboration).
- The literacy-rich environment emphasizes the importance of speaking, reading, and writing in the learning of all students. This involves the selection of materials that will facilitate language and literacy opportunities (Teacher).

Goals

Overarching Goal

Goal Statement: By the end of the 2024-2025 school year, will increase our percentage of 3rd grade ELA State Test proficient percentage from 42.86% proficient (Fall 2024) to 60% proficient on the 3rd grade ELA State Test.

Sub Goal #1

Goal Statement: By the end of the 2024-2025 school year, all New Boston Local Preschool-3 grade teachers and reading support personnel will implement a Multi Tiered System of Supports (MTSS) for Language and Literacy Skills with fidelity measured with the following data points for all students and subgroups: Heggerty Phonemic Awareness Assessment results, Renaissance Early STAR/STAR results, ELA Ohio State Test results as well as adult implementation walk through data.

Sub Goal #2

Goal Statement: By the end of the 2024-2025 school year all New Boston Local Preschool-3rd grade teachers and reading support personnel as well as building principal will participate in professional development focused on the Science of Reading, MTSS, and explicit instruction as evidenced by professional development agendas, sign in sheets, and adult implementation walk through data.

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

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

The New Boston Local School District has chosen goals that align with our district improvement plan while addressing the need to develop and grow student language and literacy skills. Data shows that the majority of our students are not on track for reading proficiency. The first goal addresses closing our gap and will be accomplished by strong core instruction using systematic, explicit, and evidence-based practices. The second goal focuses on professional development for teachers and reading support personnel on Multi System of Supports, Science of Reading, and explicit instruction to ensure staff gain knowledge to fully implement systematic, explicit, and evidence-based practices to address reading proficiency deficits. The District is in Cohort 1 and will begin a new One Plan process in January of 2024.

Goal # 1 Action Map

Goal Statement : By the end of the 2024-2025 school year all New Boston Local Preschool-3 grade teachers and reading support personnel will implement a Multi Tiered System of Supports (MTSS) for Language and Literacy Skills with fidelity measured with the following data points for all students and subgroups: Heggerty Phonemic Awareness Assessment results, Renaissance Early STAR/STAR results, ELA Ohio State Test results as well as adult implementation walk through data.

Evidence-Based Strategy or Strategies: MTSS is an evidence-based framework for effectively integrating a system with multiple supports and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	New Boston Local School District will adopt (refine) a School Wide Literacy Instructional Framework consisting of a Multi Tiered System of Evidence-Based Practices and Supports.	New Boston Local School District will create Literacy Decision Rules to implement and support multi tiers of support.	New Boston Local School District will ensure School Wide Literacy Instructional Framework is implemented across all grade levels.
Timeline	January 2024 - May 2024	School year 2024-2025	School year 2025-2026
Lead Person(s)	Building Principal Preschool- 3 Teams	Building Principal Building Leadership Team	Building Principal Preschool- 3 Peer Teams Building Leadership Team
Resources Needed	Wonders Heggerty UFLI Bridge the Gap High Frequency Word List Walk Through Manual Assessing Multiple Reading Measures Improving Morphemic Awareness Using Latin Roots & Greek Combining Form	Literacy Decision Rules Assessing Reading Multiple Measures	Grade Level instructional plans

	Action Step 1	Action Step 2	Action Step 3
	Improving Morphemic Awareness Using Base Words & Affixes		
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Heggerty Phonemic Awareness assessment Early STAR STAR reading data Readiness Assessment High Frequency Word List	Decision Rule Professional Development (DRPD)with Preschool-3 grade teachers and reading support personnel Walkthroughs to ensure implementation Ongoing embedded DRPD as updates are added	Walkthrough data Coaching provided by principal and/or other aligned with Science of Reading based on walk through data needs
Measure of Success	Walk thru data State and Local data	Literacy Decision Rules	Lesson Plan Checks
Description of Funding	South Central Education Service Center District Titled Funded	South Central Education Service Center District Titled Funded	South Central Education Service Center District Titled Funded
Check-in/Review Date	January 2025	January 2025	January 2025

Goal # 2 Action Map

Goal Statement: By the end of the 2024-2025 school year all New Boston Local Preschool-3rd grade teachers and reading support personnel as well as building principal will participate in professional development focused on the Science of Reading, MTSS, and explicit instruction as evidenced by professional development agendas, sign in sheets, and adult implementation walk through data.

