



March 22, 2024

Dear Superintendent Parker:

Thank you for submitting the New Miami 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:**

- The plan demonstrates a commitment to improving instruction for students through quality materials, interventions and a multi-tiered system of support aligned with the science of reading.
- The district continues to partner coaching and data collection.
- The district has made consistent efforts with its MTSS structures.

**This plan will benefit from:**

- The plan would benefit from involving additional district leaders and community members in the development of the plan.
- The plan would benefit from additional specificity around how new curricular materials will be selected and implemented.
- Continuation of creating a multiyear professional earning plan including information on what path new teachers should take.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If New Miami 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](mailto:readingplans@education.ohio.gov). If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

all your efforts to increase literacy achievement for your students.

Sincerely,



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

# READING ACHIEVEMENT PLAN

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

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

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

**DISTRICT NAME: New Miami Local School District**

**DISTRICT IRN:046136**

**DISTRICT ADDRESS: 600 Seven Mile Ave. Hamilton, Ohio 45011**

**PLAN COMPLETION DATE: December 31, 2024**

**LEAD WRITERS: Nicole Kidd**

## OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

### CULTURALLY RESPONSIVE PRACTICE\*

**“Culturally Responsive Practice”** means an approach that recognizes and encompasses students’ and educators’ lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department’s [Culturally Responsive Practice program page](#).

## SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION\*

### SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS\*

*Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.*

| Name               | Title/Role          | Location   | Email                          |
|--------------------|---------------------|------------|--------------------------------|
| Nicole Kidd        | Curriculum Director | New Miami  | nkidd@new-miami.k12.oh.us      |
| David Wright       | Principal           | elementary | dwright@new-miami.k12.oh.us    |
| Michelle Shanefelt | kindergarten team   | elementary | mshanefelt@new-miami.k12.oh.us |
| Michelle Ewen      | Third grade         | elementary | mewen@new-miami.k12.oh.us      |

| Name           | Title/Role         | Location   | Email                        |
|----------------|--------------------|------------|------------------------------|
| Amanda Wilburn | IS                 | elementary | awilburn@new-miami.k12.oh.us |
| Kate Huffman   | Pre-school teacher | elementary | khuffman@new-miami.k12.oh.us |
| Susan Stevens  | Fourth grade       | elementary | sstevens@new-miami.K12.oh.us |

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 Leadership team completed a deep dive into the building State Report Card. The team created strategies and actions to address the Early Literacy component on the Report Card. The team reviewed various data from KRA, K-3 Literacy Component of the State Report, MAP, and OST. Based on data and research, the team developed goals and action steps to support student achievement.

The Reading Achievement Plan will be monitored and communicated through the Literacy team, TBTs, BLT and DLT. A member from each grade level including instructional specialists will participate on the Literacy team. The Literacy team will view building data from NWEA MAP, DIBELS and curriculum units to assist in making Literacy decisions for the elementary building. The Literacy Team will share information with grade level TBTs to celebrate, plan and revise instruction. The TBT work will feed into the BLT and DLT.

Students will set goals using the district screener (NWEA MAP) 3 times a year. After each testing session students will track their own growth. Visuals for classroom and grade level growth will be displayed in the rooms and hallways to celebrate learning and track growth.

This structure will allow administration, staff and students to monitor and communicate the plan.

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

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

The Reading Achievement Plan is aligned to New Miami's EDSteps district goal and strategies:

By **06/30/2025** we will improve the performance of **All Students** students at/in **New Miami Local** to **increase 20.00 %** in **All Content areas** using **State Report Card**.

Based on the district goal the elementary BLT chose to create a sub-goal for K-3 Literacy: To increase the Early Literacy Component on the State Report Card from 1 Star to 3 Stars by increasing the percentage of all students On Track by Fall of 2026.

EDSteps Strategy:

1. Provide professional development for teachers in leading the essential components of the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.
  - a. K-3 RAP Strategy: Implement a science of reading curriculum to increase rigor and meet the needs of all learners.
2. Develop a Multi-Tier System of Support which includes quality core instruction and evidence-based interventions aligned to the science of reading.
  - a. K-3 RAP Strategy: Design a MTSS framework that includes quality instruction and high expectations for all students.
3. . Monitor a Multi-Tier System of Support which includes quality core instruction and evidence-based interventions aligned to the science of reading.
  - a. K-3 RAP Strategy: Implement a Literacy Team to review data, make instructional decisions, and communicate within the building.

