

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

June 5, 2019

Dear Superintendent,

Thank you for submitting the Lockland Local Schools Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- A strength of the plan is the extensive use of analyzed data to inform the structure of the plan components.
- A strength of the plan is that the team aligned the plan to the Simple View of Reading.
- A strength of the plan is that it includes an analysis of the OIP team structures.
- A strength of the plan is that the school and district has identified and will utilize coaches for embedded professional development.

This plan will benefit from:

- The plan would benefit from steps to ensure family and community engagement.
- The plan may benefit from additional structures to ensure OIP teams are meeting with fidelity and implementing the 5-step process.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs **applying for the Striving Readers Comprehensive Literacy Subgrant** complete a **local literacy plan**, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

- Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.
- K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

EARLY CHILDHOOD PROVIDER/LEA: LOCKLAND LOCAL SCHOOLS

IRN: 044230

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE): N/A

STEP UP TO QUALITY RATING (IF APPLICABLE): N/A

ADDRESS: 210 NORTH COOPER AVENUE, LOCKLAND, OH 45215

LEAD CONTACT: ROBERT LONGWORTH

CEO/SUPERINTENDENT: FREDERICK THEODORE JEBENS

DATE: 10/01/2018

SUMMARY AND ACKNOWLEDGEMENTS

*Insert a short narrative summarizing the components of the plan and acknowledging all sources that were utilized to develop the plan (funding, guidelines, leadership, stakeholders). This is to be written when the plan is **completed**.*

The Lockland Local Schools Local Literacy Plan has been developed by our District Leadership Team (DLT) to ensure alignment to the school and district mission and the existing reading goals in the Comprehensive Continuous Improvement Plan (CCIP), our Community Learning Center priorities, our district-wide Positive Behavior Intervention Supports (PBIS) and School Improvement 1003 efforts.

THE LOCKLAND LOCAL LITERACY PLAN HAS BEEN ALIGNED TO OHIO'S PLAN TO ACHIEVE LITERACY ACHIEVEMENT IN THE FOLLOWING WAYS:

- Serves as a guide to promote evidence-based language and literacy teaching and learning for all students within our LEA, grades K-12
- Communicates a cohesive literacy framework to promote proficiency in reading, writing and oral language for all students in grades K-12
- Alignment to the Ohio Improvement Process (OIP)
- **Focus on Shared Leadership**
 - Lockland Local Schools recognizes that shared leadership is essential to the successful implementation of evidence-based instruction and intervention for all students, inclusive of vulnerable populations.
 - Teachers, Teacher Based Teams (TBT's), Building Leadership Team (BLT's) and the District Leadership Team (DLT) structures operate within the framework established with the Ohio Improvement Process (OIP)
- **Multi-Tiered System of Support (MTSS)**
 - A clear continuum is needed, inclusive of evidence-based and system wide practices to address academic and behavioral needs. Lockland Local Schools has begun exploring how to develop and implement a Multi-Tiered System of Support in alignment with the district's belief that all students have the potential to grow their skills and knowledge.
- **Teacher Capacity**
 - Lockland Local Schools is committed to improving teacher capacity through focused professional development opportunities, job-embedded learning and coaching in literacy practices and interventions
- **Family Partnerships and Community Collaboration**
 - Our plan emphasizes the importance of accessibility of information for families as well as partnerships, inclusive of networks, to support K-12 literacy

The Lockland Local Literacy Plan is a comprehensive, K-12 district response to our literacy needs, as determined by our data analysis and root cause analysis as it relates to all students in grades K-12.

Our team has used state resources/guidelines from the Ohio Literacy Academy, Region #13 SST Supports, the Striving Readers Grant Request for Application documents, our existing

Reading Achievement Plan) that has served as an initial draft to this new and improved version of our district plan), as well as all existing data available to analyze student performance to develop the local literacy plan (see the data sources embedded within the plan below in Section 3).

Members of our team attended the Reading Achievement Plan meeting at the HCESC with SST 13 Early Literacy Specialists in the Fall of 2017 to obtain strategies for the development of our comprehensive and systemic reading plan at a district level. Additionally, members of our team participated in the Ohio Literacy Academy in Columbus, Ohio in January 2018, as well as the three support sessions hosted at the Hamilton County Educational Service Center (HCESC) with Region #13 SST Support Team and Early Literacy Specialist team members.

Our team has re-examined current funding structures and resource allocations to determine optimal use of resources in order to develop teacher skills and competencies in the area of reading. The team has maintained continued collaboration with our State Support Team consultant as well as Early Literacy Specialists in Region #13 to assist with amending and revising our plan and completing the process throughout the month of February.

The Lockland Local Literacy Plan is on-going and will be monitored by the DLT for continuous improvement, based upon the most current student performance trends within our reading data.

The criteria that was established for eligibility for the Striving Readers Grant from the Ohio Department of Education was as follows:

- **Districts must meet ONE of the following criteria to apply – Lockland meets all 7:**
 - 50% or more learners ID'd as economically disadvantaged –
 - **LOCKLAND MEETS = 88.5% economically disadvantaged**
 - 5% or more learners ID'd as English Learner (EL) –
 - **LOCKLAND MEETS = 11.7% EL**
 - 10% or more learners ID'd as students with disabilities (SWD) –
 - **LOCKLAND MEETS = 14.9% SWD**
 - Fewer than 50% of learners proficient on grades 3-5 English Language Arts AIR
 - **LOCKLAND MEETS = 30% proficient on average**
 - Fewer than 50% of learners proficient on grades 6-8 English Language Arts AIR
 - **LOCKLAND MEETS = less than 20% proficient on average**
 - Fewer than 50% of learners proficient on high school End of Course AIR exams
 - **LOCKLAND MEETS = less than 40% proficient on average**
 - Fewer than 40% of learners on track on the Kindergarten Readiness Assessment
 - **LOCKLAND MEETS = 0% on-track**

CONTENT OF THE PLAN

Section 1: Leadership Team, Development Process and Monitoring Implementation

Section 2: Alignment Between the Local Literacy Plan and Other Improvement Efforts

Section 3: Comprehensive Needs Assessment

Section 4: Literacy Mission and Vision Statement(s)

Section 5: Measurable Learner Performance Goals

Section 6: Action Plan Map(s)

Section 7: Plan for Monitoring Progress

Section 8: Expectations and Supports for Learners and Professionals

Appendices

SECTION 1: LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. If you are an early childhood provider, the Department encourages you to include team members from the district(s) that children in your program feed into for kindergarten through grade 12. If you are a district, the Department encourages you to include team members of the early childhood providers and community that feed into your district. Additionally, your team membership should line up with the data needs outlined in Section 3 of this plan. Insert additional rows as needed.

Leadership Team Membership

Name	Title/Role	Organization	Email
Ted Jebens	Superintendent	Lockland Local Schools	ted.jebens@locklandschools.org
Bob Longworth	Assistant Superintendent of Curriculum & Instruction	Lockland Local Schools	bob.longworth@locklandschools.org
Justin Gibson	Director of Student Services	Lockland Local Schools	justin.gibson@locklandschools.org
Doug Ackermann	Treasurer / CFO	Lockland Local Schools	doug.ackermann@locklandschools.org
Terry Gibson	Board of Education	Lockland Local Schools	terry.gibson@locklandschools.org
Anthony Comer	K-12 Principal	Lockland Local Schools	anthony.comer@locklandschools.org

Kim Large	3 rd Grade Reading Teacher	Lockland Local Schools	kim.large@lockland schools.org
Kathy Weiler	Title I Reading Teacher	Lockland Local Schools	kathy.weiler@lockla ndschools.org
Cheryl Adams	Elementary RTI / MTSS Teacher	Lockland Local Schools	cheryl.adams@lockl andschools.org
Kate Miller	EL teacher	Lockland Local Schools	kate.miller@locklan dschools.org
Allison Gibson	4 th Grade Reading Teacher	Lockland Local Schools	allison.gibson@lockl andschools.org
Lauren Wood	Middle School ELA / SS Teacher	Lockland Local Schools	lauren.wood@lockla ndschools.org
Kathleen Krause	High School English Teacher	Lockland Local Schools	kathleen.krause@lo cklandschools.org
Mark Morrison	High School Intervention Specialist	Lockland Local Schools	mark.morrison@loc klandschools.org
Kaila Jacobs	YMCA of Greater Cincinnati Support Specialist, Federal Programs and Youth Development & Education	YMCA of Greater Cincinnati	kjacobs@cincinnatiy mca.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE LOCAL LITERACY PLAN

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

The Lockland Local Schools Local Literacy Plan has been developed by our District Leadership Team (DLT) to ensure alignment to the school and district mission and the existing reading goals in the Comprehensive Continuous Improvement Plan (CCIP), our Community Learning Center priorities, our district-wide Positive Behavior Intervention Supports (PBIS) and School Improvement 1003 efforts. Our team has used state resources/guidelines from the Ohio Literacy Academy, Region #13 SST Supports, the Striving Readers Grant Request for Application documents, our existing Reading Achievement Plan) that has served as an initial draft to this new and improved version of our district plan), as well as all existing data available to analyze student performance to develop the local literacy plan (see the data sources embedded within the plan below in Section 3).

Members of our team attended the Reading Achievement Plan meeting at the HCESC with SST 13 Early Literacy Specialists in the Fall of 2017 to obtain strategies for the development of our comprehensive and systemic reading plan at a district level. Additionally, members of our team participated in the Ohio Literacy Academy in Columbus, Ohio in January 2018, as well as the three support sessions hosted at the Hamilton County Educational Service Center (HCESC) with Region #13 SST Support Team and Early Literacy Specialist team members.

Our team has re-examined current funding structures and resource allocations to determine optimal use of resources in order to develop teacher skills and competencies in the area of reading. The team has maintained continued collaboration with our State Support Team consultant as well as Early Literacy Specialists in Region #13 to assist with amending and revising our plan and completing the process throughout the month of February.

The Lockland Local Literacy Plan is on-going and will be monitored by the DLT for continuous improvement, based upon the most current student performance trends within our reading data.

The plan will continuously be communicated through the monitoring of steps during DLT and BLT and updates presented at Board meetings and PTO meetings. The plan as a whole will be presented to all staff at a meeting. It will be communicated to parents in a variety of ways including through information session, open house, and literacy nights.

SECTION 2: ALIGNMENT BETWEEN THE LOCAL LITERACY PLAN AND OTHER IMPROVEMENT EFFORTS

Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes. If the early childhood provider or LEA engages in the Ohio Improvement Process (OIP), or another improvement model comparable to OIP, the provider or LEA should describe the use of the process and team structures in this section.

Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure that the local literacy plan is aligned with other improvement efforts.

This can be done by describing how the district or community school continuous improvement plan incorporates the components required of the local literacy plan. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their

improvement plans to collectively impact improvement of system structure supports and leadership supports.

In creating Lockland's K-12 Local Literacy Plan, Lockland Local Schools reviewed feedback from the State regarding our previous plan Reading Achievement Plan from the 2016-17 school year as a starting point. Lockland has also analyzed the results and performance trends from the following data sources: district and building report cards, CCIP planning tool and goals, OELPA, walkthrough data, DIBELS, AIR, EOC, MAP, KRA, ACT, TBT Data Tracker analysis from grades K-12 and other short cycle assessments to develop this literacy plan.

Additionally, the leadership teams from each of our schools completed a Reading Tiered Fidelity Inventory (R-TFI) Elementary and Secondary Edition with one of the Region #13 SST Early Literacy Specialists to identify areas of strength and focus within each of our schools and K-12 literacy in the district. Reading Tiered Fidelity Inventory (R-TFI) encompasses the reading systems within multi-tiered structures encompassing: 1) systems to address the continuum of reading needs, 2) evidence-based practices on the Big Ideas of Reading designed to improve reading outcomes for all students, and 3) data use and analysis.

The Lockland Schools Local Literacy Plan represents a comprehensive approach to improved literacy and student success across the K-12 continuum with an emphasis on literacy. The contents of this plan, the sources of data utilized, the resources applied, and the action steps and stakeholder groups contained within in it have been strategically aligned to the CCIP for the district through the efforts of the district's leadership teams (TBT, BLT, and DLT). The district will also strive to increase its community/family input, connections and communications as a result of this plan.

The following highlights the connections between our Local Literacy Plan and all other improvement plans within the district that are also focused on literacy outcomes:

OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS / DISTRICT SCOPE AND SEQUENCE:

- Lockland has developed high quality, vertically aligned English language arts curriculum scope and sequence documents for grades K-12
- Lockland scope and sequence documents are aligned to the state learning standards for all learners
- Continued work towards the development of scope and sequence documents and curriculum maps in English language arts in grades K-12 is a priority within our plan

SYSTEM OF ASSESSMENTS

- Lockland is working to develop and implement a standards-aligned system of assessments to measure language and literacy outcomes for all students in grades K-12, as aligned to:
 - The Kindergarten Readiness Assessment (KRA)
 - K-3 Reading Diagnostic Assessments

- Ohio's State Tests in English language arts for grades 3-8 and also high school End of Course exams in English language arts

DATA COLLECTION

- Lockland is working to develop and implement a system to collect and analyze literacy data for the purpose of measuring growth and achievement for all students in grades K-12, inclusive of vulnerable populations
- This plan supports the continued development of these systems for stakeholders to access and use to drive literacy improvement in our district

OHIO IMPROVEMENT PROCESS (OIP) / COMPREHENSIVE CONTINUOUS IMPROVEMENT PLAN (CCIP)

- The OIP processes are aligned to this plan as a means to advance the effectiveness of the Local Literacy Plan by identifying learner needs, setting measurable goals, identifying the root causes of concerns and the development of action plans to ensure and monitor continuous improvement

OHIO THIRD GRADE READING GUARANTEE

- Our Local Literacy Plan is aligned to the data analysis and action planning resulting from the Third Grade Reading Guarantee
- RIMP development, implementation and progress monitoring is an integral component within our Local Literacy Plan
- Our Local Literacy Plan takes into consideration the information from our Reading Achievement Plan and replaces it so that we have one comprehensive K-12 literacy plan across the district.

POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)

- Lockland Local Schools Positive Behavior Intervention Supports (PBIS) processes are aligned to the goals, processes, action plan and progress monitoring components of the Local Literacy Plan
- Lockland Local Schools recognizes the importance of a positive school culture and climate in order to develop and maintain an environment that is conducive to teaching and learning as it relates to literacy and language instruction and intervention in grades K-12

COMMUNITY PARTNERSHIPS

- Lockland's Local Literacy Plan is aligned to the community partnership efforts focused on literacy in grades K-12 as noted in the following:
 - Cincinnati YMCA / Lead Agency Partnership – the YMCA serves as the lead agency for the Lockland Local Schools and works to establish before and after school opportunities for literacy instruction and intervention

- School Improvement 1003 Grant – Lockland Local Schools was awarded funds for the development and implementation of a Community Learning Center in partnership with the YMCA as noted above
- 21st Century Community Learning Center (CCLC) Grant application – Lockland is currently collaborating with the YMCA to draft multiple 21st CCLC applications to further support the goals, action plans and progress monitoring efforts within our Local Literacy Plan
- Adopt A Class Partnerships – Lockland Local Schools has partnered with General Electric Aviation, Cintas, Mayerson Jewish Community Center (JCC), the Valley Church Council, the Metanoia Center of Cincinnati and Valley Interfaith to provide student supports aligned to the goals, action plans and progress monitoring within the Local Literacy Plan
- Collaboration with all of the preceding partnerships was instrumental in the development of Lockland's Local Literacy Plan

EQUITABLE ACCESS TO EXCELLENT EDUCATORS

- Lockland Local Schools recognizes the importance of equitable access to excellent educators for all students to ensure high quality literacy instruction to develop fluent readers with grade level comprehension skills
- Analysis of highly qualified teaching staff in grades K-12 reveals that teachers in grades K-12 English language arts are highly qualified to teach without exception and the district will ensure continued commitment to this through implementation of this comprehensive plan

INTEGRATED COMPREHENSIVE SYSTEMS FRAMEWORK

- Our Local Literacy Plan includes emphasis on meeting the needs of our vulnerable populations, inclusive of students with disabilities, English Learners, students experiencing homelessness, Foster Care, etc. to ensure equity in best practice for all students in grades K-12, in the following ways:
 - Leveraging funding to align with the Local Literacy Plan and student needs as it relates to service delivery
 - Establishing and ensuring access to high-quality teaching and learning for all students by developing teacher capacity
 - Further development of a comprehensive inclusion-based service delivery model

SECTION 3: COMPREHENSIVE NEEDS ASSESSMENT

Describe why a local literacy plan is needed in your community.

SECTION 3, PART A: ANALYSIS OF LEARNER PERFORMANCE DATA

*Insert an overall analysis of language and literacy performance data, based on the age/grade ranges served by the organization and age/grade ranges impacted by the plan. Data sources that the early childhood provider or LEA **may include**, but are not limited to include:*

- *Infant Risk Factors;*
- *Ohio's Early Learning Assessment (or other preschool-level assessment used by the program);*
- *Kindergarten Readiness Assessment;*
- *Ohio's State Tests in English language arts (grades 3-8);*
- *Ohio's State Tests in other content areas (grades 3-8);*
- *Reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee);*
- *High School end-of-course tests;*
- *Ohio English Language Proficiency Assessment (English Learners);*
- *Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities; and*
- *Any other assessments, as applicable (curriculum-based measures).*

Lockland Local Schools utilized our Ohio Improvement Process (OIP) frameworks to complete a data analysis and root cause analysis to drive the drafting of our Local Literacy Plan. The following section details the data points analyzed in grades K-12, followed by the root cause analysis and conclusions that are driving the action plan within our Local Literacy Plan.

The team used the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy content discourse, development and organization of resources to support the Lockland Local Literacy Plan:

Decoding and word level reading (the ability to transform print into spoken language) **X's**

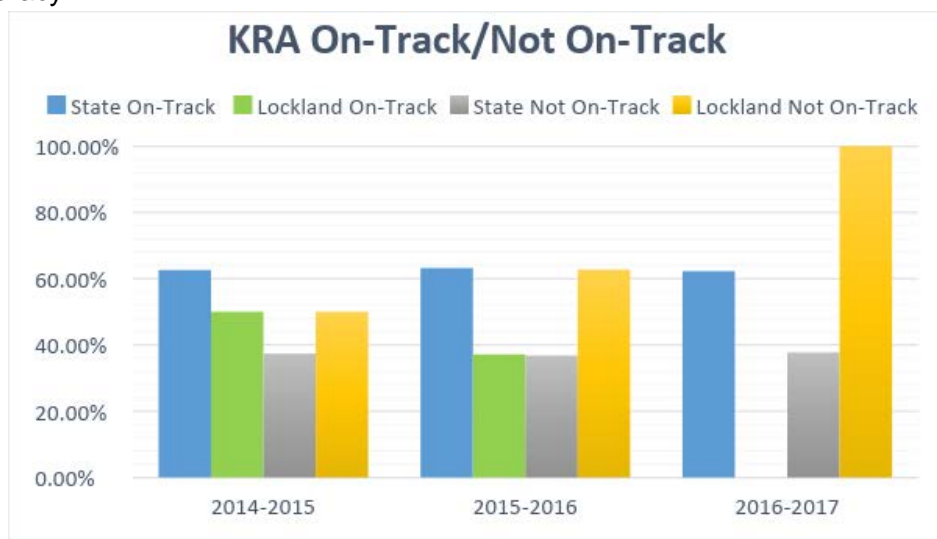
Language Comprehension (the ability to understand spoken language) = Reading Comprehension

The following data analysis was conducted to determine relevant student performance measures to assist with drafting the edited / revised plan for our district to increase literacy success and growth in all students in Lockland Local Schools:

KINDERGARTEN READINESS ASSESSMENT

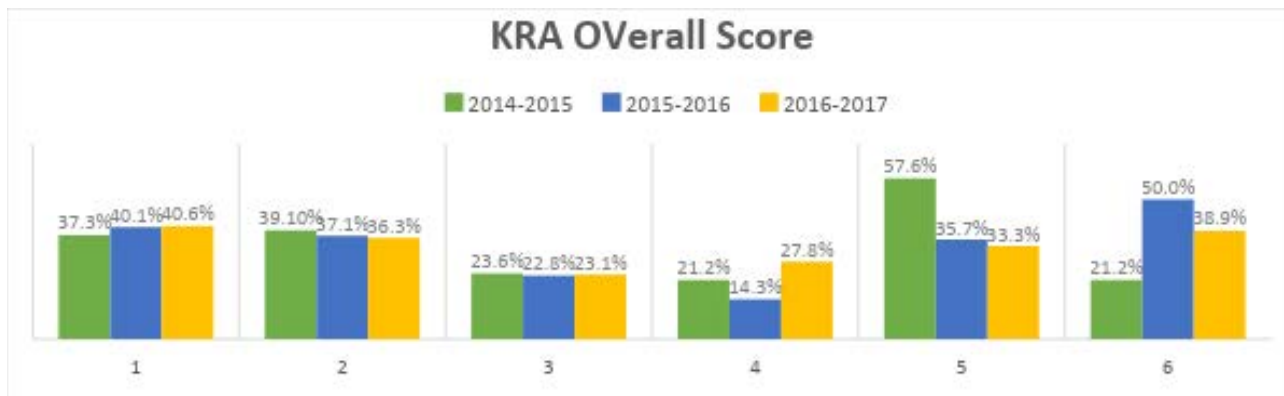
In Ohio, every child entering kindergarten in a public school is assessed with Ohio's Kindergarten Readiness Assessment across the essential areas of school readiness, including language and literacy. At the beginning of the 2016-2017 school year, 100% of students entering kindergarten were not on track at the beginning of the school year in language and literacy as measured by Ohio's Kindergarten Readiness Assessment. Figure 1 displays the trend data for comparing Ohio's learners to Lockland's learners who are on track and not on track in language and literacy in the beginning of kindergarten.