Evidence-Based Strategy: Evidence-based professional development improves teacher effectiveness by making teachers more confident in their ability to meet the needs of their students and to better use the research-based practices in their classroom. (*What Works Clearinghouse: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*)

https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Every Preschool through Third Grade Teacher and Reading Instructional Support personnel (if not already trained) will participate in Science of Reading trainings such as when available in the Ohio Department of Education and Workforce.	High-quality instructional materials will be implemented once approved list is made public of evidence-based phonics curriculum and supporting resources by all teachers and Reading Support Personnel Preschool-Third Grade.	Every Preschool through Third Grade Teacher and Reading Support Personnel will participate in teacher based team meetings, analyzing student data, adult implementation data, and adjusting instruction based on student needs.
Timeline	School year 2024-2025	School year 2025-2026	
Lead Person(s)	Building Principal Preschool- 3 Teams	Building Principal PreK-3 Teams	Building Principal PreK-3 Teams
Resources Needed	Trained Heggerty Trainer Heggerty manual UFLI manual UFLI training videos https://www.youtube.com/playlist?list=PLQIJJaXgHNmJwjzKkRloiPh2qXp7Hlx_sP District Professional Development Funding-if applicable	Lesson plans Walk through manual UFLI manual Wonders Bridge the Gap Improving Morphemic Awareness Using Latin Roots & Greek Combining Form	OIP Process TBT 5 step reporting form (Google Drive) Heggerty Phonemic Awareness Assessment results Renaissance Early STAR/STAR results ELA Ohio State Test results Adult implementation walk-through data.

	PD agendas	Improving Morphemic Awareness Using Base Words & Affixes Funding-if applicable	Funding-if applicable
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Build understanding of the simple view of reading Face to Face PD with trainers Online trainings Teacher notes based upon PD Principal support	Identify Critical Needs based on data Research and Select Evidence Based Practices Plan for Implementation of Instruction Implement & Monitor Reflect and Adjust	Instructional Schedules Lesson plans grade Level Instructional Tools Unit assessments Walk throughs
Measure of Success	Heggerty completion data UFLI notes Heggerty PA data UFLI data points Principal Walk-through data Student Performance Data	Principal Walk-through Data Student Performance Data Heggerty PA data UFLI phonics data	Diagnostic Data Progress Progress Monitoring Data Quarterly Data Walk-through Data Data point graphs

SECTION 6: PROCESS for Monitoring Progress AND IMPLEMENTATION of the plan's strategies.*

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

Because of the critical deficit in Word Recognition, Phonics, and Vocabulary, the Overarching Goal and Grade Level Sub goals were established to address these gaps. We feel that these goals, though substantial, are also attainable through targeted instruction, professional support, stakeholder partnerships, progress monitoring, and effective feedback at every level.

We will monitor student and grade level growth using a universal screener, or established system of screeners and progress monitoring tools (KRA, Early STAR/STAR, Heggerty, and STAR CBM).

Progress Monitoring decisions will be determined by the Teacher-Based Teams based upon the results of Fall benchmark assessments. Students who fall in Tier 1 (Green) are meeting the expectations and continue with explicit core instruction and assessment without additional progress monitoring. Students who fall in Tier 2 (yellow) and Tier 3 (red) receive additional interventions and progress monitoring every 5-10 school days. In addition, all students are given Benchmark Assessments, Readiness Assessment, in the Fall, Winter, and Spring. The students receiving Progress Monitoring are

adjusted based upon the results of the benchmark, as students who have reached Tier 1 (Green) are now meeting the grade level expectation for that skill and no longer require progress monitoring in that area.

Results and appropriate feedback from these measurements will be provided to the stakeholders in the means appropriate for the audience. Immediate and effective feedback will be provided to the teacher for instructional planning, student growth, and communication with parents. Data from targeted students, or groups, will be shared with the grade-level teacher based teams for collaborative planning for future instructions, supports, and interventions. Grade level data will be combined and presented to Building Level Teams for analysis through the OIP 5 Step Process Framework. The building level analysis will be communicated to the District Level Teams for review, discussion, and system level analysis.