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

SECTION 4 PART A: RELEVANT LEARNER PERFORMANCE DATA\*

KRA Fall 2023

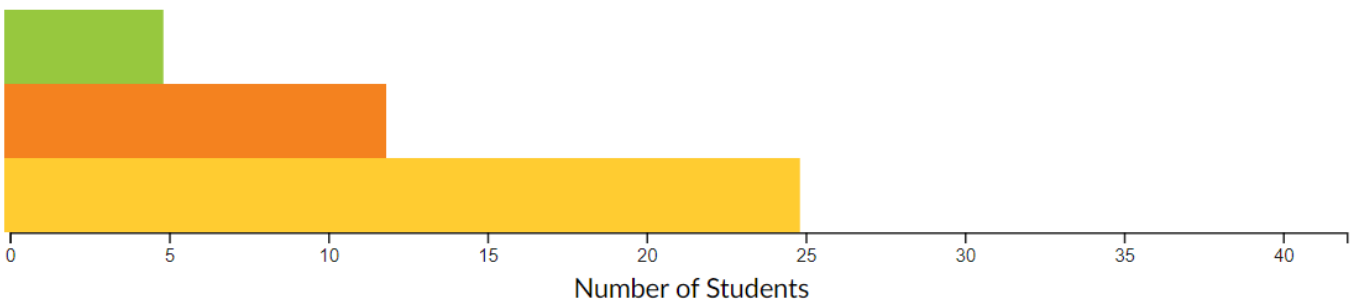
Overall KRA Rating      Domain Report

HOW TO READ THIS CHART

CHART TYPE



All Students



5 (11.9%) Demonstrating Readiness

12 (28.6%) Approaching Readiness

25 (59.5%) Emerging Readiness

Ohio's State Test for English language arts assessment for grades 3-8,

| Assessment Name                               | Test Group         | Test Grade | Test Reason       | Student Count | Average Score | Performance Distribution   | Date Last Taken |     |     |     |     |     |       |    |    |    |   |   |            |
|---|--------------------|------------|-------------------|---------------|---------------|--|-----------------|-----|-----|-----|-----|-----|-------|----|----|----|---|---|------------|
| <a href="#">Grade 4 English Language Arts</a> | Ohio's State Tests | 4          | Spring 2023 (OST) | 42            | 690           | <table border="1"> <tr> <td>Percent</td> <td>31%</td> <td>26%</td> <td>21%</td> <td>14%</td> <td>7%</td> </tr> <tr> <td>Count</td> <td>13</td> <td>11</td> <td>9</td> <td>6</td> <td>3</td> </tr> </table> | Percent         | 31% | 26% | 21% | 14% | 7%  | Count | 13 | 11 | 9  | 6 | 3 | 04/26/2023 |
| Percent                                       | 31%                | 26%        | 21%               | 14%           | 7%            |  |                 |     |     |     |     |     |       |    |    |    |   |   |            |
| Count   | 13                 | 11         | 9                 | 6             | 3             |  |                 |     |     |     |     |     |       |    |    |    |   |   |            |
| <a href="#">Grade 5 English Language Arts</a> | Ohio's State Tests | 5          | Spring 2023 (OST) | 34            | 704           | <table border="1"> <tr> <td>Percent</td> <td>12%</td> <td>24%</td> <td>32%</td> <td>21%</td> <td>12%</td> </tr> <tr> <td>Count</td> <td>4</td> <td>8</td> <td>11</td> <td>7</td> <td>4</td> </tr> </table> | Percent         | 12% | 24% | 32% | 21% | 12% | Count | 4  | 8  | 11 | 7 | 4 | 04/24/2023 |
| Percent                                       | 12%                | 24%        | 32%               | 21%           | 12%           |  |                 |     |     |     |     |     |       |    |    |    |   |   |            |
| Count   | 4                  | 8          | 11                | 7             | 4             |  |                 |     |     |     |     |     |       |    |    |    |   |   |            |
| <a href="#">Grade 3 English Language Arts</a> | Ohio's State Tests | 3          | Spring 2023 (OST) | 42            | 676           | <table border="1"> <tr> <td>Percent</td> <td>45%</td> <td>24%</td> <td>17%</td> <td>10%</td> <td>5%</td> </tr> <tr> <td>Count</td> <td>19</td> <td>10</td> <td>7</td> <td>4</td> <td>2</td> </tr> </table> | Percent         | 45% | 24% | 17% | 10% | 5%  | Count | 19 | 10 | 7  | 4 | 2 | 04/24/2023 |
| Percent                                       | 45%                | 24%        | 17%               | 10%           | 5%            |  |                 |     |     |     |     |     |       |    |    |    |   |   |            |
| Count   | 19                 | 10         | 7                 | 4             | 2             |  |                 |     |     |     |     |     |       |    |    |    |   |   |            |
| <a href="#">Grade 3 English Language Arts</a> | Ohio's State Tests | 3          | Fall 2022 (OST)   | 41            | 665           | <table border="1"> <tr> <td>Percent</td> <td>59%</td> <td>29%</td> <td>5%</td> <td>5%</td> <td>2%</td> </tr> <tr> <td>Count</td> <td>24</td> <td>12</td> <td>2</td> <td>2</td> <td>1</td> </tr> </table>   | Percent         | 59% | 29% | 5%  | 5%  | 2%  | Count | 24 | 12 | 2  | 2 | 1 | 10/26/2022 |
| Percent                                       | 59%                | 29%        | 5%                | 5%            | 2%            |  |                 |     |     |     |     |     |       |    |    |    |   |   |            |
| Count   | 24                 | 12         | 2                 | 2             | 1             |  |                 |     |     |     |     |     |       |    |    |    |   |   |            |

K-3 Reading diagnostics (include subscores by grade level),

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 13    |
| Mean RIT Score                                     | 136.9 |
| Median RIT   | 135   |
| Standard Deviation                                 | 6.5   |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 136.6 |
| Students At or Above Grade-Level Mean RIT          | 5     |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 0            | 0%  | 5                | 38% | 5              | 38% | 1                | 8%  | 2            | 15% | 135-137-139                  | 135        | 6.5     |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Language and Writing  | 1            | 8%  | 4                | 31% | 6              | 46% | 2                | 15% | 0            | 0%  | 134-135-137                  | 137        | 5.7     |
| Literature and Informational  | 0            | 0%  | 2                | 15% | 4              | 31% | 6                | 46% | 1            | 8%  | 130-141-142                  | 141        | 6.4     |
| Foundational Skills   | 2            | 15% | 4                | 31% | 5              | 38% | 1                | 8%  | 1            | 8%  | 131-134-136                  | 134        | 8.2     |
| Vocabulary Use and Functions  | 2            | 15% | 2                | 15% | 5              | 38% | 2                | 15% | 2            | 15% | 134-138-142                  | 137        | 12.6    |