Figure 1. Ohio and Lockland's Kindergarten Learners On-Track and Not On-Track in Language and Literacy



On the KRA, children may be "demonstrating" (highest performance), "approaching" or "emerging" (lowest performance) in their overall kindergarten readiness. The outcome of demonstrating, approaching or emerging readiness considers all 50 items across the essential domains of school readiness. Figure 2 displays the trend data of readiness for kindergarten students in Ohio and Lockland.

Figure 2. Ohio and Lockland's Performance in Overall Kindergarten Readiness



- The KDG TBT team has also worked to analyze trends in data over the last four years.
 - The analysis reveals that a general area of strength includes writing a word legibly using a model.
 - The analysis reveals that consistent areas of weakness include:
 - Naming letters – 75% struggled with this concept
 - Making letter sounds – 75% struggled with this concept
 - Retell text in sequence – 96% struggled with this concept
 - ID beginning sounds in words – 58% struggle with this concept

STATE ELA ASSESSMENTS (AIR AND EOC) FROM THE STATE REPORT CARDS

Lockland's Teacher Based Teams (TBT's), Building Leadership Teams (BLT's) and the District Leadership Team (DLT) have analyzed the reading data from the state report cards over the course of the last three years to identify trends and patterns as they relate to growth over time, K-3 literacy indicator data, proficiency rates as compared with comparable districts and the state average and four and five-year graduation rates.

An analysis of the data from the 2016-17 report card reveals the following:

- Lockland Local Schools students passed each of the State ELA assessments at a rate significantly lower than similar districts and the state average, in all instances. The discrepancy from Lockland's proficiency rates and comparable districts ranged from 4% to over 30% depending on grade level.
- With few exceptions, when analyzing the 2015-16 and 2014-15 data as it relates to proficiency rates, K-3 literacy and graduation rate, the findings are similar.

Analysis of the K-3 Literacy Indicator data from the 2016-17, 2015-16 and 2014-15 Report Cards indicate the following:

- Lockland Schools has not been successful at getting struggling readers on track to proficiency in the third grade and beyond over the last three years.
- 100% of our Kindergarteners started the year as not on-track based upon the KRA
- Approximately 2/3's of our students in grades 1st through 3rd are not on-track
- Less than 20% of our 3rd graders scored proficient on the 3rd grade Reading AIR
- Approximately 75% of all students in grades K-3 are served on RIMP plans

Analysis of the four and five-year graduation data from the 2016-17, 2015-16 and 2014-15 Report Cards indicate the following:

- The graduation data analysis reveals that the last three years Lockland Schools four-year graduation rate has ranged from as low as 67.2% to as high as 76.5%
- Last year, Lockland Local Schools four and five-year graduation rate was significantly lower than that of comparative districts as well as the state average

Figure 3. Reading Proficiency of Students with Disabilities and Their Non-Disabled Peers

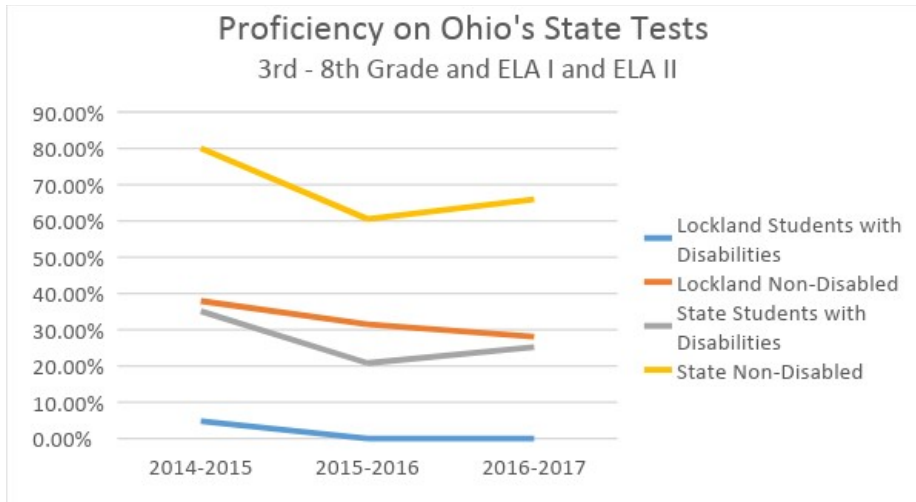
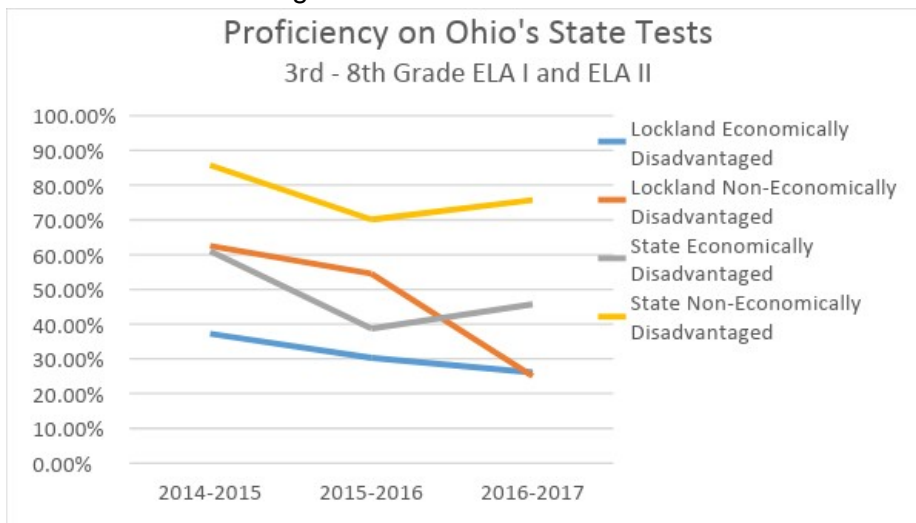
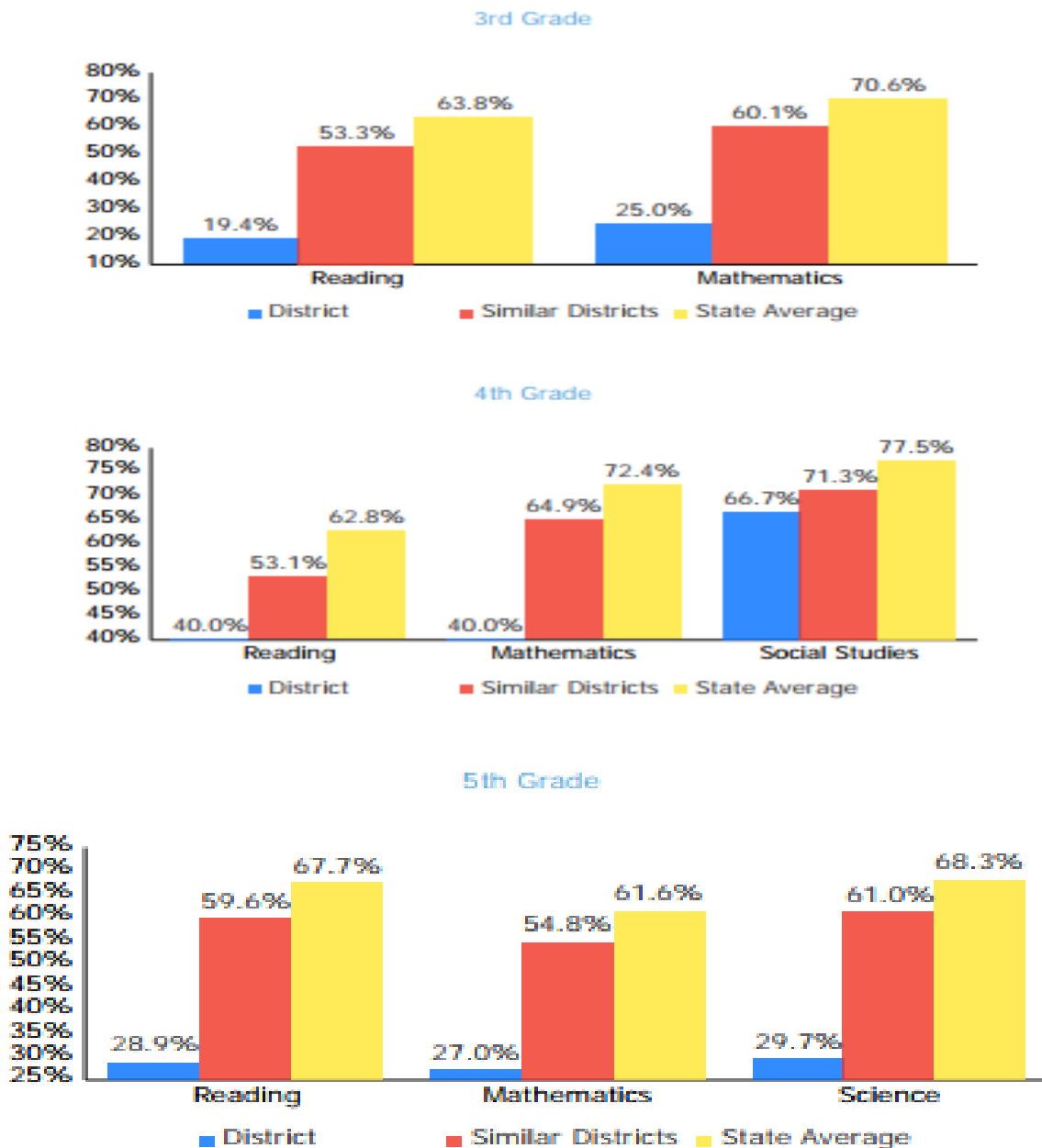


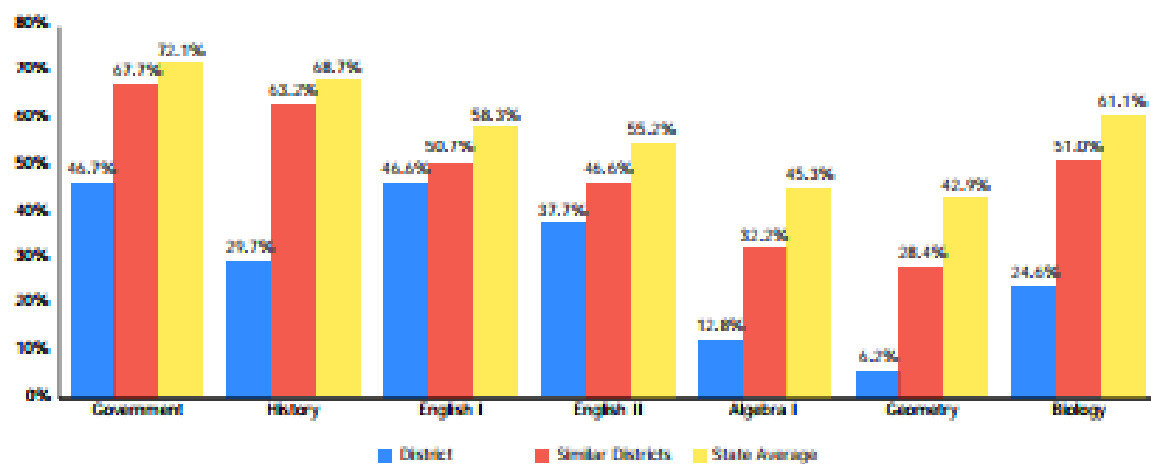
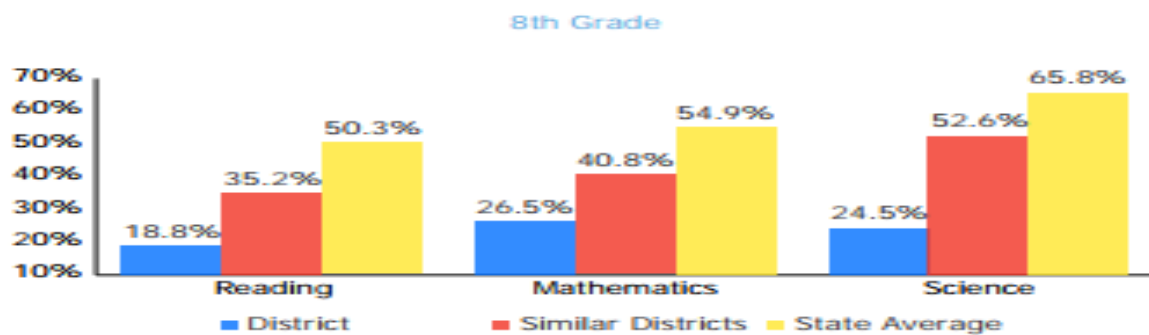
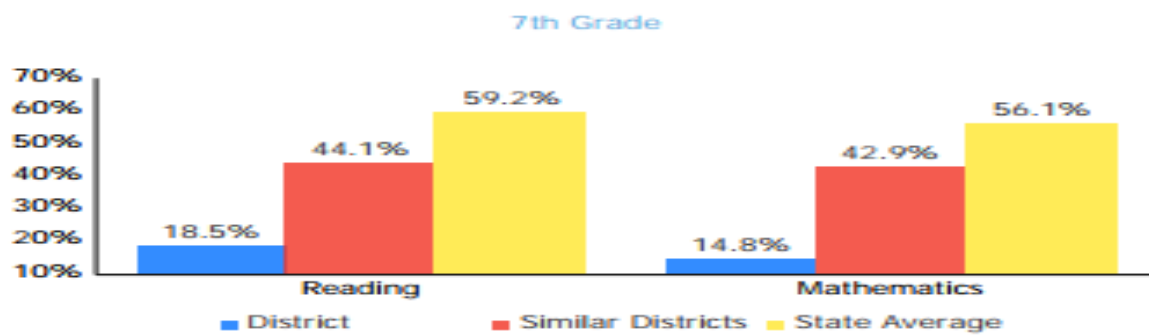
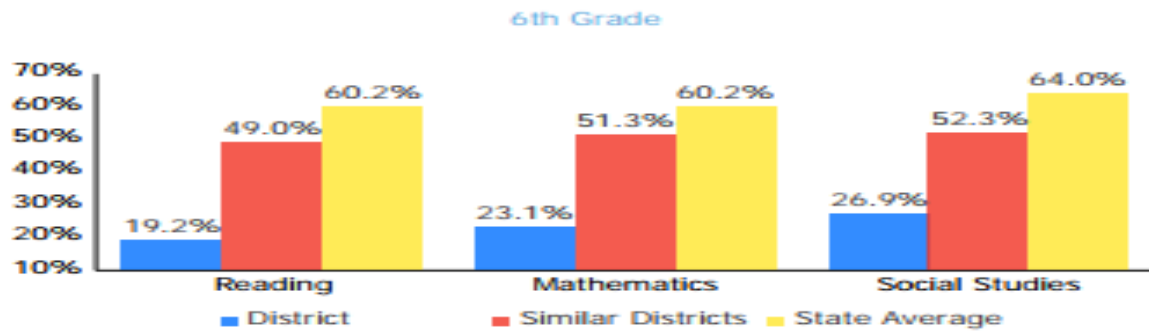
Figure 4. Reading Proficiency of Students Who Are Economically Disadvantaged and Their Non-Disadvantaged Peers



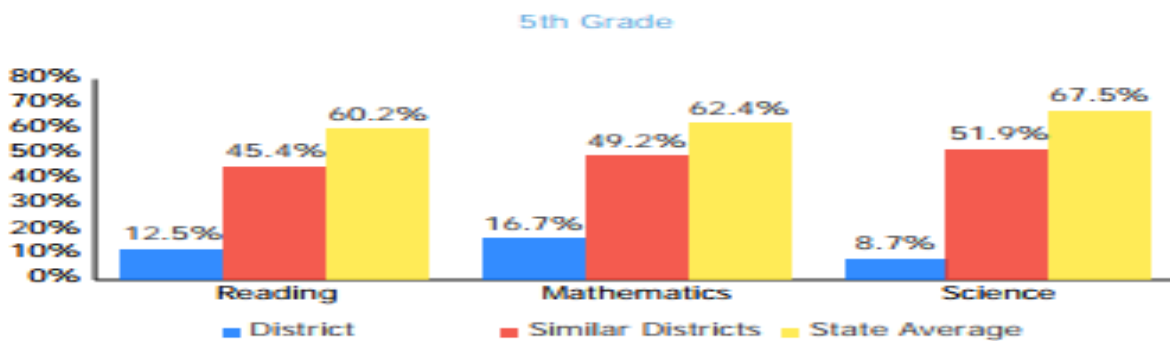
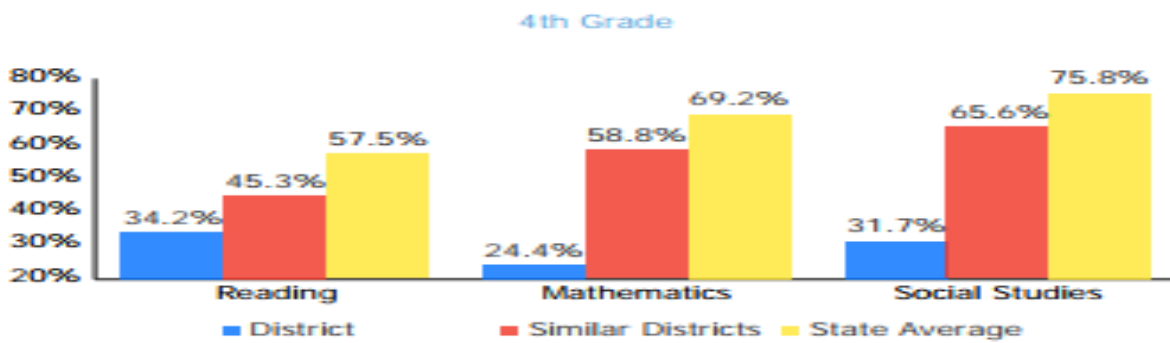
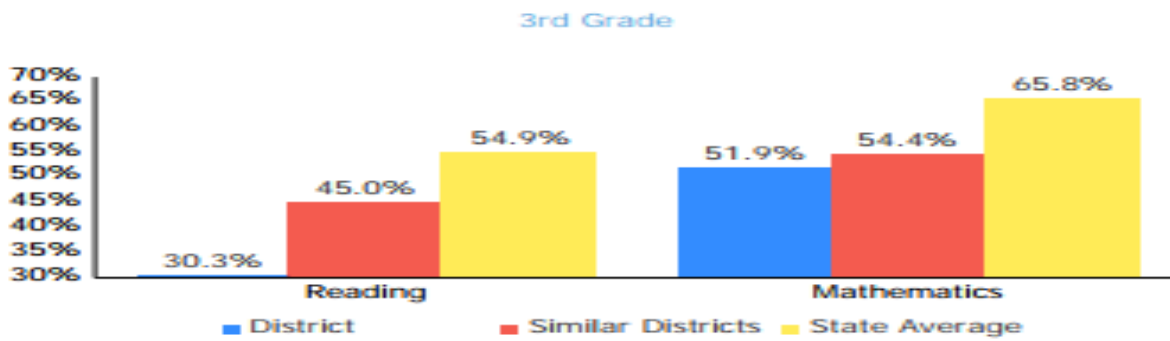
The following graphics depict the district's Report Card data from the State ELA assessments from the last three years in each area:

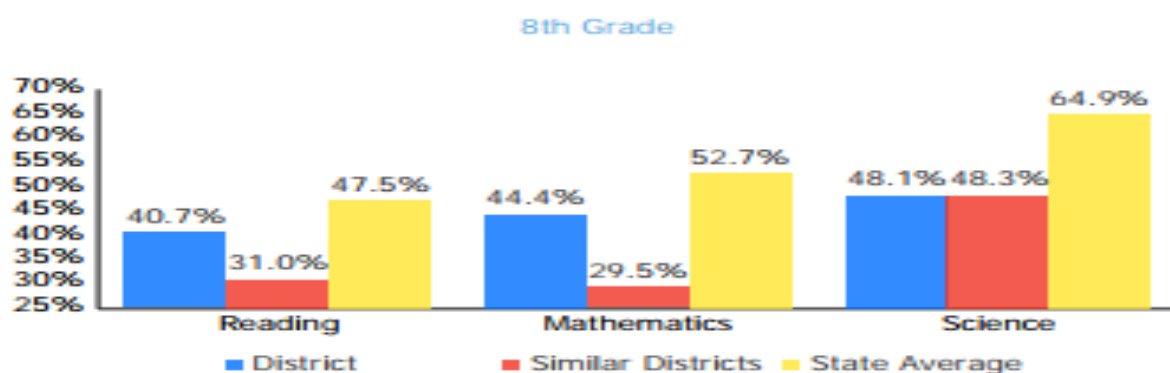
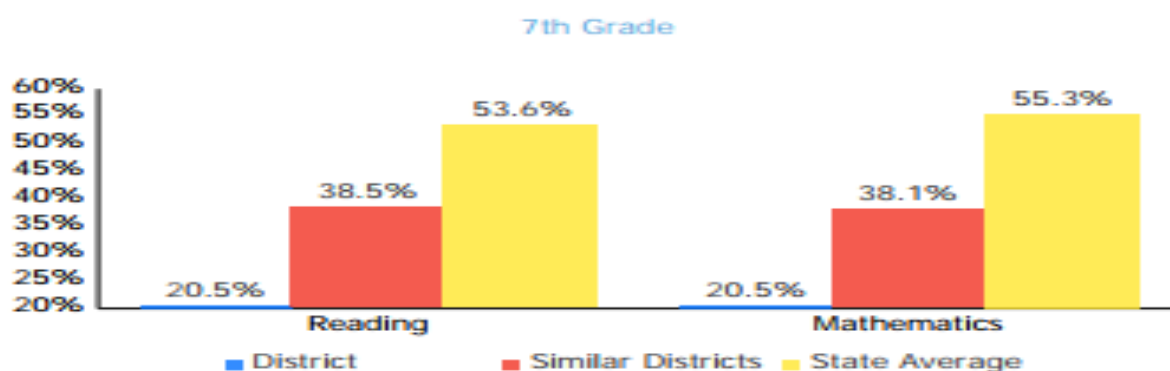
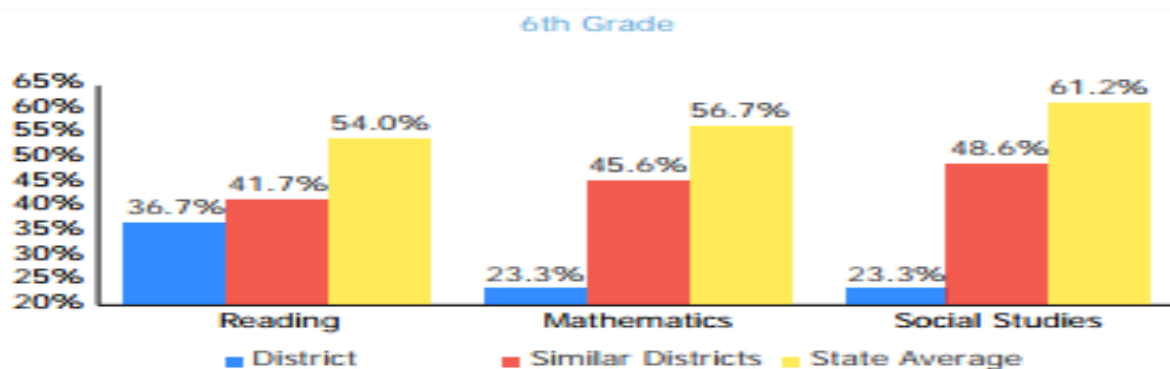
2016-17 AIR / EOC State Test Results:

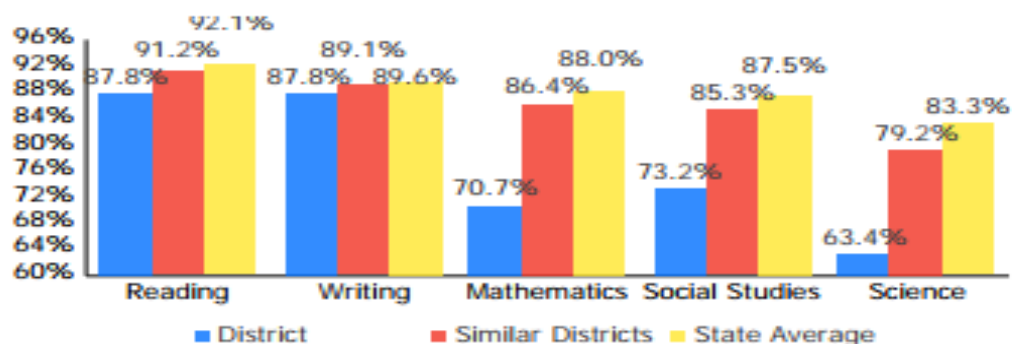




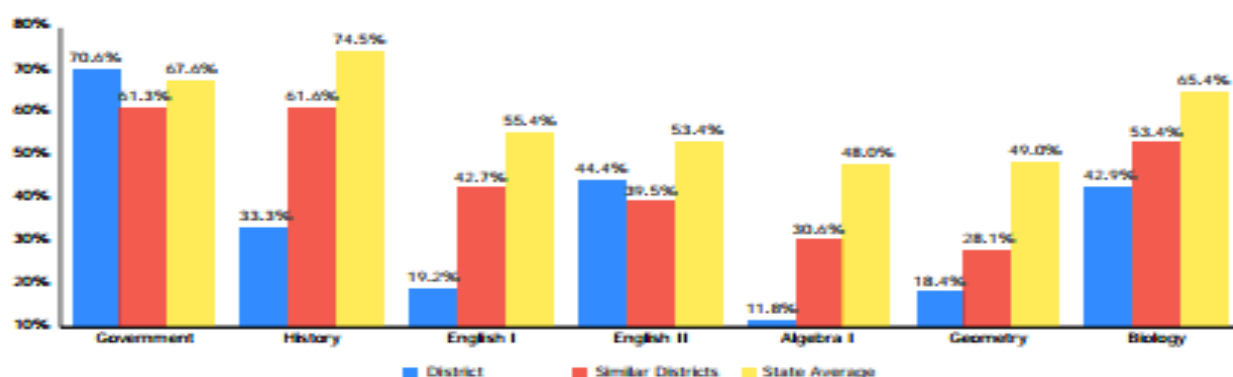
2015-16 AIR / EOC State Test Results:





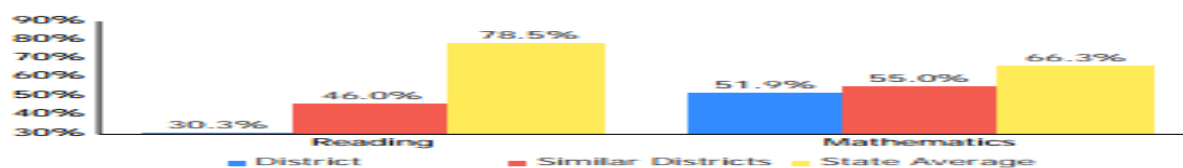


High School

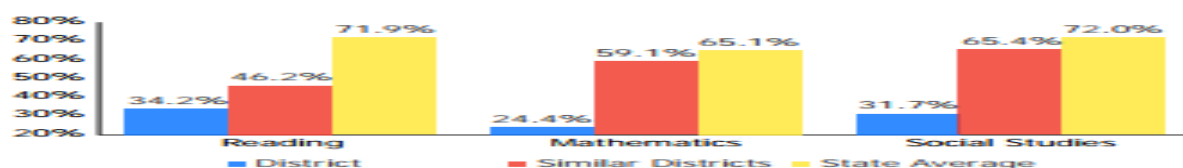


2014-15 AIR / EOC State Test Results:

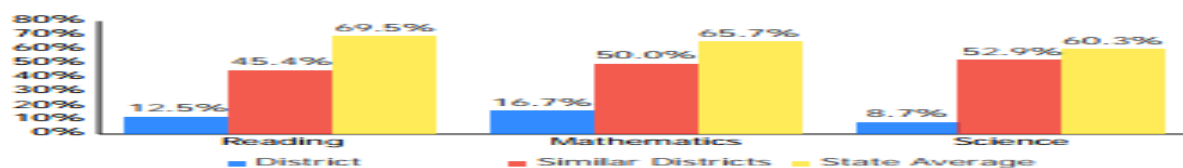
3rd Grade

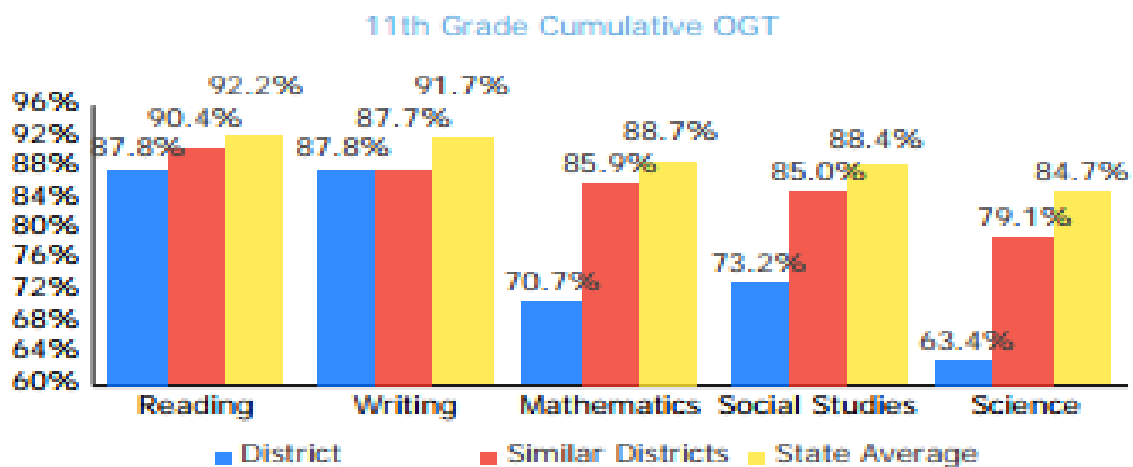
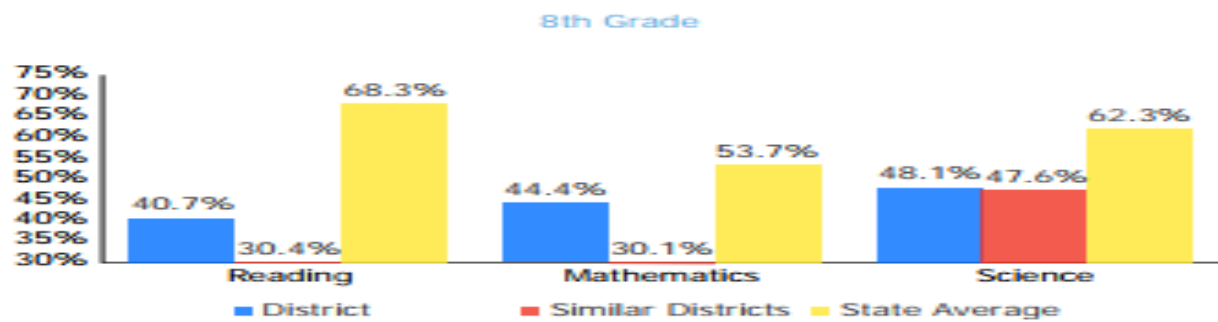
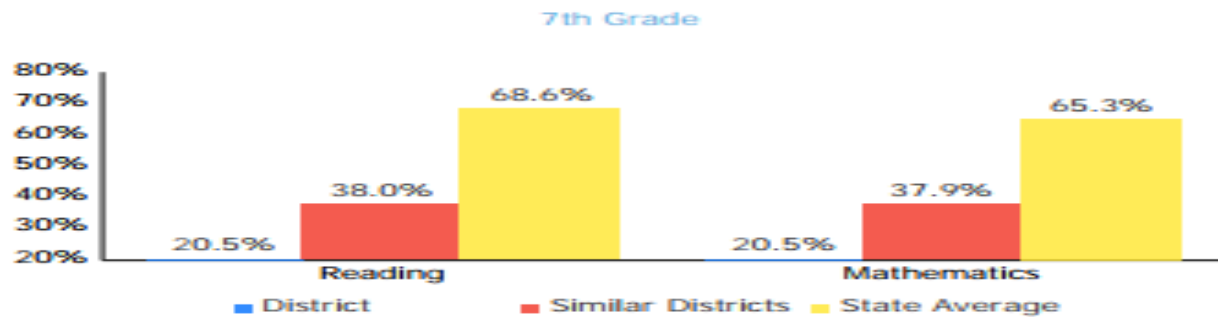
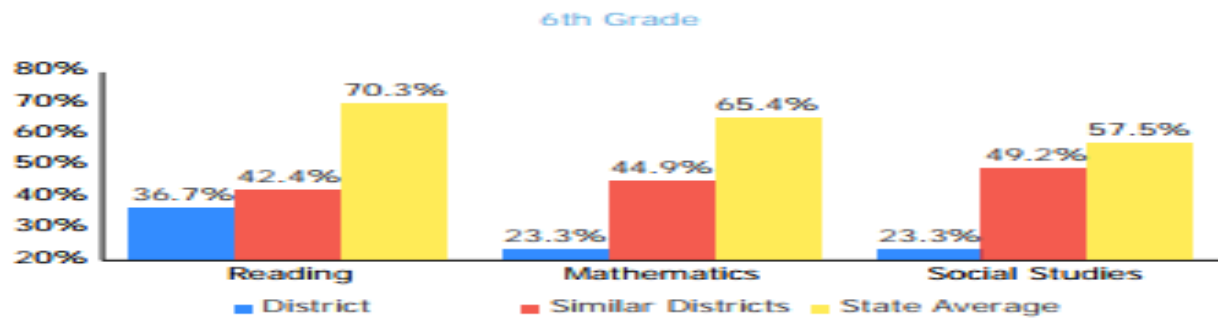


4th Grade



5th Grade





2016-17 K-3 Literacy Indicator



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement
8.2%

D

COMPONENT GRADE

D

2016 - 2017 Report Card for Lockland Local School District

Percentage On-Track In Reading Diagnostic



This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? 87.9%

How many third graders scored proficient on the state Reading test? 19.4%

2016 - 2017 Report Card for Lockland Local School District

K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

D

GRADE

D

K-3 Literacy Improvement



8.2%

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F = < -1.6%

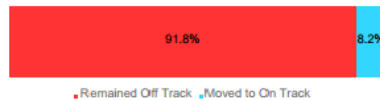
In Your District...

12 Students
Moved to On
Track - 6 RIMP
Deductions



73 Students
Started Off Track

= 8.2%



RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

Details of Measure



2015-16 K-3 Literacy Indicator



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

F

K-3 Literacy Improvement
17.9%

F

K-3 Literacy



The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

F



K-3 Literacy
Improvement



17.9%

12 out of 67

A = 81.4 - 100.0%
B = 62.6 - 81.3%
C = 43.8 - 62.5%
D = 25.0 - 43.7%
F = 0.0 - 24.9%

In Your District...

19 kindergarten students were not on-track last year.

31.6% of those students improved to on-track in 1st grade.

15 first grade students were not on-track last year.

26.7% of those students improved to on-track in 2nd grade.

19 second grade students were not on-track last year.

36.8% of those students improved to on-track in 3rd grade.

14 third grade students were not on-track this year.

7.1% of those students reached proficiency on the 3rd grade OAA.

Details of Measure

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2014 - 2015	19	to	1st Grade Reading Diagnostic, School Year 2015 - 2016 < 10
1st Grade Reading Diagnostic, School Year 2014 - 2015	15	to	2nd Grade Reading Diagnostic, School Year 2015 - 2016 < 10
2nd Grade Reading Diagnostic, School Year 2014 - 2015	19	to	3rd Grade Reading Diagnostic, School Year 2015 - 2016 < 10
3rd Grade Reading Diagnostic, School Year 2015 - 2016	14	to	3rd Grade Reading OST, School Year 2015 - 2016 < 10
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan			NC
Totals	67		12

2014-15 K-3 Literacy Indicator



K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in
2016

K-3 Literacy Improvement
21.7%

F

2014 - 2015 Report Card for Lockland Local School District

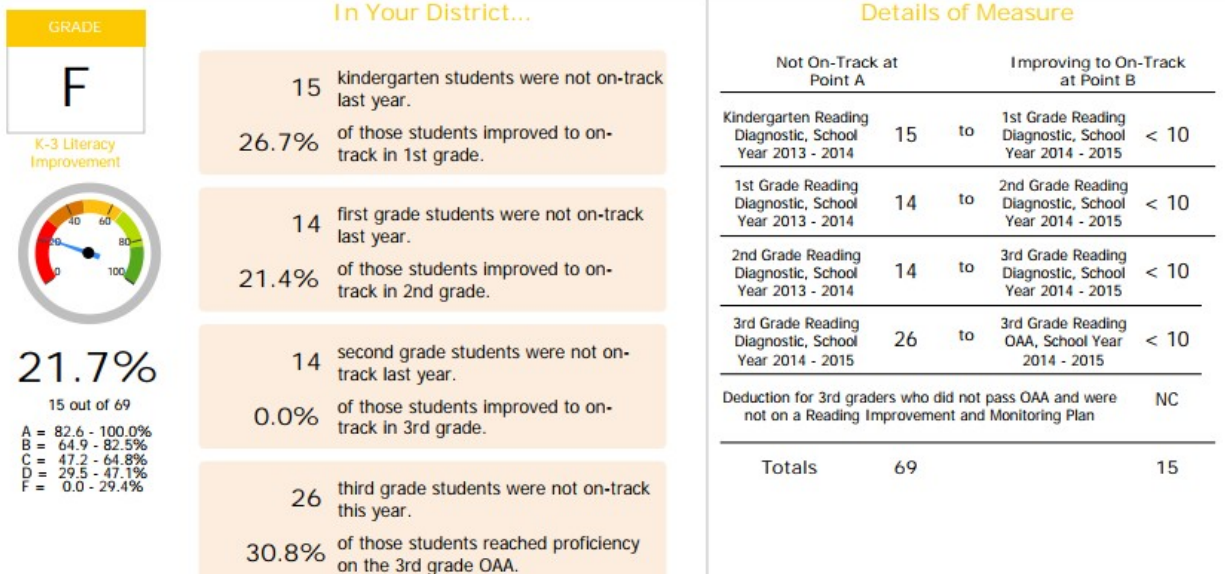
K-3 Literacy



This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in
2016



2016-17 Graduation Rate

2016 - 2017 Report Card for Lockland Local School District

Graduation Rate



The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

F

4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.

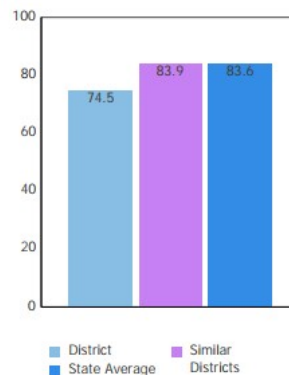


74.5%

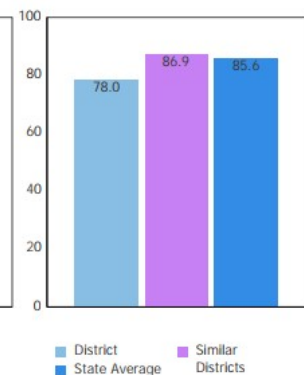
A = 93.0 - 100.0%
B = 89.0 - 92.9%
C = 84.0 - 88.9%
D = 79.0 - 83.9%
F = 0.0 - 78.9%



4-Year Rate



5-Year Rate



5-Year Graduation Rate

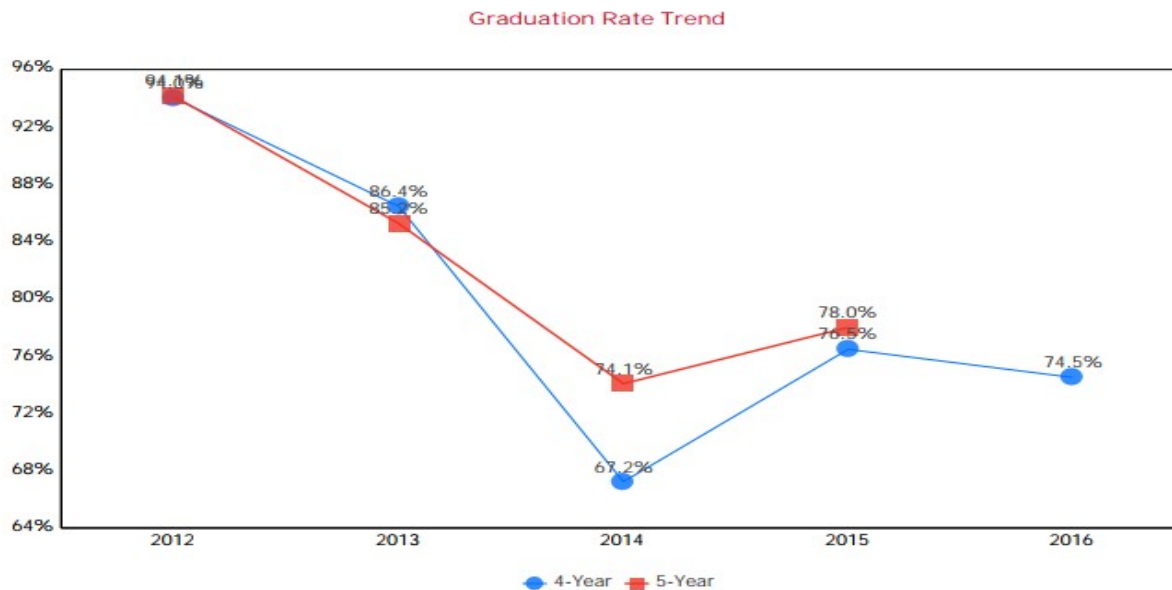
The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.



78.0%

A = 95.0 - 100.0%
B = 90.0 - 94.9%
C = 85.0 - 89.9%
D = 80.0 - 84.9%
F = 0.0 - 79.9%





Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

LASLINKS AND OELPA

A total of 51 students were identified as English Learners (EL) in Lockland Local Schools during the 2016-17. Data reveals a significant increase in students earning a score of a 1 on the OELPA as a result of a steady increase in newcomers over the last three years.