New Boston Schools will use the Simple View of Reading (Decoding X Language Comprehension = Reading Comprehension) (Gough & Tunmer, 1986) as the framework upon which instruction, resources, coaching, professional development, data analysis, monitoring, and evaluation will center. The OIP shared leadership structures of TBTs, BLTs, and the DLT will be used to communicate goals, analyze data, and plan for effective instruction to move student learning forward. The Ohio Implementation and Criteria Rubric (OIPIR) will be used to address how efficiently structures and teams are operating, so they can be strengthened, and appropriate professional development/coaching given to grow educational leaders in the identified areas.

Using a Multi-Tiered System of Supports framework, leadership teams and staff will analyze data, both academic and behavioral, to determine student growth and needs. A universal screener along with progress monitoring, formative assessments, Learning Walk data, and coaching input will be used to make decisions concerning student literacy achievement and instructional implications. In addition, data from PBIS surveys and discipline data will be reviewed to identify both building and specific student areas of concern and how they may be affecting literacy achievement. The universal screener will identify the tier of support needed for individual students. Additional diagnostic testing will occur, with select students, if more information is needed based on STAR results. All students will receive Tier 1 differentiated core instruction in the adopted curriculum. The curriculum will be scrutinized for alignment with state standards as well as the components of the Simple View of Reading. Supplemental resources will be purchased to address gaps, and evidence-based practices will be utilized with all curriculum across all Tiers of support. Students identified by the universal screener as needing Tier 2 or 3 support will receive additional RTI time that will be targeted for their specific deficit. Decision rules included in the district's RTI framework will identify how students enter and exit interventions (Appendix B).

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.**

New Boston School District will implement evidence-based strategies that are embedded into our instructional plans, instructional framework, Reading Improvement Monitoring Plans and intervention systems. According to the Ohio Revised Code above 3313.6028(C), students in grade 4 through 12, who after the reading diagnostic test, will now be placed on a RIMP if determined the student is not on track.

Following the Evidence-Based Research on Educational Systems and Practices, New Boston Professional Development, Instructional Frameworks and Interventions will include the following evidenced-based strategies implemented through a multi-tiered system of support to address specific student literacy needs and improve instruction:

1. We will help students develop awareness of the segments of sound in speech and how they link to letters. We teach students to recognize and manipulate segments of sound in speech through Heggerty's Phonemic Awareness Curriculum (The Skills They Need To Help Them Succeed).
2. We will teach students to decode words, analyze word parts, and write and recognize words. Through direct, explicit, systematic instruction using UFLI, we teach students to blend letter sounds and sound-spelling patterns, teach students in common sound-spelling patterns, teach students to detect common word parts, have students read decodable words in isolation, teach regular and irregular high-frequency words so that students can recognize them quickly, and introduce non-decodable words that are essential to the meaning of the text.
3. We will ensure that each student reads connected text to support reading accuracy, fluency, and comprehension. We use read aloud, decodable books, think aloud, prompting, and tiered reading groups to model strategies, scaffold, and provide feedback to support quick and efficient word identification. These strategies are used to teach students to self-monitor their understanding of the text and to self-monitor word-reading errors.
4. We Will use explicit, systematic decoding instruction, incorporating phonemic awareness skills and utilizing a speech first approach, provides a solid foundation to accurate automatic reading in connected text. This foundation, in addition to instruction that facilitates vocabulary and background knowledge acquisition, leads to improved fluency, increased comprehension, and higher levels of reading achievement.
5. We will adopt and implement in every class, and for every lesson, an Instructional Framework that consists of only evidenced-based instructional strategies and practices as well as HQIM (identified by the Department).. Each of these six Instructional Strategies have well supported documentation and research that categorize them as Tier 1 Strategies (see Appendices and attached Documentation of Supporting Evidences). These Strategies were selected by the leadership team because of the strong evidence-based for each individually, and the growing research and support for their impact when used in conjunction (The work of Mel Riddile and Jim Knight, specifically address the need for Instructional Frameworks that embed some form of these Instructional Strategies). This Evidenced-Based Practice addresses the Internal Factors needs 1 and 2 identified in Section 3: Part B – Contributing Factors and supports the learning needs of all students through daily assessing the students understanding, providing student-specific feedback leading toward standard mastery, all in an environment that is engaging, positive, and literacy rich.
 - a. Formative Assessment (daily checks for understanding)
 - b. Literacy Rich Content (purposeful reading, writing, vocabulary and discussion)
 - c. Active Engagement (planning for active instruction around student interests)
 - d. Mastery-Based Teaching (teaching to student mastery)
 - e. Effective Feedback (timely, effective feedback to student over chunked material)
 - f. Student-Teacher Relationships (positive engagement and encouragement)