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 13    |
| Mean RIT Score                                     | 136   |
| Median RIT   | 136   |
| Standard Deviation                                 | 6.7   |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 136.6 |
| Students At or Above Grade-Level Mean RIT          | 4     |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 2            | 15% | 1                | 8%  | 7              | 54% | 2                | 15% | 1            | 8%  | 134-136-138                  | 136        | 6.7     |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Language and Writing  | 2            | 15% | 1                | 8%  | 7              | 54% | 3                | 23% | 0            | 0%  | 134-136-138                  | 138        | 6.8     |
| Literature and Informational  | 0            | 0%  | 3                | 23% | 2              | 15% | 6                | 46% | 2            | 15% | 130-141-143                  | 141        | 7.2     |
| Foundational Skills   | 2            | 15% | 6                | 46% | 4              | 31% | 0                | 0%  | 1            | 8%  | 129-132-134                  | 129        | 8.3     |
| Vocabulary Use and Functions  | 4            | 31% | 1                | 8%  | 4              | 31% | 2                | 15% | 2            | 15% | 132-135-138                  | 135        | 11.8    |



Class: Language Arts - KG

District:  
School:

New Miami Local  
NMES

Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 14    |
| Mean RIT Score                                     | 139.1 |
| Median RIT   | 138   |
| Standard Deviation                                 | 8.2   |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 136.8 |
| Students At or Above Grade-Level Mean RIT          | 8     |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 0            | 0%  | 3                | 21% | 6              | 43% | 3                | 21% | 2            | 14% | 137-139-141                  | 138        | 8.2     |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Language and Writing  | 1            | 7%  | 4                | 29% | 5              | 36% | 3                | 21% | 1            | 7%  | 135-137-139                  | 136        | 7.9     |
| Literature and Informational  | 0            | 0%  | 2                | 14% | 7              | 50% | 2                | 14% | 3            | 21% | 139-142-145                  | 139        | 10.9    |
| Foundational Skills   | 4            | 29% | 3                | 21% | 3              | 21% | 3                | 21% | 1            | 7%  | 131-134-137                  | 135        | 11.4    |
| Vocabulary Use and Functions  | 1            | 7%  | 3                | 21% | 2              | 14% | 4                | 29% | 4            | 29% | 139-142-145                  | 145        | 12.2    |

Class: Language Arts - 1

Term Tested:  
District:  
School:

Fall 2023-2024  
New Miami Local  
NMES

Weeks of Instruction: 4 (Fall 2023)  
Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 15    |
| Mean RIT Score                                     | 157   |
| Median RIT   | 152   |
| Standard Deviation                                 | 13.5  |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 155.9 |
| Students At or Above Grade-Level Mean RIT          | 4     |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 2            | 13% | 6                | 40% | 3              | 20% | 0                | 0%  | 4            | 27% | 153-157-161                  | 152        | 13.5    |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Language and Writing  | 4            | 27% | 4                | 27% | 3              | 20% | 0                | 0%  | 4            | 27% | 151-156-160                  | 151        | 15.1    |
| Literature and Informational  | 2            | 13% | 4                | 27% | 5              | 33% | 2                | 13% | 2            | 13% | 153-156-159                  | 153        | 12.5    |
| Foundational Skills   | 3            | 20% | 3                | 20% | 5              | 33% | 1                | 7%  | 3            | 20% | 154-158-163                  | 154        | 16.2    |
| Vocabulary Use and Functions  | 3            | 20% | 4                | 27% | 4              | 27% | 0                | 0%  | 4            | 27% | 154-158-162                  | 155        | 15      |

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 13    |
| Mean RIT Score                                     | 158.7 |
| Median RIT   | 158   |
| Standard Deviation                                 | 11.8  |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 155.9 |
| Students At or Above Grade-Level Mean RIT          | 9     |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 2            | 15% | 1                | 8%  | 4              | 31% | 2                | 15% | 4            | 31% | 155-159-162                  | 158        | 11.6    |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Language and Writing  | 1            | 8%  | 2                | 15% | 4              | 31% | 3                | 23% | 3            | 23% | 157-160-162                  | 159        | 9.8     |
| Literature and Informational  | 2            | 15% | 2                | 15% | 2              | 15% | 3                | 23% | 4            | 31% | 155-158-161                  | 160        | 11.2    |
| Foundational Skills   | 2            | 15% | 0                | 0%  | 4              | 31% | 3                | 23% | 4            | 31% | 156-161-165                  | 160        | 15.6    |
| Vocabulary Use and Functions  | 3            | 23% | 2                | 15% | 2              | 15% | 3                | 23% | 3            | 23% | 152-157-161                  | 157        | 15.2    |

Language Arts: Reading

Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 16    |
| Mean RIT Score                                     | 158.9 |
| Median RIT   | 161.5 |
| Standard Deviation                                 | 12.6  |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 155.9 |
| Students At or Above Grade-Level Mean RIT          | 11    |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Growth: Reading K-2 OH 2017 / OH Learning Standards Language Arts: 2017 | 3            | 19% | 2                | 13% | 1              | 6%  | 8                | 50% | 2            | 13% | 154-157-160                  | 162        | 12.6    |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Language and Writing  | 4            | 25% | 2                | 13% | 2              | 13% | 7                | 44% | 1            | 6%  | 153-156-159                  | 158        | 11.9    |
| Literature and Informational  | 4            | 25% | 0                | 0%  | 2              | 13% | 6                | 38% | 4            | 25% | 154-158-162                  | 162        | 16      |
| Foundational Skills   | 1            | 6%  | 4                | 25% | 3              | 19% | 4                | 25% | 4            | 25% | 156-160-163                  | 159        | 13.7    |
| Vocabulary Use and Functions  | 4            | 25% | 2                | 13% | 2              | 13% | 5                | 31% | 3            | 19% | 151-155-159                  | 159        | 16.4    |