Disaggregated EL data include - KDG - 6, 1st - 5, 2nd - 3, 3rd - 5, 4th - 3, 5th - 4, 6th - 2, 7th - 2, 8th - 1, 9th - 7, 10th - 1, 11th - 8, and 12th - 4

The distribution of scores based on OELPA analysis is as follows:

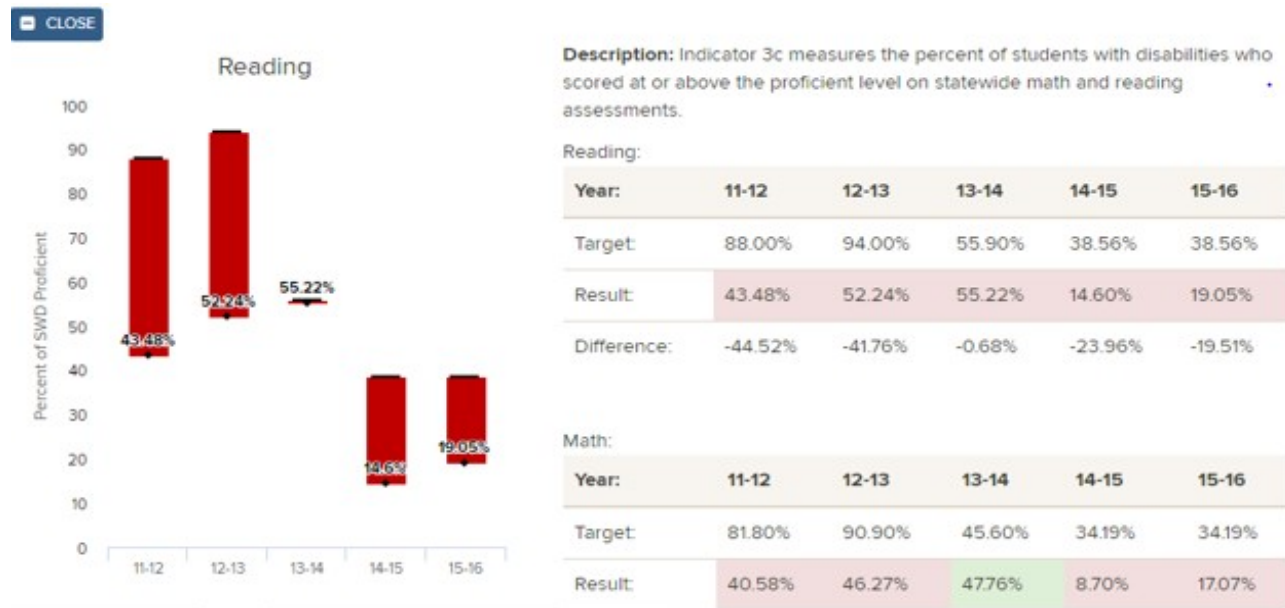
- Lockland Elementary - Emerging = 3 students; Progressing = 15 students
- Lockland Middle School - Emerging = 0 students; Progressing = 1 students
- Lockland High School - Emerging = 12 students; Progressing = 4 students

The LASLINKS and OELPA assessment are aligned to the Ohio Learning Standards and measures the speaking, writing, reading and listening skills of EL students. Literacy weaknesses identified through an analysis of this data include - acquisition of vocabulary and comprehension. These areas of deficit have been consistent trends for students identified as EL in Lockland Local Schools.

SPP DATA

When analyzing the last five years of data the following represents the percentage of students scoring at or above proficient on the assessments: 2010-11 = 63.83%; 2011-12 = 43.48%; 2012-13 = 52.24%; 2013-14 = 55.22%; 2014-15 = 14.60%; 2015-16 = 19.05%; 2016-17 19.5 %. For each of the years analyzed, Lockland students failed to meet the passing rate target by a difference ranging from .68% - 44.52%. The most significant deficits were identified

in the literacy domains of informational text and acquisition of vocabulary. As such, these areas continue to be a point of focus for targeted improvement.



DIBELS ASSESSMENT – FALL 2017

A review of the DIBELS universal screener from the Fall of 2017 was performed to inform our local literacy plan as well. The 2017-18 academic year is the first year that Lockland is using this assessment universally in grades K-6 and this year will serve as a baseline for years to come relevant to our literacy plan goals.

Fall DIBELS data analysis reveals that an overwhelming majority of incoming kindergarten students do not have mastery of first letter sound fluency or letter naming fluency. This further supports the notion that a significant portion of our students enter kindergarten lacking needed emergent literacy skills. Additionally, this data suggests that decoding (word level reading) which is the ability to transform print into spoken language is an academic concern with our students in grades 1-3 based on the number of students found to be not on target in phonemic awareness (phoneme segmentation), basic phonics (nonsense word fluency) and advanced phonics and fluency (oral reading fluency).

	First Sound Fluency (FSF)	Letter Name Fluency (LNF)	Phoneme Segmentation Fluency (PSF)	Nonsense Word Fluency (NWF)	DORF Words Correct	DORF Accuracy	DORF Retell
KDG	69% NOT on Target						
1st		37% NOT on Target	57% NOT on Target	43% NOT on Target			
2nd				68% NOT on Target	53% NOT on	50% NOT on Target	68% NOT

					Target		on Target
3 rd					57% NOT on Target	68% NOT on Target	61% NOT on Target

DIBELS Assessment – Winter 2017

	First Sound Fluency (FSF)	Letter Name Fluency (LNF)	Phoneme Segmentation Fluency (PSF)	Nonsense Word Fluency (NWF)	DORF Words Correct	DORF Accuracy	DORF Retell
KDG	31% NOT on Target		12% NOT on Target	12% NOT on Target			
1 st				45% NOT on Target	48% NOT on Target	45% NOT on Target	n/a
2 nd					47% NOT on Target	40% NOT on Target	40% NOT on Target
3 rd					54% NOT on Target	37% NOT on Target	37% NOT on Target

NWEA/MAP READING DIAGNOSTICS

As the following two pages will display, an analysis of the last four MAP Reading administrations have been conducted. The data reveals that on average, **half to two-thirds of our students have scored below average in all measured areas** of the assessment over the course of the last two years - Vocab, Info Text, Literature, Foundational Skills / Language and Writing

% of Students Scoring BELOW AVERAGE in the 40th %'ile or lower Grades K-3

Kindergarten	15-16 Spring	16-17 Spring	17-18 Fall	17-18 Winter
Vocabulary	66%	59%	n/a	63%
Informational Text	65%	64%	n/a	56%
Found. Skills	57%	62%	n/a	67%
Lang. & Writing	56%	64%	n/a	71%
First Grade	15-16 Spring	16-17 Spring	17-18 Fall	17-18 Winter
Vocab & Functions	79%	67%	70%	62%
Literature and Info Text	76%	69%	67%	59%
Found. Skills	67%	67%	47%	56%

Lang. & Writing	76%	67%	77%	72%
Second Grade	15-16 Spring	16-17 Spring	17-18 Fall	17-18 Winter
Vocabulary	70%	85%	75%	77%
Info Text	59%	75%	62%	85%
Literary Text	58%	65%	59%	73%
Third Grade	15-16 Spring	16-17 Spring	17-18 Fall	17-18 Winter
Vocabulary	54%	70%	70%	75%
Info Text	48%	70%	74%	73%
Literature	42%	63%	72%	75%

% of Students Scoring BELOW AVERAGE 40th %ile or lower Grades 4-8

Fourth Grade	16-17 Winter	16-17 Spring	17-18 Fall	17-18 Winter
Literature	36%	35%	62%	56%
Info Text	39%	47%	52%	64%
Vocab	42%	48%	59%	53%
Fifth Grade	16-17 Winter	16-17 Spring	17-18 Fall	17-18 Winter
Literature	63%	59%	48%	48%
Info Text	73%	52%	61%	49%
Vocab	60%	56%	62%	54%
Sixth Grade	16-17 Winter	16-17 Spring	17-18 Fall	17-18 Winter
Literature	63%	55%	64%	59%
Info Text	63%	55%	67%	65%
Vocab	65%	51%	61%	63%
Seventh Grade	16-17 Winter	16-17 Spring	17-18 Fall	17-18 Winter
Literature	56%	63%	58%	65%
Info Text	62%	54%	61%	54%
Vocab	48%	57%	55%	62%
Eighth Grade	16-17 Winter	16-17 Spring	17-18 Fall	17-18 Winter
Literature	56%	54%	48%	32%
Info Text	52%	61%	52%	56%
Vocab	59%	58%	38%	38%

2018 Winter NWEA / MAP Data for Grades K-8 by Standard Area in Reading:



Grade Report

Grade KG

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading K-2 OH 2011 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	27
Mean RIT	146.4
Standard Deviation	10.1
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	151.3
Students At or Above Norm 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 (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 OH 2011 / OH Common Core English & Literacy: 2011	7	26%	8	30%	7	26%	3	11%	2	7%	144-146-148	10.1
Goal Area												
Vocabulary Use and Functions	9	33%	5	19%	7	26%	4	15%	2	7%	144-146-149	12.1
Foundational Skills	7	26%	5	19%	6	22%	8	30%	1	4%	148-149-151	11.4
Language and Writing	10	37%	7	26%	4	15%	5	19%	1	4%	143-146-148	11.9
Literature and Informational	11	41%	7	26%	2	7%	5	19%	2	7%	143-145-148	12.5



Grade Report

Grade 1

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading K-2 OH 2011 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	31
Mean RIT	164.2
Standard Deviation	12.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	171.5
Students At or Above Norm Grade Level Mean RIT	7

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading K-2 OH 2011 / OH Common Core English & Literacy: 2011	11	35%	11	35%	4	13%	2	6%	3	10%	162-164-167	12.7
Goal Area												
Vocabulary Use and Functions	10	32%	10	32%	5	16%	3	10%	3	10%	161-164-167	15.2
Foundational Skills	9	29%	12	39%	4	13%	2	6%	4	13%	164-167-170	16
Language and Writing	8	26%	12	39%	5	16%	4	13%	2	6%	162-165-167	13.9
Literature and Informational	13	42%	9	29%	4	13%	4	13%	1	3%	159-162-164	12.3



Grade Report

Grade 2

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading 2-5 OH 2011 V2 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	34
Mean RIT	171.9
Standard Deviation	15.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	184.2
Students At or Above Norm Grade Level Mean RIT	10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 OH 2011 V2 / OH Common Core English & Literacy: 2011	18	53%	6	18%	4	12%	4	12%	2	6%	169-172-175	15.7
Goal Area												
Literature	16	47%	5	15%	6	18%	5	15%	2	6%	169-172-175	18.6
Informational Text	22	65%	2	6%	3	9%	4	12%	3	9%	167-171-174	17.4
Vocabulary Acquisition and Use	18	53%	6	18%	4	12%	5	15%	1	3%	170-173-176	15.8



Grade Report

Grade 3

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading 2-5 OH 2011 V2 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	44
Mean RIT	183.7
Standard Deviation	16.6
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	195.6
Students At or Above Norm Grade Level Mean RIT	10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 OH 2011 V2 / OH Common Core English & Literacy: 2011	19	43%	10	23%	9	20%	4	9%	2	5%	181-184-186	16.6
Goal Area												
Literature	20	45%	9	20%	8	18%	5	11%	2	5%	180-183-186	18.4
Informational Text	19	43%	10	23%	5	11%	8	18%	2	5%	182-184-187	17.3
Vocabulary Acquisition and Use	20	45%	10	23%	7	16%	6	14%	1	2%	182-184-187	16.6



Grade Report

Grade 4

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading 2-5 OH 2011 V2 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	41
Mean RIT	195.7
Standard Deviation	13.1
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	203.6
Students At or Above Norm 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 (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 OH 2011 V2 / OH Common Core English & Literacy: 2011	13	32%	10	24%	12	29%	4	10%	2	5%	194-196-198	13.1
Goal Area												
Literature	10	24%	13	32%	9	22%	7	17%	2	5%	195-197-199	13.8
Informational Text	11	27%	15	37%	8	20%	6	15%	1	2%	192-195-197	13.8
Vocabulary Acquisition and Use	12	29%	10	24%	11	27%	6	15%	2	5%	194-196-198	15.2



Grade Report

Grade 5

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading 2-5 OH 2011 V2 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	35
Mean RIT	203.5
Standard Deviation	16
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	209.8
Students At or Above Norm Grade Level Mean RIT	16

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 2-5 OH 2011 V2 / OH Common Core English & Literacy: 2011	12	34%	7	20%	3	9%	11	31%	2	6%	201-203-206	16
Goal Area												
Literature	12	34%	5	14%	7	20%	10	29%	1	3%	199-202-205	16.8
Informational Text	9	26%	8	23%	6	17%	7	20%	5	14%	202-206-209	17.9
Vocabulary Acquisition and Use	12	34%	7	20%	7	20%	7	20%	2	6%	200-203-205	15.6



Grade Report

Grade 6

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Elementary School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading 6+ OH 2011 V2 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	37
Mean RIT	204
Standard Deviation	17.3
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	214.2
Students At or Above Norm Grade Level Mean RIT	10

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 6+ OH 2011 V2 / OH Common Core English & Literacy: 2011	15	41%	10	27%	2	5%	8	22%	2	5%	201-204-207	17.3
Goal Area												
Literature	16	43%	8	18%	11	30%	1	3%	3	8%	199-202-205	18.1
Informational Text	16	43%	8	22%	4	11%	6	16%	3	8%	201-204-207	18.2
Vocabulary Acquisition and Use	15	41%	8	22%	4	11%	7	19%	3	8%	203-206-209	17.6



Grade Report

Grade 7

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Middle School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading 6+ OH 2011 V2 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	37
Mean RIT	207.6
Standard Deviation	16.4
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	216.9
Students At or Above Norm 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 (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Growth: Reading 6+ OH 2011 V2 / OH Common Core English & Literacy: 2011	11	30%	13	35%	5	14%	7	19%	1	3%	205-208-210	16.4
Goal Area												
Literature	16	43%	8	22%	7	19%	3	8%	3	8%	203-206-209	17.6
Informational Text	12	32%	8	22%	11	30%	5	14%	1	3%	206-208-211	17
Vocabulary Acquisition and Use	11	30%	12	32%	7	19%	5	14%	2	5%	206-209-212	16.8



Grade Report

Grade 8

Term: Winter 2017-2018
 District: Lockland School District
 School: Lockland Middle School

Norms Reference Data: 2015
 Weeks of Instruction: 20 (Winter 2018)
 Grouping: None
 Small Group Display: No

Reading

Growth: Reading 6+ OH 2011 V2 / OH Common Core English & Literacy: 2011

Summary	
Total Students With Valid Growth Test Scores	32
Mean RIT	216.5
Standard Deviation	11.1
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	219.1
Students At or Above Norm Grade Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance Growth: Reading 6+ OH 2011 V2 / OH Common Core English & Literacy: 2011	5	16%	9	28%	11	34%	6	19%	1	3%	215-217-218	11.1
Goal Area												
Literature	4	13%	6	19%	12	38%	9	28%	1	3%	215-217-219	11.9
Informational Text	7	22%	11	34%	5	16%	7	22%	2	6%	212-215-217	12.9
Vocabulary Acquisition and Use	5	16%	7	22%	8	25%	11	34%	1	3%	216-218-220	11.5

Given the limitations list above (e.g., student mobility, absenteeism, staff turn-over, etc.); intensive professional development is required across a myriad of domains in order to build the capacity needed to provide quality instruction to high poverty low achieving students (e.g., researched based instructional practices, differentiated instruction, positive behavioral intervention supports, multi-tiered systems of support, etc.).

ROOT CAUSE ANALYSIS

Lockland Local Schools engaged in a root cause analysis after a thorough review of our literacy data in grades K-12. This process assisted in the identification of needed processes and systems aligned to the improvement of literacy and language instruction and intervention for all learners in grades K-12. The results of our root cause analysis were as follows:

- **“Learners who start behind stay behind”** – Our root cause analysis revealed that although the overwhelming majority of learners in Lockland Local Schools make in excess of one year’s worth of growth each year, research supports that students who begin kindergarten academically behind generally remain behind throughout their school experience.
- **Explicitness of Instruction in the Critical Skills in Reading** – Analysis also revealed that students in Lockland Schools are exposed to instruction that is not rich in the explicitness of critical skills such as Foundational Skills in grades K-1, Fluency and Phonics in grades 1-3 and Comprehension and Reading Strategies in grades 4-12
- **Instructional Strategies** – Analysis revealed that teachers were not consistently utilizing best-practice instructional strategies or were not implementing them with fidelity in English language arts classrooms. Examples include:
 - **Intervention** – Co-teaching strategies not consistently utilized to meet the needs of individual students and small groups

- **Differentiation** – Lack of differentiation strategies were utilized as they relate to meeting the needs of diverse learners with varied strategy, resources or pacing
- **Progress Monitoring** – Inconsistent progress monitoring data collected / analyzed and utilized to drive instructional decision making
- **Evidence-Based Reading Interventions** – Interventions are not readily available to students in grades K-12 in need of targeted literacy instruction, as determined by progress monitoring data
- **District Wide PBIS Implementation** – Systemic approach to maintaining a classroom environment that is conducive to teaching and learning is lacking in consistency within our K-12 classrooms. Additionally, the building / district culture has not been deemed conducive to effective improvement due to behavior management challenges.
- **Family & Community Engagement** – It has been revealed that family and community involvement has not been adequately leveraged to improve literacy for all students

The results of this data analysis suggest the following as problem statements as they relate to student learning in Lockland Local Schools:

- Foundational Skills (Phonics and Phonemic Awareness, Fluency, Vocabulary) are significant concerns according to KRA, DIBELS and MAP data in grades K-2 for all students and students represented within vulnerable populations
- Vocabulary Acquisition and Comprehension skills (Writing) are a significant concern according to AIR, MAP, and EOC in grades 3-12 for all students and students represented within vulnerable populations

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN LITERACY

Insert an analysis of additional factors believed to contribute to underachievement in literacy in the community served.

Lockland Local Schools District Leadership Team (DLT), our Building Leadership Teams (BLT's) and Teacher Based Teams (TBT's) have analyzed and evaluated factors to leading to concerns pertaining to K-12 literacy deficits in the district. Based on the data analysis provided below, the following are assumptions regarding factors that have contributed to the historically low literacy performance in Lockland Local Schools:

VULNERABLE POPULATIONS / CHRONIC ABSENTEEISM / MOBILITY

Upon review of Lockland Local Schools student enrollment by subgroup (see table below), the analysis revealed approximately 90% of the student body in grades K-12 are economically disadvantaged and nearly 12% of the population is identified as Limited English Proficiency (LEP). Additionally, roughly 15% of students in grades K-12 are identified as students with disabilities (SWD). Chronic absenteeism is a concern as well with nearly 20% of our K-12 population meeting that definition as a result in excess absence.

Average
Daily
Enrollment:

493

Number of
Limited
English
Proficiency
Students
Excluded from
Accountability
Calculations:

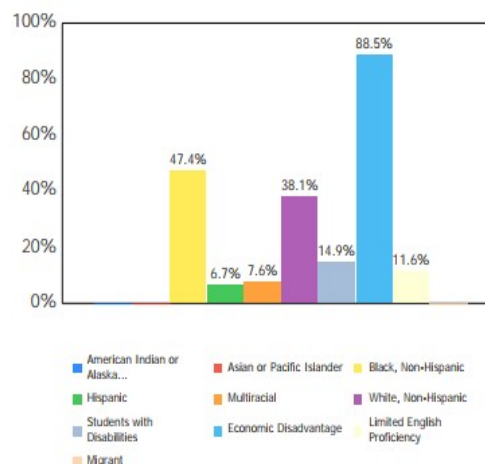
18

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	234	47.4%
Hispanic	33	6.7%
Multiracial	37	7.6%
White, Non-Hispanic	188	38.1%
Students with Disabilities	73	14.9%
Economically Disadvantaged	437	88.5%
Limited English Proficiency	57	11.6%
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group

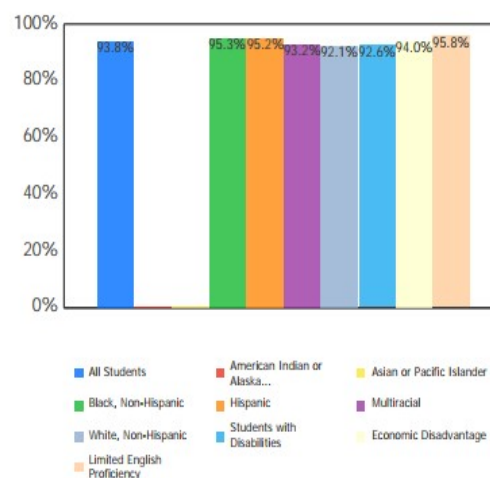
State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your

Chronic
Absenteeism
Rate:

18.1%

	Attendance Rate
All Students	93.8%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	95.3%
Hispanic	95.2%
Multiracial	93.2%
White, Non-Hispanic	92.1%
Students with Disabilities	92.6%
Economic Disadvantage	94.0%
Limited English Proficiency	95.8%
Migrant	NC
Male	94.1%
Female	93.6%

NC = Not Calculated because there are fewer than 10 in the group

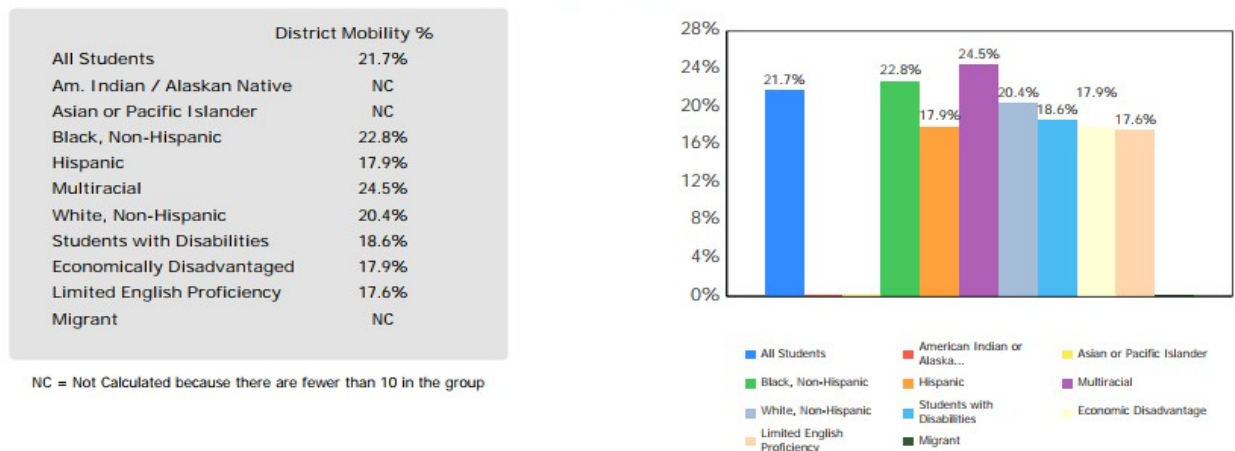


Attendance Rate is not shown if enrollment is less than 10.

Mobility rates are also a data point of focus during analysis of factors contributing to underachievement in literacy. As the data below indicates, Lockland Local Schools has one of the highest mobility rates in Hamilton County, Ohio.