6. We will adopt and implement a MTSS framework that includes consistent universal screeners, scheduled Tiered Intervention Times, Professional Development in Intervention for Teachers, and Evidenced Based Routines and Resources for Intervention. There is a strong evidence base for the use of Response to Intervention (See the appendices and attached documentation of supporting evidence). We are currently working on developing and implementing a strong Rtl system for our K-3. Grades K-1 will work for mastery in phonemic awareness and introduction to phonics while grades 2-3 will primarily work on phonics connected with fluency, vocabulary, and comprehension. This Evidenced-Based Practice addresses the needs 1 and 2 identified in Section 3: Part B – Contributing Factors and supports struggling students by providing targeted and tiered interventions.

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 7, 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.*

New Boston School District is committed to implementing and monitoring an Evidence Based framework to ensure a system with multiple supports and services to simultaneously address students' academic achievement, behavior, and social-emotional well being. We will ensure the effectiveness through monitoring the progress of adult implementation. We will use the following measures to monitor effective implementation:

Strategy 1. Classroom Observations and Principal Walk-Through Forms: The building principal conducts regular observations and walk-throughs to observe, gather, and analyze classroom instructional practices. Written feedback from the observations and walk-through is shared with the observed teacher and used as a discussion prompt in follow-up conversations. A process for combined data and trend data will be implemented to analyze to guide building/district focus and next steps. This may include team teachers compiling data for their own grade level to discuss and share with other grades and/or principal. This data will also be used to drive our decisions in the OIP process and through the instructional framework. The PreK-3 Walk-Through data includes monitoring the non-negotiable literacy expectations, which are recorded on the Walk Through Form (will be created). As part of our literacy monitoring, building leaders ensure that the following non-negotiable items are followed. Observation and Walk-Through data will be used to drive discussions, and professional development, leading toward ongoing teacher and school building improvement. See non-negotiables in the tables below.

Strategy. 2. Teacher-Based and Building Level Teams are part of a professional learning community that are valued. The function of the TBT is to improve instruction, promote teacher professional growth, and to establish procedures for the effective implementation of evidenced-based strategies to address specific student learning needs. This occurs in deliberate conversations around teaching and learning and the analysis of data through the lens of the five-step improvement process. The work of our TBTs guides, supports, and monitors the adult implementation of identified strategies. TBT meeting notes are recorded and sent to the building principal for monitoring of adult implementation and to establish a flow of communication.

Strategy 3. Reading Improvement and Monitoring Plans (RIMP) Teachers, following the District RIMP policies and input scores and data into the adopted RIMP form. Teachers create and adjust student RIMPs in the Fall, Winter, and Spring based upon student quarterly and monthly data. The updated RIMPs are communicated to the students' families. Progress towards RIMP goals are communicated through parent/teacher conferences and parents can discuss at any point of the school year and updated information is expected on the RIMP form. The Reading Improvement and

Monitoring Plans are more defined and effective as a result of the discovery of curriculum gaps and students' need for explicit instruction and practice in phonics and phonemic awareness.

Strategy 4. MTSS Framework Review: The Building, District Leadership Team, and MTSS team will continuously review Tiered Reading Intervention System through ongoing walkthroughs and observations and data reports provided to the District Leadership Teams. The data collected from monitoring the tiered reading intervention system will be used for ongoing improvements in intervention resources, routines, policies, and practices related to providing targeted services to at-risk students.