Class: Language Arts - 2

Term Tested:  
District:  
School:

Fall 2013-2014  
New Miami Local  
NMES

Weeks of Instruction: 7 (Fall 2013)  
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 16    |
| Mean RIT Score                                     | 160.8 |
| Median RIT   | 157   |
| Standard Deviation                                 | 12.1  |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 172.3 |
| Students At or Above Grade-Level Mean RIT          | 4     |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017 | 9            | 56% | 3                | 19% | 2              | 13% | 2                | 13% | 0            | 0%  | 157-161-164                  | 157        | 12.1    |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Vocabulary: Acquisition and Use   | 7            | 44% | 6                | 38% | 2              | 13% | 1                | 6%  | 0            | 0%  | 153-157-161                  | 159        | 15.9    |
| Informational Text: Language, Craft, and Structure                      | 8            | 50% | 3                | 19% | 2              | 13% | 3                | 19% | 0            | 0%  | 156-160-164                  | 160        | 14.5    |
| Literary Text: Key Ideas and Details                                    | 11           | 69% | 1                | 6%  | 1              | 6%  | 2                | 13% | 1            | 6%  | 158-161-164                  | 156        | 12.6    |
| Informational Text: Key Ideas and Details                               | 6            | 38% | 5                | 31% | 2              | 13% | 1                | 6%  | 2            | 13% | 160-164-168                  | 162        | 15      |
| Literary Text: Language, Craft, and Structure                           | 8            | 50% | 3                | 19% | 3              | 19% | 2                | 13% | 0            | 0%  | 158-161-164                  | 159        | 11.5    |

Class: Language Arts - 2

Term Tested:  
District:  
School:

Fall 2013-2014  
New Miami Local  
NMES

Weeks of Instruction: 9 (Fall 2013)  
Small Group Display: No

Math: Math K-12

Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 15    |
| Mean RIT Score                                     | 166.5 |
| Median RIT   | 168   |
| Standard Deviation                                 | 10.6  |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 175   |
| Students At or Above Grade-Level Mean RIT          | 3     |

|  | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |
|--|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|
|  | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |
| <b>Overall Performance</b>   |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Growth: Math 2-5 OH 2017 / OH Learning Standards Mathematics: 2017 | 6            | 40% | 3                | 20% | 4              | 27% | 2                | 13% | 0            | 0%  | 164-167-169                  | 168        | 10.6    |
| <b>Instructional Area RIT Range</b>                                |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |
| Operations and Algebraic Thinking                                  | 4            | 27% | 3                | 20% | 6              | 40% | 0                | 0%  | 2            | 13% | 168-171-174                  | 173        | 12.1    |
| Measurement and Data   | 5            | 33% | 7                | 47% | 2              | 13% | 1                | 7%  | 0            | 0%  | 161-164-167                  | 166        | 11.8    |
| Number and Operations  | 8            | 53% | 1                | 7%  | 3              | 20% | 2                | 13% | 1            | 7%  | 159-163-167                  | 162        | 15.8    |
| Geometry   | 6            | 40% | 3                | 20% | 3              | 20% | 3                | 20% | 0            | 0%  | 165-168-172                  | 170        | 12.1    |

Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017

| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 13    |
| Mean RIT Score                                     | 155.2 |
| Median RIT   | 151   |
| Standard Deviation                                 | 12.9  |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 172.3 |
| Students At or Above Grade-Level Mean RIT          | 2     |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |    | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |  |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|----|------------------------------|------------|---------|--|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %  |                              |            |         |  |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |    |                              |            |         |  |
| Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017 | 9            | 69% | 1                | 8%  | 2              | 15% | 1                | 8%  | 0            | 0% | 151-155-159                  | 151        | 12.9    |  |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |    |                              |            |         |  |
| Vocabulary: Acquisition and Use   | 9            | 69% | 1                | 8%  | 3              | 23% | 0                | 0%  | 0            | 0% | 147-151-155                  | 150        | 15      |  |
| Informational Text: Language, Craft, and Structure                      | 10           | 77% | 0                | 0%  | 2              | 15% | 1                | 8%  | 0            | 0% | 149-153-157                  | 148        | 14.7    |  |
| Literary Text: Key Ideas and Details                                    | 7            | 54% | 1                | 8%  | 2              | 15% | 3                | 23% | 0            | 0% | 154-159-164                  | 153        | 17.4    |  |
| Informational Text: Key Ideas and Details                               | 7            | 54% | 5                | 38% | 0              | 0%  | 1                | 8%  | 0            | 0% | 150-154-158                  | 152        | 13.5    |  |
| Literary Text: Language, Craft, and Structure                           | 7            | 54% | 3                | 23% | 1              | 8%  | 2                | 15% | 0            | 0% | 156-160-163                  | 157        | 12.2    |  |

Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017



| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 42    |
| Mean RIT Score                                     | 181.5 |
| Median RIT   | 186.5 |
| Standard Deviation                                 | 18.8  |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 186.6 |
| Students At or Above Grade-Level Mean RIT          | 21    |

|   | Lo %ile < 21 |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT | Std Dev |  |
|---|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|------------|---------|--|
|   | count        | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |            |         |  |
| <b>Overall Performance</b>  |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |  |
| Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017 | 13           | 31% | 4                | 10% | 12             | 29% | 7                | 17% | 6            | 14% | 179-181-184                  | 186        | 18.8    |  |
| <b>Instructional Area RIT Range</b>                                     |              |     |                  |     |                |     |                  |     |              |     |                              |            |         |  |
| Vocabulary: Acquisition and Use   | 14           | 33% | 7                | 17% | 7              | 17% | 7                | 17% | 7            | 17% | 176-180-183                  | 182        | 23.3    |  |
| Informational Text: Language, Craft, and Structure                      | 13           | 31% | 8                | 19% | 7              | 17% | 11               | 26% | 3            | 7%  | 176-179-182                  | 182        | 19.5    |  |
| Literary Text: Key Ideas and Details                                    | 13           | 31% | 8                | 19% | 7              | 17% | 8                | 19% | 6            | 14% | 180-183-186                  | 183        | 21.1    |  |
| Informational Text: Key Ideas and Details                               | 12           | 29% | 5                | 12% | 9              | 21% | 10               | 24% | 6            | 14% | 180-183-186                  | 188        | 18      |  |
| Literary Text: Language, Craft, and Structure                           | 11           | 26% | 9                | 21% | 6              | 14% | 9                | 21% | 7            | 17% | 179-182-185                  | 185        | 20      |  |

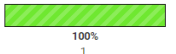
Language Arts: Reading

Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017


| Summary  |       |
|--|-------|
| Total Number of Students With Valid Growth Scores  | 44    |
| Mean RIT Score                                     | 180.8 |
| Median RIT   | 186.5 |
| Standard Deviation                                 | 19.1  |
| District Grade-Level Mean RIT                      | *     |
| Students At or Above District Grade-Level Mean RIT | *     |
| Grade-Level Mean RIT                               | 186.6 |
| Students At or Above Grade-Level Mean RIT          | 22    |

|  | Lo %ile < 21  |     | LoAvg %ile 21-40 |     | Avg %ile 41-60 |     | HiAvg %ile 61-80 |     | Hi %ile > 80 |     | Mean RIT Score (+/- Smp Err) | Median RIT  | Std Dev |      |
|--|---|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|------------------------------|-------------|---------|------|
|  | count   | %   | count            | %   | count          | %   | count            | %   | count        | %   |                              |             |         |      |
| <b>Overall Performance</b>   |  |     |                  |     |                |     |                  |     |              |     |                              | 178-181-184 | 186     | 19.1 |
| <b>Growth: Reading 2-5 OH 2017 / OH Learning Standards Language Arts: 2017</b> | 14  | 32% | 4                | 9%  | 13             | 30% | 7                | 16% | 6            | 14% |                              |             |         |      |
| <b>Instructional Area RIT Range</b>  |   |     |                  |     |                |     |                  |     |              |     |                              |             |         |      |
| <b>Vocabulary: Acquisition and Use</b>   |  |     |                  |     |                |     |                  |     |              |     |                              | 176-179-183 | 182     | 23.5 |
| Informational Text: Language, Craft, and Structure                             | 14  | 32% | 8                | 18% | 8              | 18% | 11               | 25% | 3            | 7%  | 175-178-182                  | 182         | 20.3    |      |
| Literary Text: Key Ideas and Details   | 14  | 32% | 8                | 18% | 8              | 18% | 8                | 18% | 6            | 14% | 178-182-185                  | 182         | 22.4    |      |
| Informational Text: Key Ideas and Details                                      | 13  | 30% | 5                | 11% | 10             | 23% | 10               | 23% | 6            | 14% | 180-183-186                  | 188         | 17.7    |      |
| Literary Text: Language, Craft, and Structure                                  | 12  | 27% | 9                | 20% | 7              | 16% | 9                | 20% | 7            | 16% | 179-182-185                  | 185         | 19.8    |      |

**The Ohio English Language Proficiency Assessment (OELPA)**

| Assessment Name               | Test Group | Test Grade | Test Reason         | Student Count | Average Score | Performance Distribution  | Date Last Taken |
|-------------------------------|------------|------------|---------------------|---------------|---------------|---|-----------------|
| <a href="#">Grade 2 OELPA</a> | OELPA      | 2          | Spring 2023 (OELPA) | 1             | 6171          |  | 02/14/2023      |

**The Alternate Assessment for Students with Significant Cognitive Disabilities**

| Assessment Name                               | Test Group | Test Grade | Test Reason       | Student Count | Average Score | Performance Distribution  | Date Last Taken |
|---|------------|------------|-------------------|---------------|---------------|---|-----------------|
| <a href="#">Grade 3 English Language Arts</a> | AASCD      | 3          | 2022-2023 (AASCD) | 1             | 426           |  | 03/24/2023      |

**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.*

Analysis of data indicates that the following factors contribute to literacy gaps in the NME: student chronic absenteeism, poverty, trauma, teacher turnover, and teacher experience.

According to the “Excessive Absences Intervention” research study by author Linda L. Williams, excessive absenteeism by students may result in unlearned course material from fewer hours of instruction, and a disruption of class instruction for teachers who have to administer remediation for the absent student when he returns to school (Williams, 2002). Additionally, chronic absenteeism increases the likelihood that a student will drop out, which can result in high unemployment, poverty, and incarceration (Schoeneberger, 2012). NME has a 44 % chronic absenteeism rate which is the highest of several neighboring school districts.

100% poverty adversely affects student achievement in the NM. Families of low socio-economic status are at a disadvantage due to lack of resources. Low income households tend to have a literacy-poor environment (Impact of Poverty, 2016). As previously discussed, students who start behind stay behind; our data show that this is the reality of the community.