Root cause analysis results reveal that increased professional development and implementation of Positive Behavior Intervention Supports (PBIS) and culturally responsive practices could yield increased levels of student attendance and the ability to increase the levels of engagement for all students in our K-12 classrooms. Additionally, analysis reveals that increased levels of PD and implementation of Universal Design for Learning (UDL) and Sheltered Instruction Observation Protocol (SIOP) practices would prove beneficial to meeting the needs of our vulnerable populations.

Mobility Rates by Subgroup



STAFF MOBILITY

Lockland Local Schools has experienced a high turn-over of teaching staff and administration for the last eight years.

- Historically, thirty percent or more of Lockland's teaching staff leaves the district each year
- Multiple administrative changes have occurred each year for the last eight years as well
 - Four superintendents within the last eight years
 - 18 different building level administrators within the last 8 years
- Within the last three years (10-15 new teachers and admins have been hired each year)

Root cause analysis results indicate that professional development and implementation of Positive Behavior Intervention Supports (PBIS) could have an impact on this mobility data as a result of establishing a more positive school culture and a climate that is conducive to teaching and learning. Additionally, increased access to research-based resources and evidence-based practice professional development is also needed as research shows these are contributing factors to teacher turnover.

FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS

Data reveals that while the district has placed emphasis on building family and community partnerships over the course of the last year and a half, the lack of this work historically has resulted in the need for a network of family and community resources aligned to the literacy goals of the district in grades K-12.

The continued development of partnerships, before and after school programming and increased levels of communication and access to information are essential components to the Local Literacy Plan and embedded within our current Comprehensive Continuous Improvement

Plan (CCIP), Community Learning Center plans and our School Improvement 1003 grant application.

ADULT IMPLEMENTATION OF EDUCATIONAL PRACTICES AND PROGRAMS

Analysis of the instructional practices inclusive of curriculum, instruction and assessment programming focused on literacy offered in grades K-12 reveals that there is a need for additional resources and / or professional development for teachers in the following areas at tiers 1-3:

- Tier One supplemental resource implementation PD in grades K-12 for English language arts teachers
- Tier Two resource acquisition and PD in the following areas:
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
 - Writing
- Assessment program for English language arts in grades K-12
 - Professional development for the administration and analysis of the assessments that we currently use is a need
 - Acquisition of additional assessments in grades K-12 (specifically DIBELS training in grades K-6 and the use of a nationally norm referenced reading assessment given three times a year in grades 9-12)

OHIO IMPROVEMENT PROCESS IMPLEMENTATION RUBRIC - OIPIR DATA

Lockland Local Schools engages in the Ohio Improvement Process Implementation Rubric (OIPIR) administration each year at the district and building levels. The following table displays the data from the most recent administration of the rubric in the Spring of 2017.

	District (overall scores)	Elementary (overall scores)	Middle (overall scores)	High (overall scores)
Effective Teams	Accomplished	Accomplished	Accomplished	Beginning
DLT / BLT structures	Developing	Developing	Developing	Beginning
Teacher Based Teams	Developing	Developing	Developing	Beginning
Formative Assessment	Beginning	Developing	Beginning	Beginning
Instruction	Beginning	Beginning	Beginning	Beginning
Standards	Developing	Developing	Developing	Beginning
Team Membership	Accomplished	Accomplished	Accomplished	Developing
OIP 5 Step	Beginning	Beginning	Beginning	Beginning

Process				
---------	--	--	--	--

Based on the OIPIR process and resulting data analysis, the following has been determined (as of Spring of 2017):

- Most teams are in the norming stages of development with the exception of the high school which is forming. Participation within the teams range from 50-89% with the exception of the high school. Agendas are used and provided in advance, topics are aligned to the CCIP, protocols are adhered to and members come prepared.
- DLT and BLT structures are in the developing stages with the exception of the high school. Data are somewhat organized with varying levels of access. Focused goals have been established in a SMART format and strategies and action steps show general alignment to the CCIP plan most often. Some but not all adults are held accountable for implementing the plan and some students have access to challenging curriculum. Professional development is consistent with the CCIP and teachers are expected to participate. Adult implementation indicators clearly measure implementation of strategy, data is regularly collected, and monitoring occurs. Substantial growth has been measured in the indicator areas. Community is invited but engagement is minimal.
- TBT structures are in the developing range with the exception of the high school. Some teachers bring data to meetings and data is used inconsistently. Some student work is analyzed, and instructional practices are identified, differentiation is somewhat evident, and targets are established. Course correction is discussed in the team settings.
- Formative assessment is predominately measured in the beginning stages for the district and two of the three schools (the elementary is measured as developing). Overall, the following is true for the district / schools: annual summative assessments data are distributed to all staff for use when planning. Item analysis and monitoring of student are consistent and the BLT's / DLT is responsible for articulation.
- Instruction is measured in the beginning stages for the district and all three schools. Students are occasionally exempted from basic skills work when they demonstrate a high level of performance. Students are predominately matched to skills work by virtue of readiness.
- Standards are measured as developing for the district and two of the three schools, with the high being the exception at beginning. Lockland Local Schools continues to implement a transition plan as it relates to the district curriculum and provide professional development opportunities to teachers aligned to development of curriculum, instructional practice and assessment.
- Team membership is measured as accomplished at the district level and within the elementary and middle school buildings. The high school is measured as developing. Special education staff attends all meetings and provides input towards the planning.
- The Five Step OIP process is measured as beginning in the district and within all three schools. The TBT's meet weekly and the BLT's meet monthly. Staff members are familiar with the OIP template and have a basic understanding of the process. Data is not always prepopulated prior to each meeting in the template.

READING — TIERED FIDELITY INVENTORY DATA (R-TFI) — SUBSCALE DATA FOR TIER ONE

The purpose of the Reading Tiered Fidelity Inventory (R-TFI) is to provide leadership teams with a tool to assess the implementation of multi-tiered structures encompassing: 1) systems to address the continuum of reading needs across the student body, 2) evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and 3) data use and analysis. On February 2, 2018, the K-5 leadership team completed the R-TFI Elementary Level Edition and the result was the following scores: Tier 1 Overall Score: 31%; Teams: 50%; Implementation: 42%; Resources: 17%; and Evaluation: 25%. The 6-12 leadership team also administered the R-TFI Secondary Level Edition on February 2, 2018 and the result was the following scores: Tier 1 Overall Score: 29%; Teams: 33%; Implementation: 25%; Resources: 30%; Evaluation: 28%.

ROOT CAUSE ANALYSIS RESULTS

Root cause analysis results reveal that increased professional development and implementation of Positive Behavior Intervention Supports (PBIS) could yield increased levels of student attendance and the ability to increase the levels of engagement for all students in our K-12 classrooms. Furthermore, this could also impact staff mobility rates in the future.

Additionally, analysis reveals that increased levels of professional development and implementation of Universal Design for Learning (UDL) and Sheltered Instruction Observation Protocol (SIOP) practices would increase teacher capacity to meet the needs of our vulnerable populations and could have a positive impact on student and adult data and indicators.

Lack of Multi-Tiered Systems of Support (MTSS) in grades K-12 with an aligned assessment schedule and systemic benchmarks / responses is a contributing factor to analysis above.

The schools and the district need to continue to focus on the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy content discourse, development and organization of resources to support the Lockland Local Literacy Plan:

Decoding and word level reading (the ability to transform print into spoken language) **X's**

Language Comprehension (the ability to understand spoken language) = Reading Comprehension

The district and our schools recognize that the simple view of reading is a comprehensive approach to teaching reading and without both decoding / word level reading AND language comprehension and the ability to understand spoken language, the yield will NOT be reading comprehension. Efficient word recognition allows the reader to quickly pronounce a word and triggers recognition of words acquired through language experiences (e.g., prior knowledge). Language comprehension is defined as knowledge of facts and concepts, vocabulary, language and text structures, and verbal reasoning structures and strategies.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the literacy mission and/or vision of the organization. You may want to state how the literacy vision is aligned to Ohio's Vision for Literacy outlined in Ohio's Plan to Raise Literacy Achievement.

Lockland Local Schools' vision is for all learners to acquire the knowledge and skills needed to read at grade level. Lockland Schools will implement a literacy instructional framework that emphasizes all of the key components of a comprehensive literacy program for every student, every day.

These key components include:

- Phonemic awareness
- Phonics
- Reading fluency
- Vocabulary acquisition and development
- Reading comprehension
- Writing experiences.

These key components shift to the following in adolescent literacy:

- Advanced Phonics and Word Study
- Reading fluency
- Vocabulary acquisition and development
- Reading comprehension
- Motivation
- Writing experiences

Lockland Schools will plan and deliver evidence-based instructional practices and implement evidence-based systems to ensure that all students have access to the instruction and resources needed to achieve grade level literacy skills.

To achieve this vision, Lockland Local Schools is committed to:

1. Using the Simple View of Reading (Gough & Tunmer, 1986) to drive all literacy content discourse, development and organization of resources necessary to support the state's comprehensive plan –

Decoding and word level reading (the ability to transform print into spoken language) **X's**

Language Comprehension (the ability to understand spoken language) = Reading Comprehension

2. Ensuring all learners are represented and supported throughout the language and literacy development continuum (emergent literacy, early literacy, conventional literacy and adolescent literacy) and providing specific recommendations for struggling readers;

3. Enhancing partnerships and collaboration of general and special education practitioners and stakeholders; and
4. Enhancing Lockland's infrastructure supports to build implementation capacity at the district, building, and classroom levels.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable performance goals addressing learners' needs (Section 3) that the local literacy plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals. See the guidance document for the definition of SMART goals.

Goal #1 – Increase the Tier One score on the Elementary and Secondary Reading-Tiered Fidelity Inventory by 10% each year, from the 29% (Secondary) and 31% (Elementary) baseline data collected in the Winter of 2018.

- 2019 Spring Goals = 39% Secondary and 41% Elementary
- 2020 Spring Goals = 49% Secondary and 51% Elementary
- 2021 Spring Goals = 59% Secondary and 61% Elementary

This goal will be achieved by focusing on team structures (grade level and department) that implement the Ohio Improvement Process (OIP) which develops and implements grade level instructional plans as well as Positive Behavioral Intervention Supports (PBIS) frameworks. Additionally, this will be achieved through a focus on resources as they relate to the development of our assessment schedule, inclusive of initial and follow-up training for administration and data analysis. Lastly, we will focus on systems and instructional coaching, the development of a professional learning plan and the evaluation of students' literacy skills with a universal screener administered with fidelity.

Goal #2 - Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

This broad goal will be achieved by addressing primary concerns discovered through our data analysis in grades K-3 specific to phonemic awareness, phonics and fluency instruction. This also aligns to the changing emphasis of sub-skills across the five components of reading instruction in grades K-5. Specifically, emphasis will be placed on instruction in the areas of blending and segmenting in grades K and 1, basic and advanced phonics in grades K-3 and words and connected Text in grades 2 and 3.

Sub goals for #2: Sub goal #2a – Increase the percentage of kindergarten students meeting or exceeding the targets for phonemic awareness from 31% to 70% by Spring 2021 as measured by the DIBELS phoneme segmentation fluency measure (PSF)

Sub goal #2b – Increase the percentage of kindergarten students meeting or exceeding the targets for phonics and word recognition skills from 31% to 70% by Spring 2021 as measured by the DIBELS Nonsense Word Fluency (NWF) measure

Sub goal #2c – Increase the percentage of first grade students meeting or exceeding the targets for phonemic awareness from 43% to 80% by Spring 2021 as measured by the DIBELS Phoneme Segmentation Fluency (PSF) measure

Sub goal #2d – Increase the percentage of first grade students meeting or exceeding the targets for phonics and word recognition skills from 57% to 80% by Spring 2021 as measured by the DIBELS Nonsense Word Fluency (NWF) measure

Sub goal #2e – Increase the percentage of first grade students meeting or exceeding the targets for Oral Reading Fluency (ORF) targets from 52% to 80% by Spring 2021 as measured by the DIBELS DORF measure

Sub goal #2f – Increase the percentage of second grade students meeting or exceeding the targets for phonics and word recognition from 32% to 80% by Spring 2021 as measured by the DIBELS Nonsense Word Fluency (NWF) measure

Sub goal #2g – Increase the percentage of second grade students meeting or exceeding the Oral Reading Fluency (ORF) from 47% to 80% by Spring 2021 as measured by the DIBELS DORF measure

Sub goal #2h – Increase the percentage of third grade students meeting or exceeding the Oral Reading Fluency (ORF) from 46% to 80% by Spring 2021 as measured by the DIBELS DORF measure

Goal #3 – Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

This broad goal will be achieved by addressing primary concerns discovered through our data analysis in grades 4-8 specific to vocabulary, comprehension strategies and writing.

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
4th grade	40%	45%	50%	55%	60%
5th grade	28.9%	33.9%	38.9%	43.9%	48.9%
6th grade	19.2%	24.2%	29.2%	34.2%	39.2%
7th grade	18.5%	23.5%	28.5%	33.5%	38.5%
8th grade	18.8%	23.8%	28.8%	33.8%	38.8%

Sub goals for #3: Sub goal #3a – Increase the percentage of fourth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 41% to 51% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3b – Increase the percentage of fourth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 48% to 58% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3c – Increase the percentage of fifth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher

each year over the next three years. Students will increase from 38% to 48% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3d – Increase the percentage of fifth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3e – Increase the percentage of sixth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3f – Increase the percentage of sixth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 33% to 43% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3g – Increase the percentage of seventh grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 45% to 55% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3h – Increase the percentage of seventh grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3i – Increase the percentage of eighth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 62% to 72% by the Spring of 2019, as measured by the MAP assessment.

Sub goal #3j – Increase the percentage of eighth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 48% to 58% by the Spring of 2019, as measured by the MAP assessment.

Goal #4 - Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams

This broad goal will be achieved by addressing primary concerns discovered through our data analysis in grades 4-8 specific to vocabulary, comprehension strategies and writing.

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

SECTION 6: ACTION PLAN MAP(S)

Each action plan map describes how implementation of the local literacy plan will take place for each specific literacy goal that the plan is designed to address. Each plan must include at least one specific literacy goal. Add as many action map goals as necessary.

Goal #1 Action Plan Map

Goal Statement: Increase the Tier One implementation fidelity score on the Elementary and Secondary Reading-Tiered Fidelity Inventory (R-TFI) by 10% each year, from the 29% (Secondary) and 31% (Elementary) baseline data collected in the Winter of 2018.

Evidence-Based Practice: Development of an implementation infrastructure to support schools in the installation, use and sustainability of the literacy systems through an MTSS model.

	Action Step 1	Action Step 2	Action Step 3
Components	Development of an MTSS district implementation team	Implementation and use of the Local Literacy Plan in grades K-12	Continuous improvement of methods for the implementation and use of evidence-based programs and practices to better meet the needs of all students
1. Timeline	Beginning Spring 2018 and ongoing through May of 2021	Beginning Fall 2018 and ongoing through May of 2021	Beginning Fall 2018 and ongoing through May of 2021
2. Lead Person(s)	Bob Longworth, Assistant Superintendent of Curriculum and Instruction	Bob Longworth, Assistant Superintendent of Curriculum and Instruction	Bob Longworth, Assistant Superintendent of Curriculum and Instruction
3. Resources Needed	<ul style="list-style-type: none"> Professional learning (see section 8C) relevant to data, systems and evidence-based 	<ul style="list-style-type: none"> Professional learning (see section 8C) relevant to the development of the Local Literacy Plan, Building Leadership 	<ul style="list-style-type: none"> Professional learning (see section 8C) relevant to evidence-based instructional

	<p>practices and programs</p> <ul style="list-style-type: none"> • Communication protocols • District assessment system 	<p>Teams and Teacher Based Teams</p> <ul style="list-style-type: none"> • Communication plan • Literacy Instructional Frameworks • School wide assessment system 	<p>practices</p> <ul style="list-style-type: none"> • Evidence-based instructional programs • Evidence-based intervention materials
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	<ul style="list-style-type: none"> • Training specific to knowledge about data, systems and evidence-based practices the system will support • Establishing communication protocols for the MTSS system • Implementation of a coaching system to support infrastructure • Establishing a district assessment system • Data-based problem solving at the district level 	<ul style="list-style-type: none"> • Development of a K-12 Local Literacy Plan • Development of Building Leadership Teams (K-6 and 7-12) • Development of effective Teacher Based Teams • Development of an effective communication plan to coordinate the works of each team • Development and use of grade level literacy instructional frameworks to ensure teaching of critical literacy skills through evidence-based practices • Installation of school-wide assessments and data systems 	<ul style="list-style-type: none"> • Successful use of curriculum resources to teach evidence-based practices • Professional development to teachers to support evidence-based practices • Coaching for teachers to support the implementation of evidence-based practices • Effective use of intervention resources and materials aligned with critical reading skills
5. Measure of Success	10% or higher increase in R-TFI implementation fidelity score each year	10% or higher increase in R-TFI implementation fidelity score each year	10% or higher increase in R-TFI implementation fidelity score each year
6. Check-	Ongoing check-in	Ongoing check-in	Ongoing check-in

In/Review Date	quarterly specific to implementation bullets noted above, review of progress in the Spring of each year via the R-TFI completion in grades K-5 and grades 6-12	quarterly specific to implementation bullets noted above, review of progress in the Spring of each year via the R-TFI completion in grades K-5 and grades 6-12	quarterly specific to implementation bullets noted above, review of progress in the Spring of each year via the R-TFI completion in grades K-5 and grades 6-12
----------------	--	--	--

Goal #2 Action Plan Map

Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Evidence-Based Practices: Develop awareness of the segments of sound in speech and how they link to letters. Teach students to decode words, analyze word parts, and write and recognize words. Provide intensive, systematic reading instruction on up to three foundational reading skills in small groups to students who score below benchmark on universal screening. These groups meet between three and five times a week for 20 to 40 minutes.

	Action Step 1	Action Step 2	Action Step 3
Components	Professional learning for teachers to increase capacity to deliver high quality instruction to all students in the areas of phonemic awareness, phonics and fluency	Implementation of the Ohio Improvement Process (OIP) to analyze data in order to determine student need to drive evidence-based instructional planning in the areas of phonemic awareness, phonics and fluency	Implementation of the Ohio Improvement Process (OIP) to facilitate the planning and delivery of instruction catered to meet the needs of individual and small groups of students based on data analysis in the areas of phonemic awareness, phonics and fluency
1. Timeline	Beginning January 2018 and ongoing through May 2021	Beginning January 2018 and ongoing through May of 2021	Beginning January 2018 and ongoing through May of 2021

2. Lead Person(s)	Bob Longworth, Assistant Superintendent of Curriculum and Instruction	Anthony Comer, K-12 Principal	Grade level teachers, Reading Specialists, intervention specialists, EL teachers and coaches
3. Resources Needed	<ul style="list-style-type: none"> Professional Development Plan (see attached in section 8C) in the areas of phonemic awareness, phonics and fluency with a focus on evidence-based practices and programs Instructional coaching to build teacher and administration capacity specific to evidence-based strategies and program Programming that provides resources to deliver evidence-based intervention in the areas of phonemic awareness, phonics and fluency Funds for PD and for sub teachers 	<ul style="list-style-type: none"> Professional Development Plan (see attached in 8C) as it relates to data analysis and using student data to drive instructional decision making Instructional coaching to build administrator and teacher capacity to analyze data in order to plan and deliver evidence-based instruction to student groups based on need, as determined by data 	<ul style="list-style-type: none"> Professional Development Plan (see attached in 8C) as it relates to the planning, delivery and progress monitoring of evidence-based interventions based on student data trends and patterns for all students, small groups and individual students. Instructional coaching to build teacher capacity to plan and deliver evidence-based instruction to student groups based on need Programming to support evidence-based instructional practices for all students, small groups and individual students, as needed and determined by data

<p>4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)</p>	<ul style="list-style-type: none"> • Kindergarten: PD, programming and coaching specific to blending and segmenting, sounds and basic phonics instruction • First grade: PD, programming and coaching specific to blending and segmenting, sounds and basic phonics instruction in addition to advanced and multisyllabic phonics and word fluency and connected text • Second and third grade: PD, programming and coaching specific to multisyllabic phonics, word fluency and connected text 	<p>Utilization of the Ohio Improvement Process in Building Leadership Teams and Teacher Based Teams to collect and analyze data for the purpose of identifying trends and patterns in order to plan and deliver evidence-based intervention to all students, small groups and individual students based on need as determined by data</p>	<p>Utilization of the Ohio Improvement Process in Building Leadership Teams and Teacher Based Teams to collaboratively plan, deliver and progress monitor evidence-based intervention practices and programs to all students, small groups and individual students based on need as determined by data</p>
<p>5. Measure of Success</p>	<p>Professional learning opportunities are provided with high levels of teacher implementation fidelity to 100% of teachers in grades</p>	<p>Documentation of Building Leadership Team and Teacher Based Team meetings inclusive of data analysis for the purpose of identifying trends and patterns in order to plan and</p>	<p>Documentation of Building Leadership Team and Teacher Based Team meetings inclusive of the planning, delivery and progress monitoring of evidence-based</p>

	K-3	deliver evidence-based intervention to all students, small groups and individual students based on need.	intervention to all students, small groups and individual students based on need.
6. Check-In/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress annually	Ongoing check-in monthly, review of progress annually	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress annually

Goal #2a Action Plan Map - Kindergarten

Overall Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Sub goal #2a – Increase the percentage of kindergarten students meeting or exceeding the targets for phonemic awareness from 31% to 60% by Spring 2018 as measured by the DIBELS phoneme segmentation fluency measure (PSF)

Evidence-Based Practice: Develop awareness of the segments of sound in speech and how they link to letters