Tier 1

<i>Big 5 Ideas</i>	<i>Evidence Based Curriculum/Materials</i>	<i>Instructors</i>	<i>Frequency/Duration</i>	<i>Differentiation/ Interventions</i>
<i>Phonemic Awareness</i>	<i>Heggerty</i>	<i>Classroom teacher with support from Intervention specialist and trained paraprofessional</i>	<i>10-15 Minutes/Daily 4-5 times weekly</i>	<i>Tier 1: All Students Tier 2 and 3: As needed and data driven</i>
<i>Phonics</i>	<i>University of Florida Institute (UFLI)</i>		<i>30 Minutes 4-5 time/weekly</i>	
<i>Fluency Comprehension Vocabulary</i>	<i>Wonders Core Curriculum Whole Group Small Group</i>		<i>45 Minutes/Daily 4-5 times weekly</i>	

Tier 2 and 3

<i>Big 5 Ideas</i>	<i>Curriculum</i>	<i>Materials</i>	<i>Instructor</i>	<i>Duration/ Frequency</i>	<i>Level of Support</i>	<i>Measurement Tool</i>
<i>Phonemic Awareness</i>	<i>Heggerty</i>	<i>Heggerty grade level appropriate manual</i>	<i>Classroom teacher or trained paraprofessional</i>	<i>15 Minutes 4-5 times/weekly</i>	<i>Small group (ideally 3-7 students) (Tier 2) 1-3 students (Tier 3)</i>	<i>Phonemic Awareness Assessment</i>
<i>Phonics</i>	<i>UFLI</i>	<i>UFLI manual Magnetic letters and word work boards</i>		<i>30 Minutes 4-5 times/weekly</i>		<i>Core Phonics Assessment</i>
<i>Fluency Vocabulary Comprehension</i>	<i>Wonders</i>	<i>STAR CBM Wonders manual</i>		<i>45 minutes 4-5 times weekly</i>		<i>Monthly STAR CMBs Wonders weekly tests</i>

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.*

Our focus for professional learning will increase educator knowledge, and effective implementation of research-based practices in the 5 Big Reading Components. The plan ensures that all materials, programs, screenings, diagnostic assessments, progress measures, and instructional strategies utilized are evidenced-based and implemented with fidelity. Professional Development Plan Literacy Components: *All Preschool-3rd grade teachers and support personnel have been trained in 18 hours of approved development of identifying characteristics of dyslexia as instructed by Ohio's Dyslexia Support Laws.*All Preschool-3rd grade teachers and support personnel will participate in Heggerty training by a trained trainer if not already trained (most Preschool-3rd grade teachers have been trained). *All Preschool-3rd grade teachers and support personnel will complete University of Florida Institute (UFLI) training by the 2024-2025 school year. *All Preschool-3rd grade teachers and support personnel will participate in TBT OIP 5-Step using data from multiple Literacy Assessments.*All Preschool-3rd grade teachers and support personnel will participate in District PD on MTSS Decision Rules Flowchart for determining students' response to intervention support in Tiers 2 & 3.*All Preschool-3rd grade teachers and support personnel will participate in ongoing, job-embedded, Professional Development in each of the evidence-based components of our Instructional Framework: a. Formative Assessment b. Literacy Rich Content c. Active Engagement d. Mastery-Based Instruction e. Effective Feedback f. Student-Teacher Relationships.* All Preschool-3rd grade teachers, Intervention Teachers, and Support Personnel will use the checklist established by the Institute Education Sciences/What Works Clearinghouse IES/WWC [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#) for carrying out recommendations in each of the evidenced-based practices of our Tiered-Reading Interventions System: Recommendation 1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities. b. IES/WWC Recommendation 2. Provide differentiated reading instruction for all students based on assessments of students' current reading levels (tier 1). c. IES/WWC Recommendation 3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically, these groups meet between three and five times a week for 20 to 40 minutes (tier 2). *Very Strong Evidence-Base d. IES/WWC Recommendation 4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a tier 3 intervention plan. e. IES/WWC Recommendation 5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

APPENDICES

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

<https://censusreporter.org/profiles/16000US3954166-new-boston-oh/> (Section 2)

<https://reports.education.ohio.gov/report/report-card-data-similar-districts> (Section 2)

<https://education.ohio.gov/getattachment/About/Annual-Reports/Special-Education-Implementation-Legislative-Report-SY-21-22.pdf.aspx?lang=en-US#:~:text=Key%20findings%20in%20this%20report.children%20ages%203%20through%2021.&text=In%20the%202021%2D2022%20school%20year%2C%2099.2%25%20of.all%20eligible%20students%20received%20services.> (Section 3B)

<https://reports.education.ohio.gov/report/report-card-data-state-attendance-rate-with-student-disagg.> (Section 3B)

[Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#) (Section 7C)