Another factor contributing to underachievement is trauma in the community. Many New Miami students experience some type of trauma during the school year. These traumatic experiences include homelessness, violence, verbal abuse, lack of basic necessities (heat, electric, and water), and hunger. Blodgett (2013) showed that without intervention, exposure to traumatizing experiences and environments can adversely influence how far a person's education will go. It turns out that unaddressed trauma is an even more accurate predictor of educational outcomes than race or income. New Miami elementary has a population of 323 students. The below chart shows the number of students that have been referred for social and emotional support in the 2023-2024 school year as of December 2023.

| <b>SOCIAL AND EMOTIONAL SUPPORTS FOR STUDENTS</b> | <b>New Path Behavioral Health Agency (Individual Therapy)</b> | <b>New Path Day Treatment Program</b> | <b>Individual Meetings with SEL Coordinator</b> | <b>Weekly SEL Groups for Students (Teacher Referrals)</b>   |
|---|---|---------------------------------------|---|---|
| <b>NUMBER OF ELEMENTARY STUDENTS</b>              | 36  | 12                                    | 124   | 10-Kindergarten<br>9- First grade<br>9- Second grade<br>3-Third Grade<br>9- 4th Grade<br>7- 5th Grade |

High teacher turnover and lack of teacher experience are both factors that NMLSD is experiencing. Teacher turnover has a significant and negative effect on student achievement and is particularly harmful to students in schools with large populations of low performing students (Ronfeldt et al, 2011). As a result of high teacher turnover, NMLSD teachers have an average of 10 years of experience while neighboring school districts have an average of 12 years of experience. Teaching experience is positively associated with student achievement gains (Kini & Podolsky, 2016).

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.*

| Root Cause Category                   | Why 1?<br>→                                     | Why 2?<br>→                                  | Why 3?<br>→  | Why 4?<br>→  | Why 5?  |
|---------------------------------------|---|--|--|--|---|
| Chronic Student Absenteeism           | not here, can't learn                           | lack of interventions to increase attendance | need system of specific interventions                          | Research says MTSS plans improve attendance                        | monitoring students improves attendance               |
| Not using Research-Based materials    | Lack of Teacher Training                        | Lack of time and subs to train teachers      | Lack of funds and inventive ways to use time differently       | need to think differently about PD and finding resources           | need for SOR PD and resources                         |
| High Student Poverty                  | students of poverty have fewer experiences      | Fewer experiences, less context              | more trouble relating to reading and struggles with vocabulary | more ways for students to gain vocabulary                          | need for vocabulary and experience rich programs      |
| High Teacher Turnover and absenteeism | teachers are exhausted and working in isolation | teachers are creating materials individually | lack of program and PD   | Need to work together learning ways to help and support each other | Need for teachers to connect to school and each other |

New Miami's three strategies of implementing a Science of Reading curriculum, a MTSS framework and Literacy Team will address our root cause analysis.

1. Science of Reading pilot curriculum:
  - a. The Pilot with a Scope and Sequence will provide materials and guidance for all teachers to follow, lowering the teacher exhaustion rate by having available resources. The common curriculum will create a learning community for teachers.. The scope and sequence will also provide structure for our students allowing more time to focus on the content and decreasing the mental struggle of constantly learning content and new structures at the same time. As students move from grade level to grade level structures and common themes will build on each other. This will assist our students of poverty to make connections across the curriculum and grade levels with vocabulary and reading content. Our students on RIMPs are especially benefitting from the consistent routines and scope and sequence which provides repetition and multiple exposures to skills and concepts.
  - b. The pilot builds background knowledge through social studies and science content. Our students lack experiences. The building of background knowledge is key to their learning and vocabulary development.

- c. The implementation of the science of reading has included increased professional development and coaching support through Amplify consultants with on-site and virtual training and coaching. Teachers are supported individually, as a grade level and as a building.
2. MTSS Framework
  - a. The MTSS framework provides tier 1, 2 and 3 instruction for our students. In the past, New Miami did not have a systematic approach to intervention/enrichment in the elementary building. We now have decision rules, assessments, progress monitoring and specific interventions that allow us to be prescriptive in filling gaps in learning. This assists with our high absenteeisms. We can target the learning gaps to move students forward.
3. Literacy Team
  - a. The Literacy Team will assist with ways to help and support teachers/students by analyzing data and communicating with TBT, BLT and DLTs.

#### SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS\*

*Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.*

Section 4:

##### **Measurable Learner Performance Goals:**

K-3 Literacy to increase the Early Literacy Component on the State Report Card from 1 Star to 3 Stars by increasing the percentage of all students On Track by Fall of 2026.

##### **Measurable Adult Implementation Goals:**

By Spring of 2026, there will be 100% participation in the Science of Reading professional learning and program implementation.

By Spring of 2026, there will be 100% implementation of the Science of Reading aligned resources.

By the Spring of 2026, each grade level will have implemented a comprehensive MTSS system to meet the academic and social emotional needs of K-3 students.



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

**Goal # 1**

Goal Statement: K-3 Literacy will increase the Early Literacy Component on the State Report Card from 1 Star to 3 Stars by increasing the percentage of all students On-Track by Fall of 2026.