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to recognize and manipulate segments of sound in speech	Teach students letter-sound associations	Use word building and other activities to link students' knowledge of letter sound relationships with phonemic awareness
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Kindergarten teachers	Kindergarten teachers	Kindergarten teachers
3. Resources Needed	Tier one core content resources (Journeys HMH), Haggerty Phonemic Awareness curriculum, SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning	Tier one core content resources (Journeys HMH), Haggerty Phonemic Awareness curriculum, SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning	Tier one core content resources (Journeys HMH), Haggerty Phonemic Awareness curriculum, SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations

	and for sub teachers	and for sub teachers	resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	Significant increases in students reaching or exceeding targets to 60% each year	Significant increases in students reaching or exceeding targets to 60% each year	Significant increases in students reaching or exceeding targets to 60% each year
6. Check-In/Review Date	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration

Goal #2b Action Plan Map - Kindergarten

Overall Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Sub goal #2b – Increase the percentage of kindergarten students meeting or exceeding the targets for phonics and word recognition skills from 31% to 60% by Spring 2018 as measured by the DIBELS Nonsense Word Fluency (NWF) measure

Evidence-Based Practice: Teach students to decode words, analyze word parts, and write and recognize words

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation (blending, chunking, sounding out)	Instruct students in common sound-spelling patterns and to recognize common word parts	Have students read decodable words in isolation and text and teach high frequency words so that students can recognize them efficiently
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Kindergarten teachers	Kindergarten teachers	Kindergarten teachers
3. Resources Needed	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents,	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources,	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations

	LETRS foundations resources, funds for professional learning and for sub teachers	funds for professional learning and for sub teachers	resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	Significant increases in students reaching or exceeding targets to 60% each year	Significant increases in students reaching or exceeding targets to 60% each year	Significant increases in students reaching or exceeding targets to 60% each year
6. Check-In/Review Date	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration

Goal #2c Action Plan Map – First Grade

Overall Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Sub goal #2c – Increase the percentage of first grade students meeting or exceeding the targets for phonemic awareness from 43% to 60% by Spring 2018 as measured by the DIBELS Phoneme Segmentation Fluency (PSF) measure

Evidence-Based Practice: Develop awareness of the segments of sound in speech and how they link to letters

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to recognize and manipulate segments of sound in speech	Teach students letter-sound associations	Use word building and other activities to link students' knowledge of letter sound relationships with phonemic awareness
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	First grade teachers	First grade teachers	First grade teachers
3. Resources Needed	Tier one core content resources (Journeys HMH), Haggerty Phonemic Awareness curriculum, SPIRE 3 rd edition reading curriculum resources, scope and sequence documents,	Tier one core content resources (Journeys HMH), Haggerty Phonemic Awareness curriculum, SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning and for sub	Tier one core content resources (Journeys HMH), Haggerty Phonemic Awareness curriculum, SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning

	LETRS foundations resources, funds for professional learning and for sub teachers	teachers	and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	Significant increases in students reaching or exceeding targets to 60% each year	Significant increases in students reaching or exceeding targets to 60% each year	Significant increases in students reaching or exceeding targets to 60% each year
6. Check-In/Review Date	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration

Goal #2d Action Plan Map – First Grade

Overall Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Sub goal #2d – Increase the percentage of first grade students meeting or exceeding the targets for phonics and word recognition skills from 57% to 80% by Spring 2018 as measured by the DIBELS Nonsense Word Fluency (NWF) measure

Evidence-Based Practice: Teach students to decode words, analyze word parts, and write and recognize words

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation (blending, chunking, sounding out)	Instruct students in common sound-spelling patterns and to recognize common word parts	Have students read decodable words in isolation and text and teach high frequency words so that students can recognize them efficiently
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	First grade teachers	First grade teachers	First grade teachers
3. Resources Needed	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents,	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources,	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations

	LETRS foundations resources, funds for professional learning and for sub teachers	funds for professional learning and for sub teachers	resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	Significant increases in students reaching or exceeding targets to 80% each year	Significant increases in students reaching or exceeding targets to 80% each year	Significant increases in students reaching or exceeding targets to 80% each year
6. Check-In/Review Date	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration

Goal #2e Action Plan Map – First Grade

Overall Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Sub goal #2e – Increase the percentage of first grade students meeting or exceeding the targets for Oral Reading Fluency (ORF) targets from 52% to 70% by Spring 2018 as measured by the DIBELS DORF measure

Evidence-Based Practice: Teach students to decode words, analyze word parts, and write and recognize words

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation (blending, chunking, sounding out)	Instruct students in common sound-spelling patterns and to recognize common word parts	Have students read decodable words in isolation and text and teach high frequency words so that students can recognize them efficiently
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	First grade teachers	First grade teachers	First grade teachers
3. Resources Needed	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope, and sequence documents,	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources,	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations

	LETRS foundations resources, funds for professional learning and for sub teachers	funds for professional learning and for sub teachers	resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	Significant increases in students reaching or exceeding targets to 70% each year	Significant increases in students reaching or exceeding targets to 70% each year	Significant increases in students reaching or exceeding targets to 70% each year
6. Check-In/Review Date	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration

Goal #2f Action Plan Map – Second Grade

Overall Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Sub goal #2f – Increase the percentage of second grade students meeting or exceeding the targets for phonics and word recognition from 32% to 60% by Spring 2018 as measured by the DIBELS Nonsense Word Fluency (NWF) measure

Evidence-Based Practice: Teach students to decode words, analyze word parts, and write and recognize words

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation (blending, chunking, sounding out)	Instruct students in common sound-spelling patterns and to recognize common word parts	Have students read decodable words in isolation and text and teach high frequency words so that students can recognize them efficiently
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	First grade teachers	First grade teachers	First grade teachers
3. Resources Needed	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources,	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations

	foundations resources, funds for professional learning and for sub teachers	funds for professional learning and for sub teachers	resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	Significant increases in students reaching or exceeding targets to 60% each year	Significant increases in students reaching or exceeding targets to 60% each year	Significant increases in students reaching or exceeding targets to 60% each year
6. Check-In/Review Date	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration

Goal #2g Action Plan Map – Second Grade

Overall Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Sub goal #2g – Increase the percentage of second grade students meeting or exceeding the Oral Reading Fluency (ORF) from 47% to 70% by Spring 2018 as measured by the DIBELS DORF measure

Evidence-Based Practice: Teach students to decode words, analyze word parts, and write and recognize words

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation (blending, chunking, sounding out)	Instruct students in common sound-spelling patterns and to recognize common word parts	Have students read decodable words in isolation and text and teach high frequency words so that students can recognize them efficiently
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Second grade teachers, reading specialist	Second grade teachers, reading specialist	Second grade teachers, reading specialist
3. Resources Needed	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS

	documents, LETRS foundations resources, funds for professional learning and for sub teachers	foundations resources, funds for professional learning and for sub teachers	foundations resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	Significant increases in students reaching or exceeding targets to 70% each year	Significant increases in students reaching or exceeding targets to 70% each year	Significant increases in students reaching or exceeding targets to 70% each year
6. Check-In/Review Date	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration

Goal #2h Action Plan Map – Third Grade

Overall Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Sub goal #2h – Increase the percentage of third grade students meeting or exceeding the Oral Reading Fluency (ORF) from 46% to 70% by Spring 2018 as measured by the DIBELS DORF measure

Evidence-Based Practice: Teach students to decode words, analyze word parts, and write and recognize words

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation (blending, chunking, sounding out)	Instruct students in common sound-spelling patterns and to recognize common word parts	Have students read decodable words in isolation and text and teach high frequency words so that students can recognize them efficiently
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Third grade teachers, reading specialist	Third grade teachers, reading specialist	Third grade teachers, reading specialist
3. Resources Needed	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS	Tier one core content resources (Journeys HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS

	documents, LETRS foundations resources, funds for professional learning and for sub teachers	foundations resources, funds for professional learning and for sub teachers	foundations resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	Significant increases in students reaching or exceeding targets to 70% each year	Significant increases in students reaching or exceeding targets to 70% each year	Significant increases in students reaching or exceeding targets to 70% each year
6. Check-In/Review Date	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration	Reviewed three times annually after analysis of the DIBELS administration

Goal #3 Action Plan Map

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST) as noted below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
4th grade	40%	45%	50%	55%	60%
5th grade	28.9%	33.9%	38.9%	43.9%	48.9%
6th grade	19.2%	24.2%	29.2%	34.2%	39.2%
7th grade	18.5%	23.5%	28.5%	33.5%	38.5%
8th grade	18.8%	23.8%	28.8%	33.8%	38.8%

Evidence-Based Practices: Provide explicit vocabulary instruction and provide direct and explicit comprehension strategy instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Professional learning for teachers to increase capacity to deliver high quality instruction to all students in the areas of vocabulary and reading comprehension strategies	Implementation of the Ohio Improvement Process (OIP) to analyze data in order to determine student need to drive evidence-based instructional planning in the areas of vocabulary and reading comprehension strategies	Implementation of the Ohio Improvement Process (OIP) to facilitate the planning and delivery of instruction catered to meet the needs of individual and small groups of students based on data analysis in the areas of vocabulary and reading comprehension strategies
1. Timeline	Beginning January 2018 and ongoing through May of 2021	Beginning January 2018 and ongoing through May of 2021	Beginning January 2018 and ongoing through May of 2021
2. Lead Person(s)	Bob Longworth, Assistant Superintendent of Curriculum and Instruction	Anthony Comer, K-12 Principal	Grade level teachers, intervention specialists, EL teachers and coaches

3. Resources Needed	<ul style="list-style-type: none"> Professional Development Plan (see attached in section 8C) in the areas of vocabulary acquisition and reading comprehension strategies with a focus on evidence-based practices and programs Instructional coaching to build teacher and administration capacity specific to evidence-based strategies and program Programming that provides resources to deliver evidence-based intervention in the areas of vocabulary acquisition and reading comprehension strategies Funds for professional learning and for sub teachers 	<ul style="list-style-type: none"> Professional Development Plan (see attached in 8C) as it relates to data analysis and using student data to drive instructional decision making Instructional coaching to build administrator and teacher capacity to analyze data in order to plan and deliver evidence-based instruction to student groups based on need, as determined by data 	<ul style="list-style-type: none"> Professional Development Plan (see attached in 8C) as it relates to the planning, delivery and progress monitoring of evidence-based interventions based on student data trends and patterns for all students, small groups and individual students. Instructional coaching to build teacher capacity to plan and deliver evidence-based instruction to student groups based on need Programming to support evidence-based instructional practices for all students, small groups and individual students, as needed and determined by data
4. Specifics of Implementation (training, coaching, system structures,	Professional development (see Professional Development Plan in Section	Utilization of the Ohio Improvement Process in Building Leadership Teams and Teacher Based Teams to	Utilization of the Ohio Improvement Process in Building Leadership Teams and Teacher Based

implementation support and leadership structures)	8C), programming and coaching specific to the planning and delivery of evidence-based practices in the areas of vocabulary and reading comprehension strategies	collect and analyze data for the purpose of identifying trends and patterns in order to plan and deliver evidence-based intervention to all students, small groups and individual students based on need as determined by data	Teams to collaboratively plan, deliver and progress monitor evidence-based intervention practices and programs to all students, small groups and individual students based on need as determined by data
5. Measure of Success	Professional learning opportunities are provided with high levels of teacher implementation fidelity to 100% of teachers in grades 4-8	Documentation of Building Leadership Team and Teacher Based Team meetings inclusive of data analysis for the purpose of identifying trends and patterns in order to plan and deliver evidence-based intervention to all students, small groups and individual students based on need.	Documentation of Building Leadership Team and Teacher Based Team meetings inclusive of the planning, delivery and progress monitoring of evidence-based intervention to all students, small groups and individual students based on need.
6. Check-In/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress annually	Ongoing check-in monthly, review of progress annually	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress annually

Goal #3a Action Plan Map – Grade Four

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3a – Increase the percentage of fourth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 41% to 51% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit vocabulary instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Dedicate a portion of classroom instruction to vocabulary instruction	Use repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions	Teach students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots)
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly Wise 3000 3 rd Edition	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly

	Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers	supplemental resources, funds for professional learning and for sub teachers	Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3b Action Plan Map – Grade Four

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3b – Increase the percentage of fourth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 48% to 58% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit reading comprehension strategy instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to apply the strategies they are learning to multiple texts	Use direct and explicit instruction for teaching students how to use comprehension strategies	Provide guided practice opportunities for students when learning various strategies
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning

	resources, funds for professional learning and for sub teachers	and for sub teachers	and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3c Action Plan Map – Grade Five

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3c – Increase the percentage of fifth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 38% to 48% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit vocabulary instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Dedicate a portion of classroom instruction to vocabulary instruction	Use repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions	Teach students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots)
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly Wise 3000 3 rd Edition	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly

	Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers	supplemental resources, funds for professional learning and for sub teachers	Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3d Action Plan Map – Grade Five

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3d – Increase the percentage of fifth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit reading comprehension strategy instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to apply the strategies they are learning to multiple texts	Use direct and explicit instruction for teaching students how to use comprehension strategies	Provide guided practice opportunities for students when learning various strategies
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning

	resources, funds for professional learning and for sub teachers	and for sub teachers	and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3e Action Plan Map – Grade Six

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3e – Increase the percentage of sixth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit vocabulary instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Dedicate a portion of classroom instruction to vocabulary instruction	Use repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions	Teach students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots)
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly Wise 3000 3 rd Edition	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly

	resources, Wordly Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers	supplemental resources, funds for professional learning and for sub teachers	Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3f Action Plan Map – Grade Six

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3f – Increase the percentage of sixth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 33% to 43% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit reading comprehension strategy instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to apply the strategies they are learning to multiple texts	Use direct and explicit instruction for teaching students how to use comprehension strategies	Provide guided practice opportunities for students when learning various strategies
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning

	resources, funds for professional learning and for sub teachers	and for sub teachers	and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3g Action Plan Map – Grade Seven

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3g – Increase the percentage of seventh grade students meeting or exceeding the average range (41st %ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 45% to 55% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit vocabulary instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Dedicate a portion of classroom instruction to vocabulary instruction	Use repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions	Teach students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots)
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly Wise 3000 3 rd Edition	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly

	resources, Wordly Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers	supplemental resources, funds for professional learning and for sub teachers	Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3h Action Plan Map – Grade Seven

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3h – Increase the percentage of seventh grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit reading comprehension strategy instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to apply the strategies they are learning to multiple texts	Use direct and explicit instruction for teaching students how to use comprehension strategies	Provide guided practice opportunities for students when learning various strategies
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning

	resources, funds for professional learning and for sub teachers	and for sub teachers	and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3i Action Plan Map – Grade Eight

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3i – Increase the percentage of eighth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 62% to 72% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit vocabulary instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Dedicate a portion of classroom instruction to vocabulary instruction	Use repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions	Teach students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots)
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly Wise 3000 3 rd Edition	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, Wordly

	Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers	supplemental resources, funds for professional learning and for sub teachers	Wise 3000 3 rd Edition supplemental resources, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #3j Action Plan Map – Grade Eight

Goal Statement: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST).

Sub goal #3j – Increase the percentage of eighth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 48% to 58% by the Spring of 2018, as measured by the MAP assessment.

Evidence-Based Practice: Provide direct and explicit reading comprehension strategy instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to apply the strategies they are learning to multiple texts	Use direct and explicit instruction for teaching students how to use comprehension strategies	Provide guided practice opportunities for students when learning various strategies
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning	Tier one core content resources (Journeys / Collections HMH), SPIRE 3 rd edition reading curriculum resources, scope and sequence documents, LETRS foundations resources, funds for professional learning

	resources, funds for professional learning and for sub teachers	and for sub teachers	and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment	10% or higher increase annually of students scoring average (41 st %'ile or higher) on the MAP assessment
6. Check-In/Review Date	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data	Reviewed three times annually after analysis of the MAP administration data

Goal #4 Action Plan Map

Goal Statement: Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams as evidenced in the table below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

Evidence-Based Practices: Provide explicit vocabulary instruction and provide direct and explicit comprehension strategy instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Professional learning for teachers to increase capacity to deliver high quality instruction to all students in the areas of vocabulary and reading comprehension strategies	Implementation of the Ohio Improvement Process (OIP) to analyze data in order to determine student need to drive evidence-based instructional planning in the areas of vocabulary and reading comprehension strategies	Implementation of the Ohio Improvement Process (OIP) to facilitate the planning and delivery of instruction catered to meet the needs of individual and small groups of students based on data analysis in the areas of vocabulary and reading comprehension strategies
1. Timeline	Beginning January 2018 and ongoing through May of 2021	Beginning January 2018 and ongoing through May of 2021	Beginning January 2018 and ongoing through May of 2021
2. Lead Person(s)	Bob Longworth, Assistant Superintendent of Curriculum and	Anthony Comer, K-12 Principal	Grade level teachers, intervention specialists, EL teachers and

	Instruction		coaches
3. Resources Needed	<ul style="list-style-type: none"> Professional Development Plan (see attached in section 8C) in the areas of vocabulary acquisition and reading comprehension strategies with a focus on evidence-based practices and programs Instructional coaching to build teacher and administration capacity specific to evidence-based strategies and program Programming that provides resources to deliver evidence-based intervention in the areas of vocabulary acquisition and reading comprehension strategies Funds for professional learning and for sub teachers 	<ul style="list-style-type: none"> Professional Development Plan (see attached in 8C) as it relates to data analysis and using student data to drive instructional decision making Instructional coaching to build administrator and teacher capacity to analyze data in order to plan and deliver evidence-based instruction to student groups based on need, as determined by data 	<ul style="list-style-type: none"> Professional Development Plan (see attached in 8C) as it relates to the planning, delivery and progress monitoring of evidence-based interventions based on student data trends and patterns for all students, small groups and individual students. Instructional coaching to build teacher capacity to plan and deliver evidence-based instruction to student groups based on need Programming to support evidence-based instructional practices for all students, small groups and individual students, as needed and determined by data
4. Specifics of Implementation (training,	Professional development (see	Utilization of the Ohio Improvement	Utilization of the Ohio Improvement

coaching, system structures, implementation support and leadership structures)	Professional Development Plan in Section 8C), programming and coaching specific to the planning and delivery of evidence-based practices in the areas of vocabulary and reading comprehension strategies	Process in Building Leadership Teams and Teacher Based Teams to collect and analyze data for the purpose of identifying trends and patterns in order to plan and deliver evidence-based intervention to all students, small groups and individual students based on need as determined by data	Process in Building Leadership Teams and Teacher Based Teams to collaboratively plan, deliver and progress monitor evidence-based intervention practices and programs to all students, small groups and individual students based on need as determined by data
5. Measure of Success	Professional learning opportunities are provided with high levels of teacher implementation fidelity to 100% of teachers in grades 9-12	Documentation of Building Leadership Team and Teacher Based Team meetings inclusive of data analysis for the purpose of identifying trends and patterns in order to plan and deliver evidence-based intervention to all students, small groups and individual students based on need.	Documentation of Building Leadership Team and Teacher Based Team meetings inclusive of the planning, delivery and progress monitoring of evidence-based intervention to all students, small groups and individual students based on need.
6. Check-In/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress annually	Ongoing check-in monthly, review of progress annually	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress annually

Goal #4a Action Plan Map

Goal Statement: Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams as referenced in the table below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

Evidence-Based Practice: Provide direct and explicit reading comprehension strategy instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Teach students to apply the strategies they are learning to multiple texts	Use direct and explicit instruction for teaching students how to use comprehension strategies	Provide guided practice opportunities for students when learning various strategies
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources, scope and sequence documents, LETRS foundations resources, Voyager Sopris Learning Rewards Plus 3 rd Edition for English Language arts and social studies, funds for professional learning and for sub teachers	Tier one core content resources, scope and sequence documents, LETRS foundations resources, Voyager Sopris Learning Rewards Plus 3 rd Edition for English Language arts and social studies, funds for professional learning and for sub teachers	Tier one core content resources, scope and sequence documents, LETRS foundations resources, Voyager Sopris Learning Rewards Plus 3 rd Edition for English Language arts and social studies, funds for professional learning and for sub teachers
4. Specifics of Implementation (training, coaching,	Professional development and coaching as it relates	Professional development and coaching as it relates	Professional development and coaching as it relates

system structures, implementation support and leadership structures)	to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	*Grant funding would add a nationally-norm referenced assessment in grades 9-12 given three times annually to establish a benchmark score in the area of reading comprehension to measure a 10% increase each year beginning 2018-19	*Grant funding would add a nationally-norm referenced assessment in grades 9-12 given three times annually to establish a benchmark score in the area of reading comprehension to measure a 10% increase each year beginning 2018-19	*Grant funding would add a nationally-norm referenced assessment in grades 9-12 given three times annually to establish a benchmark score in the area of reading comprehension to measure a 10% increase each year beginning 2018-19
6. Check-In/Review Date	Reviewed annually with the EOC ELA I and II until the 9-12 nationally norm referenced assessment is given three times annually	Reviewed annually with the EOC ELA I and II until the 9-12 nationally norm referenced assessment is given three times annually	Reviewed annually with the EOC ELA I and II until the 9-12 nationally norm referenced assessment is given three times annually

Goal #4b Action Plan Map

Goal Statement: Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams in the table below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

Evidence-Based Practice: Provide direct and explicit vocabulary acquisition instruction

	Action Step 1	Action Step 2	Action Step 3
Components	Dedicate a portion of classroom instruction to vocabulary instruction	Use repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions	Teach students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots)
1. Timeline	August through May of each year, annually through 2021	August through May of each year, annually through 2021	August through May of each year, annually through 2021
2. Lead Person(s)	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches	Grade level teachers, intervention specialists, EL teachers and coaches
3. Resources Needed	Tier one core content resources, scope and sequence documents, LETRS foundations resources, Voyager Sopris Learning Rewards Plus 3 rd Edition for English Language arts and social studies, Wordly Wise 3000 3 rd Edition supplemental resources, funds for	Tier one core content resources, scope and sequence documents, LETRS foundations resources, Voyager Sopris Learning Rewards Plus 3 rd Edition for English Language arts and social studies, Wordly Wise 3000 3 rd Edition supplemental resources, funds for	Tier one core content resources, scope and sequence documents, LETRS foundations resources, Voyager Sopris Learning Rewards Plus 3 rd Edition for English Language arts and social studies, Wordly Wise 3000 3 rd Edition supplemental resources, funds for

	professional learning and for sub teachers	professional learning and for sub teachers	professional learning and for sub teachers
4. Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.	Professional development and coaching as it relates to the resources listed (see PD Plan in section 8C), planning and delivery of evidence-based practices and interventions aligned to the component as developed within the Teacher Based Team as a part of the Ohio Improvement process, job-embedded support with a coach.
5. Measure of Success	*Grant funding would add a nationally-norm referenced assessment in grades 9-12 given three times annually to establish a benchmark score in the area of reading comprehension to measure a 10% increase each year beginning 2018-19	*Grant funding would add a nationally-norm referenced assessment in grades 9-12 given three times annually to establish a benchmark score in the area of reading comprehension to measure a 10% increase each year beginning 2018-19	*Grant funding would add a nationally-norm referenced assessment in grades 9-12 given three times annually to establish a benchmark score in the area of reading comprehension to measure a 10% increase each year beginning 2018-19
6. Check-In/Review Date	Reviewed annually with the EOC ELA I and II until the 9-12 nationally norm referenced assessment is given three times annually	Reviewed annually with the EOC ELA I and II until the 9-12 nationally norm referenced assessment is given three times annually	Reviewed annually with the EOC ELA I and II until the 9-12 nationally norm referenced assessment is given three times annually

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL

Describe how progress toward each learner performance goal will be monitored, measured and reported, consistent with all applicable privacy requirements.