Evidence-Based Strategy or Strategies: Implement a science of reading curriculum to increase rigor and meet the needs of all learners.

|   | Action Step 1   | Action Step 2   | Action Step 3  |
|---|---|---|--|
| <b>Implementation Component</b>   | Pilot a science of reading core curriculum to <b>all</b> K-8 students   | Teachers will receive training and materials to support a science of reading based curriculum   | Implementation, coaching and data collection   |
| Timeline  | Sept- May 2023-2024   | Sept-May 2023-2025  | Sept-May 2024-2025   |
| Lead Person(s)  | Curriculum Director<br>Principal<br>Literacy Team<br>Literacy Coach   | Curriculum Director<br>Principal<br>Literacy Team<br>Literacy Coach   | Curriculum Director<br>Principal<br>Literacy Coach<br>Literacy Team<br>TBT, BLT, DLT   |
| Resources Needed  | Core Curriculum (pilot)<br>Literacy Coaches<br>Professional Development<br>SOR rubrics  | Literacy Coach<br>Professional Development<br>Core Curriculum   | Professional Development<br>Progress Monitoring<br>Literacy Coach<br>Core Curriculum   |
| Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures) | Literacy Team, Curriculum Director, Literacy Coach, and outside consultants plan and provide professional development to all Teachers, IVS, and Educational Aides providing science of reading instruction. | Principals, Teachers, IVS, and Educational Aides will receive professional development on SOR implementation for consultants. Literacy Coach will provide job-embedded professional development and feedback. | Literacy team, literacy coach, principal, and curriculum coordinator will monitor implementation through walkthroughs and provide feedback/coaching to staff on the SOR. |

|                        | Action Step 1   | Action Step 2   | Action Step 3  |
|------------------------|---|---|--|
| Measure of Success     | Progress Monitoring data, MAP, OST scores, literacy coach walkthroughs, surveys | Progress Monitoring data, MAP, OST scores, literacy coach walkthroughs, surveys | TBT, BLT, DLT<br><br>Progress Monitoring data, MAP, OST scores, literacy coach walkthroughs, surveys |
| Description of Funding | ESSER   |   |  |
| Check-in/Review Date   | Bi-monthly with the Literacy Coach and team.                                    | Bi-monthly with the Literacy Coach and team.                                    | Bi-monthly with the Literacy Coach and team.<br><br>TBT, BLT, DLT                                    |

**Goal # 1**

Goal Statement: K-3 Literacy will increase the Early Literacy Component on the State Report Card from 1 Star to 3 Stars by increasing the percentage of all students On-Track by Fall of 2026.

Evidence-Based Strategy or Strategies: Design a MTSS framework that includes quality instruction and high expectations for all students.

|   | Action Step 1   | Action Step 2   | Action Step 3   |
|---|---|---|---|
| <b>Implementation Component</b>   | <p>Create an MTSS framework and Implement a MTSS bell in the schedule to address All student needs.</p> <p>RIMP requirements:<br/>3-5 times a week for 30 minutes will receive targeted, prescriptive, small group instruction.</p> | <p>Implement resources, materials, progress monitoring, and data meetings to address student needs.</p>   | <p>Full implementation of MTSS framework and data collection</p>  |
| Timeline  | Sept- May 2023-2024   | Sept-May 2023-2025  | Sept-May  |
| Lead Person(s)  | <p>Curriculum Director</p> <p>Principal</p> <p>Literacy Team</p> <p>Literacy Coach</p>  | <p>Curriculum Director</p> <p>Principal</p> <p>Literacy Team</p> <p>Literacy Coach</p> <p>IS</p>  | <p>Curriculum Director</p> <p>Principal</p> <p>Literacy Coach</p> <p>Literacy Team</p> <p>IS</p>                          |
| Resources Needed  | <p>Literacy Team meeting time</p> <p>Templates</p> <p>Literacy Coaches</p> <p>Professional Development</p>  | <p>Intervention &amp; enrichment materials</p> <p>Literacy Coach</p> <p>Professional Development</p> <p>Progress Monitoring</p>   | <p>Professional Development</p> <p>Meeting time</p> <p>Communication tools</p> <p>Literacy Team</p> <p>Literacy Coach</p> |
| Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures) | <p>Literacy Team, Curriculum Director, and Literacy Coach, plan and provide professional development to all Teachers, IVS, and Educational Aides providing reading instruction.</p>   | <p>Teachers, IS, and Educational Aides will receive professional development on implementation and progress monitoring of focused interventions and enrichment strategies. Coach will provide</p> | <p>TBT, BLT, DLT</p> <p>Literacy Team and coach walkthrough data</p>  |

|  | Action Step 1 | Action Step 2                                       | Action Step 3 |
|--|---------------|---|---------------|
|  |               | job-embedded professional development and feedback. |               |

**Goal # 1**

Goal Statement: K-3 Literacy to increase the Early Literacy Component on the State Report Card from 1 Star to 3 Stars by increasing the percentage of all students On-Track by Fall of 2026.

Evidence-Based Strategy or Strategies: Implement a Literacy Team to view data, make instructional decisions, and communicate within the building

|   | Action Step 1   | Action Step 2   | Action Step 3   |
|---|---|---|---|
| <b>Implementation Component</b>   | Create a Literacy Team to analyze student data in order to provide specific targeted interventions for <b>ALL</b> students. | Develop a schedule and bi-monthly agendas                           | Collect, analyze, create next steps, celebrations and communicate data/plans. |
| Timeline  | Sept- May   | Sept-May  | Sept-May  |
| Lead Person(s)  | Curriculum Director<br>Principal<br>Literacy Coach  | Curriculum Director<br>Principal<br>Literacy Team<br>Literacy Coach | Curriculum Director<br>Principal<br>Literacy Coach                            |
| Resources Needed  | staffing  | meeting time<br>schedule<br>goals                                   | Access to data<br>agenda<br>communication tools                               |
| Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures) | Curriculum coordinator, principal and teachers make referrals for staffing the team   |   |   |

**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.*

The plan will be monitored through Teacher Based Teams (TBT), Building Leadership Team (BLT), and District Leadership Team (DLT). Collection of data by teachers, tutors, literacy coach, and program coordinator will be shared in weekly TBT meetings, BLT and DLT meetings. Data collected will be used to make adjustments to strategies and action steps. Teachers are empowered through a shared leadership model and district walk through form to observe and reflect on district practices. Observation trends are presented at the weekly TBT meetings and shared with DLT.