Learner Performance Goal and accompanying sub goals:

Goal Statement #2: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

- Sub goal #2a – Increase the percentage of kindergarten students meeting or exceeding the targets for phonemic awareness from 31% to 60% by Spring 2018 as measured by the DIBELS phoneme segmentation fluency measure (PSF)
- Sub goal #2b – Increase the percentage of kindergarten students meeting or exceeding the targets for phonics and word recognition skills from 31% to 60% by Spring 2018 as measured by the DIBELS Nonsense Word Fluency (NWF) measure
- Sub goal #2c – Increase the percentage of first grade students meeting or exceeding the targets for phonemic awareness from 43% to 60% by Spring 2018 as measured by the DIBELS Phoneme Segmentation Fluency (PSF) measure
- Sub goal #2d – Increase the percentage of first grade students meeting or exceeding the targets for phonics and word recognition skills from 57% to 80% by Spring 2018 as measured by the DIBELS Nonsense Word Fluency (NWF) measure
- Sub goal #2e – Increase the percentage of first grade students meeting or exceeding the targets for Oral Reading Fluency (ORF) targets from 52% to 70% by Spring 2018 as measured by the DIBELS DORF measure
- Sub goal #2f – Increase the percentage of second grade students meeting or exceeding the targets for phonics and word recognition from 32% to 60% by Spring 2018 as measured by the DIBELS Nonsense Word Fluency (NWF) measure
- Sub goal #2g – Increase the percentage of second grade students meeting or exceeding the Oral Reading Fluency (ORF) from 47% to 70% by Spring 2018 as measured by the DIBELS DORF measure
- Sub goal #2h – Increase the percentage of third grade students meeting or exceeding the Oral Reading Fluency (ORF) from 46% to 70% by Spring 2018 as measured by the DIBELS DORF measure

Measurement and Reporting of Goal #2 and Sub goals a-h:

- Data for the overall goal will be collected each year upon the release of the Ohio State Report Card and the 3rd grade AIR reading passage rate
- Data for the subgoals will be collected three times each year after the administration of the DIBELS Next universal screener to students in grades kindergarten through third grade

- Professional development will be provided for DIBELS administrators within the district
- Two staff members will become trained DIBELS mentors to train other staff members and to complete refresher training for all teachers in grades K-3 each year
- Data will be stored as it relates to the percentage of students scoring proficient or higher on the AIR and meeting or exceeding targets on the DIBELS in an Assessment folder on the district's Google Drive and DIBELS.net
- Once data is collected and entered, the Teacher Based Teams, Building Leadership Teams and the District Leadership Team will analyze the data to determine progress towards reaching all established goals
- Recommendations for next steps as they relate to curriculum, instruction and assessment will result based on the trends and patterns that emerge from the data

Learner Performance Goal and accompanying sub goals:

Goal Statement #3: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST) as noted below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
4th grade	40%	45%	50%	55%	60%
5th grade	28.9%	33.9%	38.9%	43.9%	48.9%
6th grade	19.2%	24.2%	29.2%	34.2%	39.2%
7th grade	18.5%	23.5%	28.5%	33.5%	38.5
8th grade	18.8%	23.8%	28.8%	33.8%	38.8%

- Sub goal #3a – Increase the percentage of fourth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 41% to 51% by the Spring of 2018, as measured by the MAP assessment.
- Sub goal #3b – Increase the percentage of fourth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 48% to 58% by the Spring of 2018, as measured by the MAP assessment.
- Sub goal #3c – Increase the percentage of fifth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 38% to 48% by the Spring of 2018, as measured by the MAP assessment.
- Sub goal #3d – Increase the percentage of fifth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2018, as measured by the MAP assessment.
- Sub goal #3e – Increase the percentage of sixth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by

10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2018, as measured by the MAP assessment.

- Sub goal #3f – Increase the percentage of sixth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 33% to 43% by the Spring of 2018, as measured by the MAP assessment.
- Sub goal #3g – Increase the percentage of seventh grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 45% to 55% by the Spring of 2018, as measured by the MAP assessment.
- Sub goal #3h – Increase the percentage of seventh grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 39% to 49% by the Spring of 2018, as measured by the MAP assessment.
- Sub goal #3i – Increase the percentage of eighth grade students meeting or exceeding the average range (41st %'ile or higher) on the vocabulary section of the MAP test by 10% or higher each year over the next three years. Students will increase from 62% to 72% by the Spring of 2018, as measured by the MAP assessment.
- Sub goal #3j – Increase the percentage of eighth grade students meeting or exceeding the average range (41st %'ile or higher) on the informational text section of the MAP test by 10% or higher each year over the next three years. Students will increase from 48% to 58% by the Spring of 2018, as measured by the MAP assessment.

Measurement and Reporting of Goal #3 and Sub goals a-j:

- Data for the overall goal will be collected each year upon the release of the Ohio State Report Card and the fourth through eighth grade AIR reading passage rates
- Data for the sub goals will be collected three times each year after the administration of the NWEA MAP universal screener to students in grades four through eight
- Professional development / refresher training will be provided for all teachers administering the MAP assessment within the district
- Data will be stored as it relates to the percentage of students scoring proficient or higher on the AIR and meeting or exceeding targets on the MAP in an Assessment folder on the district's Google Drive and through the MAP data collection site.
- Once data is collected and entered, the Teacher Based Teams, Building Leadership Teams and the District Leadership Team will analyze the data to determine progress towards reaching all established goals
- Recommendations for next steps as they relate to curriculum, instruction and assessment will result based on the trends and patterns that emerge from the data

Learner Performance Goal and accompanying sub goals:

Goal Statement #4: Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams as evidenced in the table below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

Measurement and Reporting of Goal #4:

- Data for the overall goal will be collected each year upon the release of the Ohio State Report Card and End of Course (EOC) exams in ELA I and ELA II
- Data for the sub goals will be collected three times each year after the administration of the STAR universal screener to students in grades 9-12 for baseline data collection for the first time in the Fall of 2018
- Professional development / refresher training will be provided for all teachers administering the STAR assessment within the district
- Data will be stored as it relates to the percentage of students scoring proficient or higher on the EOC and meeting or exceeding targets on the STAR in an Assessment folder on the district's Google Drive
- Once data is collected and entered, the Teacher Based Teams, Building Leadership Teams and the District Leadership Team will analyze the data to determine progress towards reaching all established goals
- Recommendations for next steps as they relate to curriculum, instruction and assessment will result based on the trends and patterns that emerge from the data

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND PROFESSIONALS

SECTION 8, PART A: EVIDENCE-BASED PRACTICES AND INTERVENTIONS TO SUPPORT LEARNERS

1. *Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.*
2. *For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;*
3. *Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and*
4. *Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).*

Prior to the Local Literacy Plan development work and implementation, core literacy instruction in Lockland Local Schools consists of the following:

Kindergarten through fifth grade:

In grades kindergarten through fifth grade, Lockland Local Schools has adopted the Journeys series from HMH as our tier one resource collection to deliver English language arts instruction. The Journeys series was implemented during the 2016-17 school year. Prior to this adoption, teachers and students in Lockland Local Schools had not acquired resources from a publisher for the delivery of English language arts instruction in over ten years. During the 2016-17 rollout year of the new resources, teachers in Lockland participated in HMH sponsored professional development to learn more about the implementation of the new resources and drafted new scope and sequence documents reflecting the new materials and series.

After the first semester of the 2016-17 school year, a gap analysis was conducted of the Journeys resources and it was determined that the new resources did not provide enough of the explicit instruction needed in grades kindergarten through second grade in the area of phonemic awareness. As a result, Lockland Local Schools adopted the Haggerty Phonemic Awareness Curriculum. Since this additional supplemental adoption, we have noted more considerable student growth and development in this area as evidenced through our DIBELS data.

In grades kindergarten through third grade, students in need of additional supports as determined by data from DIBELS and MAP assessments receive additional intervention from a Reading Specialist and a Response to Intervention teacher. This is inclusive of students served with a Reading Improvement and Monitoring Plan (RIMP). Instruction provided in these settings focuses on phonemic awareness development, phonics instruction, fluency and comprehension strategies. Resources currently used in these settings includes materials from the Journeys series that are provided as tier two instructional supports and materials and from Fountas and Pinnell Leveled Literacy Intervention kits. Currently, the Fountas and Pinnell LLI materials are

pieced together from kits that were purchased in the past and were found in a book room at the beginning of the 2016-17 school year.

Sixth through eighth grade:

In grades six through eight, Lockland Local Schools has adopted the Collections series from HMH as our tier one resource collection to deliver English language arts instruction. The Collections series was adopted during the 2016-17 school year. Prior to this adoption, teachers and students in Lockland Local Schools had not acquired resources from a publisher for the delivery of English language arts instruction in over ten years. During the 2016-17 rollout year of the new resources, teachers in Lockland participated in HMH sponsored professional development to learn more about the implementation of the new series and drafted new scope and sequence documents reflecting the new materials and series.

The Collections series materials include the following resources:

- Hard copy text book / basal reader
- Online digital access to the basal
- Close reader workbooks – reading comprehension strategies
- Vocabulary is identified within the basal passages and within accompanying activities inclusive of resource use, prefix, suffix and root word instruction inclusive of Greek and Latin
- Writing performance tasks are included with each basal passage that demands evidence of reading comprehension from the stories but are lacking as it relates to writing process instruction
- Performance assessment workbooks contain instruction specific to explicit writing instruction and the writing process

Grades nine through twelve:

In grades nine through twelve, Lockland Local Schools utilizes a variety of resources as our tier one resource collection to deliver English language arts instruction. Tier one resources include novel units, plays, short stories from various anthologies and online, poetry, and informational text pieces. These resources are aligned with the needs as determined in the grade level scope and sequence documents nine through twelve.

In grades eleven and twelve, ACT resources and Princeton: Cracking the ACT resources are utilized. Barron's is also used. The primary focus of the ACT resources includes instruction and assessment as it relates to acquisition of vocabulary (i.e. – prefix, suffix, Greek and Latin root and resource use), reading comprehension strategies applicable to fiction and non-fiction text as well as writing. The writing instruction and resources are supported with writing scoring guides inclusive of grammar and style as well as explicit instruction involving writing process, strategies based on prompt and modeling the process step-by-step.

In grades kindergarten through twelve, Lockland Local Schools employs a total of four intervention specialists and two English Learner teachers to support students identified as EL and as eligible for service delivery based on a disability. Teachers utilize resources from our tier one programs noted above as well as resources adopted from National Geographic to support the English Learner populations.

Students in grades kindergarten through eighth in need of additional supports in reading as determined by DIBELS and MAP data receive additional support within the general education classroom from the English language arts teacher and a support educator through an inclusion / team teaching model, as well as in a resource room setting depending on the significance of the deficit areas. The level of deficiency dictates the intensity of the intervention for students.

In grades nine through twelve, students in need of additional reading support as determined by historical MAP data, teacher made assessments and Ohio State Tests receive additional support from the general education teacher as well as an intervention specialist through an inclusion / team teaching model, as well as in a resource room setting depending on the significance in the deficit areas. The level of deficiency dictates the intensity of the intervention for students.

Additionally, students in grades nine through twelve with significant reading deficiency and English Learner status receive additional support in an English Intervention / EL class that is taught in collaboration by an English teacher and an EL teacher. Instruction in this classroom focuses primarily on vocabulary acquisition instruction as well as comprehension strategies and writing instruction.

Next Steps for K-12 Comprehensive Literacy Instruction through the Local Literacy Plan:

As a result of the fact that the Striving Readers Grant emphasizes the use of data, systems and evidence-based practices for all students, our Local Literacy Plan focuses on specific interventions and practices aimed to address the emerging data trends in our schools.

The following will outline a description of the evidence-based practices and interventions we will use, evidence to support the use of the selected evidence-based practices and interventions, differentiation of the practices across grade level bands and the mechanisms within the system to measure the fidelity and impact on our reading outcomes.

Goal One: Increase the Tier One implementation fidelity score on the Elementary and Secondary Reading-Tiered Fidelity Inventory (R-TFI) by 10% each year, from the 29% (Secondary) and 31% (Elementary) baseline data collected in the Winter of 2018.

Evidence-Based Practice: Development of an implementation infrastructure to support schools in the installation, use and sustainability of the literacy components through an MTSS model.

The first goal of our plan is focused on the development of local capacity within Lockland Local Schools to successfully implement the reading components of a Multi-Tiered System of Support (MTSS) model. The need for this work has been realized through the completion of a Reading-Tiered Fidelity Inventory (R-TFI) at the elementary and secondary levels of our district in preparation for the drafting of this plan (see section 3B).

Upon research relevant to MTSS within the IES Practice Guides in the What Works Clearinghouse from “*Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention for Primary Grades*,” the following recommendations and levels of evidence were noted:

Recommendation number one – 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 at risk for developing reading disabilities – Moderate Evidence.

Recommendation number three – Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below benchmark on the universal screener, three to five times per week, for 20 to 40 minutes - Strong Evidence. Eleven studies within the What Works Clearinghouse met the standards with reservation and the pool of students within the studies exceeded 500, therefore meeting an ESSA tier three definition.

The steps we have mapped out as a leadership team to further develop our MTSS and implement our Local Literacy Plan in alignment to evidence-based practices are as follows:

- The district leadership team and the building leadership teams will ensure that all members are equipped to install our Local Literacy Plan through establishing specific roles and the selection of staff members with the capacity to contribute
- High quality professional development will be provided to Building and District Leadership Team members in relation to the tier one components of the R-TFI
- A clear communication plan will be developed and adhered to between the DLT, BLT and TBT forums to ensure efficient flow of data and direction
- Staff will access high quality professional development in universal screening and progress monitoring (DIBELS, MAP, STAR)
- Grade level teachers will access professional development specific to leading grade level data analysis discussion that result in instructional plans to meet the needs of all students
- Grade level meetings will occur in grades K-12 each week throughout the school year
- Schools will develop and implement an intervention system to ensure access to reading intervention supports are successful
- Tier one reading will be provided to all students for a minimum of 90 minutes daily and tier two supports will be provided for students not reaching benchmark scores on universal screeners
- Schools will develop teaming structures to problem-solve and oversee supports
- Curriculum audit results will continue to drive intervention resource acquisition

- Development and implementation of Literacy Instructional Framework documents that are aligned to the Big Ideas of Reading, the changing emphasis by grade level and the implementation of evidence-based interventions and practices (from proceeding goals below)
- Development of an assessment system with standardized timelines for administration, analysis and data entry
- Coaching system development in collaboration with our Regional SST support

Goal #2: Increase the percentage of learners meeting or exceeding third grade proficiency standards by 5% each year, from the 19.4% baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Evidence-Based Practices: Develop awareness of the segments of sound in speech and how they link to letters. Teach students to decode words, analyze word parts, and write and recognize words

This broad goal will be achieved by addressing primary concerns discovered through our data analysis of DIBELS, MAP, AIR and KRA in grades K-3 specific to phonemic awareness, phonics and fluency instruction. Student performance in each of these areas has been determined as significantly lower than the benchmarked targets in kindergarten through third grade each year (see Section 3A).

This aligns to the changing emphasis of sub-skills across the five components of reading instruction in grades K-5. Specifically, emphasis will be placed on instruction in the areas of blending and segmenting in grades K and 1, basic and advanced phonics in grades K-3 and words and connected Text in grades 2 and 3.

To read and write, children must first be able to notice and disconnect each of the sounds in spoken words. They must blend individual sounds together to make whole words (read) and segment the individual sounds to represent each with alphabetic letters (spell and write) (Munger, 2016). Lockland's needs assessment shows 69% of kindergarten students were not on track in first sound fluency in Fall 2017 and 57% of first grade students were not on track in phoneme segmentation in Fall 2017 based on the DIBELS NEXT universal screener. Based on research that our team conducted within the IES Practice Guide, *"Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,"* from July of 2016, there were two recommendations that are the driving factors to our Literacy Plan:

Recommendation number two – Develop awareness of the segments of sound in speech and how they link to letters - strong level of evidence. This was deemed to have a positive to potentially positive effect within a large sample size over 500 students, meeting the IES standards with reservations, resulting in a Tier II ESSA definition.

This recommendation will be carried out in the following ways:

- Direct and explicit instruction to recognize and manipulate segments of sound in speech, teaching letter-sound relations and the use of word building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness
- High quality use of supplemental phonemic awareness resources (Heggerty – Phonemic Awareness: The Skills They Need to Help Them Succeed)
- Acquisition of knowledge and skill in relation to evidence-based reading research to better understand the wide range of needs of students (LETRS professional learning)
- Intervention time will be allocated above and beyond the core reading instruction block for students not reaching benchmark scores on universal screeners

Differentiation: This evidence-based strategy incorporates a variety of teaching and learning styles utilized with instruction (audio, visual, bodily kinesthetic). It is differentiated across the grade band to include and understanding that early phonological awareness skills might have to be taught before segmenting and blending.

Responding to Individual Needs: Based on our understanding of the changing emphasis of the big ideas of reading based on grade level, we recognize that phonological awareness is primarily a focus in kindergarten and first grade, however students struggling with this skill will potentially require intervention beyond grade one. Students who struggle persistently with phonological awareness often benefit from small-group intervention to help them segment and blend sounds in speech. Early intervention can often remedy this core deficit that otherwise may lead to deficiencies in single word decoding. While some students may need intervention with segmenting and blending, we also recognize there is a continuum of phonological awareness skills and some students will need to develop their early phonological skills first.

Application of letter-sound knowledge to decode and read words to connected text is another essential component to teaching reading skills in the primary grades. The shift of instruction from kindergarten through the elementary grades ranges from simple consonant-vowel-consonant words to understanding of meaningful word parts (Foorman, et. al., 2016). Lockland's needs assessment shows 43% of first grade students not on track in nonsense word fluency; 68% of second grade students not on track in nonsense word fluency; 53% of second grade students not on track in oral reading fluency; and 57% of third grade students not on track in oral reading fluency. This data suggests that decoding (word level reading) which is the ability to transform print into spoken language is an academic concern with our students in grades 1-3 based on the number of students found to be not on target basic phonics (nonsense word fluency) and advanced phonics and fluency (oral reading fluency).

Recommendation number three – Teach students to decode words, analyze word parts, and write and recognize words - strong evidence. The studies revealed a positive to potentially positive effect within a large sample size over 500 students and met IES standards with reservations, resulting in an ESSA Tier II definition.

How to carry out the recommendation:

- High quality implementation of resources aligned to the evidence-based practice and monitored for fidelity of implementation with classroom walkthrough and observation practices (Florida Center for Reading Research – Florida State University)
- Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
- Instruct students in common sound-spelling patterns.
- Teach students to recognize common word parts.
- Have students read decodable words in isolation and in text.
- Teach regular and irregular high-frequency words so that students can recognize them efficiently.
- Introduce non-decodable words that are essential to the meaning of the text as whole words

Differentiation: This evidence-based practice is differentiated for the grade band by beginning with blending consonant-vowel-consonant (CVC) words that are familiar to students, moving to sound spelling patterns, and meaning word parts (prefixes/suffixes/roots). The strategy also encourages the use of Elkonin boxes, letter tiles, magnetic letters, word walls, and flash cards.

Responding to Individual Needs: Interventions implemented some or all six components (blending letter sounds and sound-spelling patterns from left to right within words; recognizing common sound spelling patterns; recognizing common word parts, reading decodable words; recognizing regular and irregular high-frequency words; and introducing non-decodable words as whole words). The team recognizes that student needs should be met based upon their individual data not on a one size fits all intervention program.

For students who are struggling readers and on RIMPs, the following evidence-based practice will be used in addition to the practices previously identified: Provide intensive, systematic reading instruction on up to three foundational reading skills in small groups to students who score below benchmark on universal screening. These groups meet between three and five times a week for 20 to 40 minutes.

Description: MTSS is a prevention-oriented, data-driven, and team-based system characterized by multiple tiers of intervention, universal screening, progress monitoring, and data-based decision making (McIntosh & Goodman, 2016). This is one is one part of a system to address the continuum of reading needs across the student body which is a need of the district as identified in the baseline R-TFI score of 31% and 29%. Lockland's needs assessment also shows that less than 20% percent of our K-3 students who are not on track to meet future literacy outcomes move to being on track.