A Literacy Team made of staff and administrators will communicate the Reading Achievement Plan to all stakeholders via staff meetings, community engagement events, newsletter, website, parent teacher conferences, and board meetings. The Literacy Team will partner with stakeholders and community members to develop a system of feedback that encourages two-way communication; partnerships at the local level enable the successful implementation of the Local Literacy Plan.

**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.*

| Strategies  | Evidence Based Support for Learners             | Supporting Learners on RIMPs  |
|---|---|---|
| Implement a science of reading curriculum to increase rigor and meet the needs of all learners. | <a href="#">What is the Science of Reading?</a> | <i>Science of Reading has compiled information that holds important implications for empowering teachers with the knowledge to help students succeed in reading. In addition, intervention research estimates that the use of evidence-based prevention and intervention approaches in literacy, could decrease the number of below-level readers from 30% to 5%.</i> |

|  |   |  |
|--|---|--|
| <p>Design a MTSS framework that includes quality instruction and high expectations for all students.</p>         | <p><a href="#"><u>Tiered Instruction with the MTSS Model</u></a></p>  | <p><i>Specific to reading intervention, <a href="#"><u>The National Center on Intensive Intervention</u></a> (2018) outlines the following instructional principles:</i></p> <ul style="list-style-type: none"> <li>● <i>Explicit instruction</i></li> <li>● <i>Systematic instruction</i></li> <li>● <i>Precise, simple, and replicable language</i></li> <li>● <i>Repeated opportunities to practice, build fluency, and review</i> <ul style="list-style-type: none"> <li>○ <i>Including providing a "double dose" of instruction in which a previously taught skill is retaught, using small group or one-on-one instruction, and/or using technology to facilitate reading practice (Gersten et al., 2008)</i></li> </ul> </li> <li>● <i>Frequent opportunities to respond and interact</i></li> <li>● <i>Specific error correction and feedback</i></li> </ul> |
| <p>Implement a Literacy Team to view data, make instructional decisions, and communicate within the building</p> | <p><a href="#"><u>Implementing MTSS in Beginning Reading: Tools and Systems to Support Schools and Teachers</u></a></p> | <p><i>The organizational structure, comprehensive data system, team collaboration (e.g., grade-level teams, literacy leadership teams), coordinated service delivery, and intense focus on literacy allowed for schools in the state K-3 reading initiative to accelerate reading growth for all students, including students at risk for reading disabilities.</i></p>  |

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)\*

*Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:*

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

The Literacy Team will collect data. The data will be analyzed and discussed in team meetings. The team will brainstorm next steps and celebrations to be communicated with the TBTs, BLT, and DLT. Building data will be displayed in classrooms and in the hallways creating a culture of goal setting and moving forward in growth. Students will be included in creating the data displays.

Walkthrough data will be collected by principals, curriculum coordinator, and literacy coaches. The data will be used to direct professional development and teacher support.

Data meetings with grade levels will be implemented 3xs a year. Grade levels will view NWEA MAP Growth data and DIBELS data to discuss specific instructional practices and student growth trends.

**SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN\***

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.*

*\*\*Under Ohio law (House Bill 33 of the 135<sup>th</sup> General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

*\*\*Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

| Strategy  | PD Description   | Timeline  | Delivery   | Outcome  |
|---|--|-----------|--|--|
| Implement a science of reading curriculum to increase rigor and meet the needs of all learners.   | <ul style="list-style-type: none"> <li>• Dyslexia PD</li> <li>• SOR state workshop</li> <li>• SOR Adopted Curriculum SOR PD</li> </ul>   | 2023-2025 | Literacy Coach, ESC consultants, SOR curriculum consultants, curriculum director | By Spring of 2026, there will be 100% participation in the Science of Reading professional learning and program implementation.                            |
| Design a MTSS framework that includes quality instruction and high expectations for all students. | <ul style="list-style-type: none"> <li>• mCLASS intervention PD</li> <li>• MCEC Differentiated Instruction PD</li> <li>• Adopted Curriculum Implementation PD</li> <li>• Co-Teaching PD for stations and small groups</li> </ul> | 2023-2025 | MClass consultant, ESC consultants, SOR curriculum consultant                    | By the Spring of 2026, each grade level will have implemented a comprehensive MTSS system to meet the academic and social emotional needs of K-3 students. |
| Implement a Literacy Team to view data, make instructional  | <ul style="list-style-type: none"> <li>• Job-Embedded PD on SOR, MTSS</li> <li>• Job-Embedded Leadership</li> </ul>  | 2023-2025 | curriculum coordinator, principal, literacy coach                                | K-3 Literacy to increase the Early Literacy Component on the State Report Card from 1 Star to 3  |



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|--|--|--|--|--|
| decisions, and communicate within the building | PD <ul style="list-style-type: none"><li>• Communication and Collaboration PD</li><li>• Job-Embedded Data-Driven Decisionmaking PD</li></ul> |  |  | Stars by increasing the percentage of all students On Track by Fall of 2026. |
|--|--|--|--|--|

## APPENDICES

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