Evidence: The team utilized the process outlined during an SST regional support session. The IES Practice Guide, "Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades" (2009), was used to look at 11 studies that met WWC standards or that met WWC standards with reservations. The practice was deemed to have an ESSA Tier 3 (Promising) level of evidence as it comes from multiple studies with an unverifiable sample size with positive to potentially positive effects.

Differentiation: This is differentiated for the grade band in that the areas of instruction are based upon the results of individual students' scores on universal screening.

Responding to Individual Needs: The amount of time spent on the intervention is differentiated based upon the individual learner's need and grade level. It is noted, the time needed for interventions usually increases as the skills the student needs broaden. This evidence-based strategy allows us to respond to the individualized needs of students in a proactive manner by providing interventions early.

Goal Statement #3: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST) as noted below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
4th grade	40%	45%	50%	55%	60%
5th grade	28.9%	33.9%	38.9%	43.9%	48.9%
6th grade	19.2%	24.2%	29.2%	34.2%	39.2%
7th grade	18.5%	23.5%	28.5%	33.5%	38.5
8th grade	18.8%	23.8%	28.8%	33.8%	38.8%

Evidence-Based Practices: Provide explicit vocabulary instruction and provide direct and explicit comprehension strategy instruction

This broad goal will be achieved by addressing primary concerns discovered through our data analysis of MAP and Ohio State Tests in grades 4-8 specific to acquisition of vocabulary and reading comprehension strategy instruction. Student performance in each of these areas has been determined as significantly lower than the benchmarked targets in grades four through eight each year when compared to similar districts and the state and national norms (see Section 3A). Lockland's needs assessment demonstrates a need to strengthen vocabulary instruction as noted through the following MAP scores in Vocabulary: 53% of 4th grade students scoring below average (40th%ile or lower); 54% of 5th grade students scoring below average (40th%ile or lower); 63% of 6th grade students scoring below average (40th%ile or lower); 62% of 7th grade students scoring below average (40th%ile or lower); and 38% of 8th grade students scoring below average (40th%ile or lower).

This aligns to the changing emphasis of sub-skills across the comprehensive components of reading instruction in grades four through eight. Specifically, emphasis will be placed on instruction in the areas of teaching students to apply the strategies they are learning to multiple texts, using direct and explicit instruction for teaching students how to use comprehension strategies, providing guided practice opportunities for students when learning various strategies, dedicating a portion of classroom instruction to vocabulary instruction, using repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions and teaching students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots).

Based on research that our team conducted within the IES Practice Guide IES, *"Improving Adolescent Literacy: Effective Classroom Practices – August 2008"* there were two

recommendations that have driven our Local Literacy Plan in these grade levels. They are as follows:

Recommendation number one: Provide explicit vocabulary instruction – strong evidence with positive to potentially positive effect in a large sample size of over 500 students meeting IES standards with reservations, resulting in an ESSA Tier II definition.

How to carry out the recommendation:

- Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction.
- Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners

Additionally, recommendation number two was also utilized: Provide direct and explicit comprehension strategy instruction – strong evidence with positive to potentially positive effects with a large sample size over 500 students meeting standards with reservations, resulting in an ESSA Tier II definition.

How to carry out the recommendation:

- Select carefully the text to use when first beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts, not just one text.
- Ensure that the text is the appropriate reading level of students (students with disabilities, English Learner populations, vulnerable populations)
- Use direct and explicit instruction for teaching students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that the students are learning.
- When teaching comprehension strategies, make sure students understand that the goal is to understand the content of the text

Differentiation: A variety of resources and additional professional learning for all teachers in grades four through twelve, in all content areas, will ensure that differentiation is applied when planning, delivering and evaluating vocabulary instruction. Vocabulary instruction will be taught explicitly in all classrooms regardless of the content area focus; this is inclusive of dedicating a portion of classroom instruction to vocabulary instruction, using repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions and teaching students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots). Some students respond better to sensory information than to verbal information about word meaning. Teachers need to combine multiple approaches in providing explicit vocabulary instruction. The strategy promotes repeated exposure with different explicit instruction strategies, such as using direct instruction techniques (getting students to look up

definitions in dictionaries), helping promote students to independently acquire vocabulary skills (using context clues to derive meaning), offering students the opportunity to work on the computer using various software, and allowing students to discuss what they have read.

Responding to Individual Needs: For adolescent students who have limited vocabularies, selecting high-frequency, unknown words remains an important instructional strategy. Research consistently supports acquisition of vocabulary results in improved reading comprehension abilities in students.

Goal Statement #4: Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams as evidenced in the table below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

Evidence-Based Practices: Provide explicit vocabulary instruction and provide direct and explicit comprehension strategy instruction

This broad goal will be achieved by addressing primary concerns discovered through our data analysis of historical MAP data and Ohio State Tests in grades 9-12 specific to acquisition of vocabulary and reading comprehension strategy instruction. Student performance in each of these areas has been determined as significantly lower than the benchmarked targets in grades four through eight each year when compared to similar districts and the state and national norms (see Section 3A). Lockland's needs assessment demonstrates a need to strengthen comprehension instruction as noted through the following MAP scores in Informational Text: 64% of 4th grade students scoring below average (40th%ile or lower); 49% of 5th grade students scoring below average (40th%ile or lower); 65% of 6th grade students scoring below average (40th%ile or lower); 54% of 7th grade students scoring below average (40th%ile or lower); and 56% of 8th grade students scoring below average (40th%ile or lower).

This aligns to the changing emphasis of sub-skills across the comprehensive components of reading instruction in grades nine through twelve. Specifically, emphasis will be placed on instruction in the areas of teaching students to apply the strategies they are learning to multiple texts, using direct and explicit instruction for teaching students how to use comprehension strategies, providing guided practice opportunities for students when learning various strategies, dedicating a portion of classroom instruction to vocabulary instruction, using repeated exposure to new words in multiple oral and written context and allow sufficient practice sessions and teaching students strategies to make them independent vocabulary learners (resources, prefixes, suffixes and roots).

Based on research that our team conducted within the IES Practice Guide IES, *"Improving Adolescent Literacy: Effective Classroom Practices – August 2008"* there were two

recommendations that have driven our Local Literacy Plan in these grade levels. They are as follows:

Recommendation number one: Provide explicit vocabulary instruction – strong evidence with positive to potentially positive effect in a large sample size of over 500 students meeting IES standards with reservations, resulting in an ESSA Tier II definition.

How to carry out the recommendation:

- Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction.
- Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

Additionally, recommendation number two was also utilized: Provide direct and explicit comprehension strategy instruction – strong evidence with positive to potentially positive effects with a large sample size over 500 students meeting standards with reservations, resulting in an ESSA Tier II definition.

How to carry out the recommendation:

- Select carefully the text to use when first beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts, not just one text.
- Ensure that the text is the appropriate reading level of students (students with disabilities, English Learner populations, vulnerable populations)
- Use direct and explicit instruction for teaching students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that the students are learning.
- When teaching comprehension strategies, make sure students understand that the goal is to understand the content of the text

Differentiation: The strategy is differentiated in providing the appropriate amount of guided practice depending on the difficulty level of the strategies that the students are learning. If necessary, give students direct answers and have them repeat those answers. Second, as students become better at using the strategies, gradually reduce the support.

Responding to Individual Needs: The strategy promotes the educator ensuring the text is appropriate for the reading level of students. A text that is too difficult to read makes using the strategy difficult because students are struggling with the text itself.

For struggling readers, the following evidence-based practice will be used in addition to the practices previously identified: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Description: This practice is one is one part of a system to address the continuum of reading needs which is a need of the district as identified in the baseline R-TFI Secondary score of 29%. On the most recent NAEP reading assessment in 2007, about a third (33 percent) of 4th graders and over a fourth (26 percent) of 8th graders in the United States performed below the basic level, meaning those students have only partial mastery of the prerequisite knowledge and skills that are fundamental for reading at their grade level (Lee, Griggs, Donahue, 2007). Lockland's needs assessment shows a three-year trend of declining reading proficiency scores for all students and students with disabilities not reaching proficiency.

Evidence: To determine the tier of evidence as defined by ESSA, the team utilized the process outlined during an SST regional support session. The IES Practice Guide, "Improving Adolescent Literacy: Effective Classroom and Intervention Practices" (2008), considered the evidence of 12 small experimental studies that met WWC standards. The studies took place in urban and suburban schools and demonstrated positive to potentially positive outcomes, therefore, it is deemed to be Tier 3 (Promising) level of evidence.

Differentiation: This is differentiated for the grade band in it recommends educators use multiple approaches to help struggling readers become more active and strategic readers. The approaches involve structured and explicit instruction where teachers model and explain the specific strategies being taught and provide feedback on students' use of the strategies.

Responding to Individual Needs: Students who are not meeting grade-level standards in literacy often require supplemental, intensive, and individualized reading intervention to improve their skills. Such interventions are often provided by reading specialists or teachers who have gone through training to help them understand the program or approach they will use and to deepen their understanding of struggling readers. Because the cause of difficulties in reading may differ from student to student, interventions may focus on any of the critical elements required for the comprehension of complex texts. These elements include: fundamental skills such as phonemic awareness, decoding, word analysis skills that support reading accuracy; fluency; vocabulary; strategies for understanding and using the specific textual features that distinguish different genres; and self-regulated use of reading comprehension strategies.

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

1. *Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).*

As detailed in Section 6 of the plan within each of the Action Maps for all goals and sub goals, as well in section 8C with each of the accompanying Professional Development Plan documents for each goal, the district and building leadership teams will offer and provide a wide variety of supports for the implementation of the evidence-based practices and interventions within our Local Literacy Plan.

The four goals established based on our data analysis and research of evidence-based practices serve as the core of our Local Literacy Plan. Each of these goals and all accompanying sub goals are supported through detailed professional development plans that target district-wide systems support as well as grade band and grade level school and classroom level support. The professional learning that is embedded within this comprehensive, K-12 literacy plan contains strategies to ensure sustained, intensive, collaborative, job-embedded, data driven and classroom focused development, implementation and progress monitoring in all areas.

From a district and systems level, the professional learning supported by our district leadership team (consisting of teachers, administrators, coaches and external supports) focuses on the development and implementation of a stronger Multi-Tiered Supports System (MTSS) framework to support increased levels of function and capacity as measured by the Reading-Tiered Fidelity Implementation data collected annually. The focus of this support at the district level is inclusive of Ohio Improvement Process (OIP) training, Positive Behavior Supports (PBIS) training and universal diagnostic screener implementation and analysis training. Evaluation data will be collected and analyzed as a function of the professional learning and will be used to determine both the fidelity of implementation of the initiatives, as well as the impact on growth and achievement from our efforts.

This will support the development and maintenance of the following structures within our district:

- The development of an assessment calendar that provides universal screening measures for all students in grades K-12
- Established benchmarks in grades K-12 to determine on-target and not on target scores for all students as it relates to literacy mastery and the changing emphasis across grade levels
- Clearly defined entrance and exit criteria for additional intervention as determined by universal screeners and the benchmark assessment progress monitoring efforts in grades K-12 throughout the year
- An MTSS team that meets regularly, inclusive of teachers, administrators, specialists, coaches and external supports to problem solve in an effort to better meet the needs of all students, including those representing vulnerable student populations
- High quality and high functioning District Leadership Team, Building Leadership Teams and Teacher Based Teams throughout the district

- Clear communication plans and structures amongst the teams within our district as it relates to trends and patterns, priorities and effectiveness of effort
- A systemic approach to district, school and classroom behavior management to ensure learning environments conducive to teaching and learning
- Clearly defined scope and sequence documents to drive instructional planning and gap analysis work as determined by grade level and content area content standards as well as student data

From a school and classroom level, grade band professional learning focused on evidence-based practices and resources will drive the district leadership support efforts in grades kindergarten through twelve. Again, sustained, intensive, collaborative, job-embedded, data driven and classroom focused professional learning opportunities are the focus of our efforts within our comprehensive Local Literacy Plan. At each grade band, access to aligned resources and professional development will be provided to teachers, administrators, coaches and external supports in the following areas:

- Evidence-based practices professional learning opportunities such as phonemic awareness and phonics in grades K-1, phonics and fluency in grades 1-3 and acquisition of vocabulary and reading comprehension strategies in grades 4-8
- Resources (tier one supplements and tier two): Heggerty Phonemic Awareness Curriculum materials in grades K-3, S.P.I.R.E. 3rd Edition Resources in grades K-8, LETRS Foundations Resources in grades K-8, Scope and Sequence development and refinement in grades K-12, Voyager Sopris Wordly Wise 3rd Edition in grades 4-12 and Voyager Sopris Learning Rewards Plus 3rd Edition English language arts and social studies resources

2. *Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).*

Lockland Local Schools is committed to implementing a Local Literacy Plan that is driven by evidence-based practices to ensure increased student growth and achievement and improvement upon the plans and strategies that we have utilized during the two prior consecutive school years.

In order to accomplish this, we will progress monitor the effectiveness of these efforts in a variety of ways:

- Utilization of classroom walkthroughs to analyze the implementation of the Local Literacy Plan and the evidence-based strategies and aligned resources will be captured using the Florida Center for Reading Research walkthrough templates in grades K-12
- Additional classroom walkthrough tools developed by the district will be used to capture data as it relates to evidence-based strategies and practices specific to teacher and student behaviors

- Student growth and achievement data will be collected and measured against benchmarks established with our universal screening diagnostics in grades K-12, progress monitoring data collection and the Ohio State Tests / other measures identified within our Local Literacy Plan to determine the effectiveness of instruction and the fidelity of implementation of our plan
- Evaluation of professional learning opportunities provided to all stakeholders in grades K-12
- Feedback collected from teachers, administrators, coaches and specialists as a result of the job-embedded coaching and professional learning at a classroom focus level
- Collaboration and data collection with our community partners and all associated before and after school programming aimed to increase literacy for students in grades K-12, as well as in home support that will be accessible to all families

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

*Insert a professional development **plan** that supports the evidence-based strategies proposed in the local literacy plan and clearly identifies the staff involved in the professional development. Refer to the definition of professional development in the guidance document. The early childhood provider or LEA is encouraged to use the professional development plan template from the Striving Readers Comprehensive Literacy subgrant application. This will help to ensure alignment between the local literacy plan and Striving Readers subgrant application, as well as aid the Department's technical review team when reviewing local literacy plans.*

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Bob Longworth

IRN or ODE/ODJFS License Number: 044230

Professional Development for K-12 teachers, Speech/Language Pathologist, Intervention Specialists, Reading Specialists, and administrators

Contact Name/Phone Email: Bob Longworth / 513-563-5000 *170 / bob.longworth@locklandschools.org

Goal: Increase the tier one implementation fidelity score on the Elementary and Secondary R-Tiered Fidelity Inventory (R-TFI) by 10% each year, from the 29% (secondary) and 31% (Elementary) baseline data collected in the Winter of 2018

Evidence-Based Practice or Intervention: Development of an implementation infrastructure to support schools in the installation, use and sustainability of the literacy components through an MTSS model (Tier 4 evidence)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1. Universal screening training and refresher, and data analysis PD, (DIBELS, STAR and MAP)	August/Sept. of each year (Refresher training before each administration by those trained to provide refresher training)	x	x	x	x	x	
2. PBIS training from SST 13	August 2018 through 2021 school year	x	x	x	x	x	x
3. Ohio Improvement Process (OIP) training from SST 13	August 2018 and through the 2021 school year	x	x	x	x	x	

4.Coaching and support as follow-up by Region #13 Early Literacy Specialist support, SST support from ODE and instructional coaching from HCESC	Ongoing 2018-2021	x	x	x	x	x	x
Resources Required	Outcomes/Evaluation						
1.Professional learning trainers and materials for the installation of the Universal Screener systems (DIBELS, MAP, STAR) to be held grades K-12. Funds for substitute teachers. Funds for the data system DIBELS.net	<p>1. Outcomes - Develop capacity to administer assessments, as well as, analyze and interpret data to make instructional decisions to meet the individual needs of students.</p> <p>Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Fidelity checks will be completed to ensure practices are being implemented as teachers were trained on to measure the effectiveness of the training.</p>						
2.Access to trainers and materials for the installation of PBIS in grades K-12. Funds for substitute teachers.	<p>2. Outcomes - Establish and maintain effective teaching and learning environments that have a common (a) vision and outcome, (b) language, and (c) experience or routine</p> <p>Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth.</p>						
3.Access to trainers and materials in the Ohio Improvement Process	<p>3. Outcomes - Implement procedures for the effective use of data to assess impact on student learning and to make decisions about teaching and learning.</p> <p>Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to</p>						

systems in grades K-12	determine growth.
4.SST, Region #13 and HCESC instructional coaches to support the installation of the above noted systems and to provide job-embedded training to all staff	4. Outcomes - Help practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills learned in initial trainings. Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth.
1-4 Funds to pay for training and subs for teachers as needed	

Professional Development Plan Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

- Occurs at the onset of the 2018 instructional year and ongoing throughout the course of each year through 2021. For example, the LETRS professional learning occurs over two years. The teachers engage in 4 online modules throughout the course of year and year meet for a face to face training with the LETRS trainer four times per year. This same cycle is repeated in year two with another 4 modules and an additional 4 face to face training sessions. Simultaneously, the educators are provided instructional coaching on the concepts learned throughout the modules. This coaching occurs within the classroom throughout the course of the year plan. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years.
- Coaching supports will be provided by internal and external people who will serve onsite to ensure implementation of each session. Coaches will obtain access to additional resources as needed to further the school and district implementation efforts in an on-going manner. Systems and instructional coaching will be provided over the course of three years, Fall 2018- Spring 2021.

Intensive: Focused on a discreet concept, practice or program.

Teachers will receive professional development in phonics and phonemic awareness through the following:

- 48 hours of online LETRS modules
- 24 hours of face to face LETRS professional learning
- 3 hours in face to face Heggerty Phonemic Awareness Training
- 12 hours in S.P.I.R.E. 3rd Edition Reading Resources training
- Additional time will also occur through coaching and observations

Teachers will receive professional learning in the administration and analysis of universal screening and progress monitoring measures through the following:

- 12 hours in DIBELS Next Essentials
- 12 hours in DIBELS Next Data Interpretation
- 2 hours of refresher training the first year and 3 hours per year each year after
- 6 hours in DIBELS.net data entry and reports
- Additional time through coaching of data interpretation after benchmark period

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

- Teachers will be grouped by grade band to receive content professional learning opportunities focused on evidence –based strategies and aligned resources.
- The development and implementation of teaching, intervention and planning schedules will be completed to ensure that adequate time is allocated to addressing the comprehensive components of literacy instruction, as determined by data and research.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

- Educators are provided instructional coaching on the evidence-based practices learned throughout professional development. This coaching occurs within the classroom throughout the course of the year plan. Through the coaching, the teachers can also observe the practice modeled by the coach. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years. This will be applied through the development of instructional plans which will then be applied in the classroom. The team will then be able to meet to analyze progress monitoring data to determine the level of effectiveness of the instructional plan.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

- The professional development opportunities align with the needs identified in Section 3 of Lockland's Local Literacy Plan. Furthermore, the professional learning opportunities align with the goals and evidence-based practices which are the priorities of the district's literacy plan.
- All evidence-based instructional strategy and resource use instruction will be progress monitored through classroom walkthrough and observation structures, as well as student growth and achievement data to determine the fidelity of implementation and the results of the teams' efforts with implementation.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

- All of the evidence-based practices contained within the Local Literacy Plan are instructionally focused. As curriculum resources are integrated within our professional learning, time is allocated to develop familiarity and confidence in the use of the materials in conjunction with the evidence-based practice or intervention.
- The professional development opportunities focus on evidence-based practices taking place during the teaching process (such as those through the LETRS PD) and items relevant to the instructional process such as data analysis and PBIS training.

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Bob Longworth

IRN or ODE/ODJFS License Number: 044230

Professional Development for K-5 teachers, Speech/Language Pathologist, Intervention Specialists, Reading Specialists

Contact Name/Phone Email: Bob Longworth / 513-563-5000 *170 / bob.longworth@locklandschools.org

Goal: Increase the percentage of learners meeting or exceeding the third-grade proficiency standards by 5% each year, from the baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Evidence-Based Practice(s) or Intervention: Teach students to decode words, analyze word parts, and write and recognize words (Tier II evidence)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom - Focused
1.S.P.I.R.E. 3 rd Edition Reading Resources training from trained representative	August 2018 through 2021 school year		X	X		X	X
2.LETRS Modules 3 and 4 Resources Training from trained representative	August 2018 through 2021 school year	X	X	X		X	X
3.Coaching and support as follow-up by Region #13 Early Literacy Specialist support, SST support from ODE, and	Ongoing 2018-2021	X	X	X	X	X	X

instructional coaching from HCESC							
Resources Required	Outcomes/Evaluation						
<p>1.a. Professional learning materials</p> <p>b. access (through funding) to S.P.I.R.E. 3rd Edition Reading Resources training</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. S.P.I.R.E. 3rd Edition for classroom focused intervention sessions</p>	<p>Outcomes – Effective implementation with fidelity of the program</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Student outcome data will also be used to evaluate the effectiveness of the training. Evaluation results will be used to improve future professional learning opportunities.</p>						
<p>2.a. Access (through funding) to skilled trainers to plan and deliver the learning (LETRS PD Units 3 and 4) to district personnel</p> <p>b. Professional learning materials</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. Curriculum resource materials for classroom focused professional development sessions</p>	<p>Outcomes - Teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Evaluation results will be used to improve future professional learning opportunities.</p>						
3.a. Funds to pay for systems and instructional coaching	<p>Outcomes - Help practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills learned in initial trainings. The use of multiple designs for learning are supported by evidence and while they differ, they share features such as active engagement, modeling of new techniques or practices; opportunities</p>						

b. Curriculum resource materials for classroom focused professional development sessions	<p>for application, reflection, self-assessment and feedback; and monitoring and support during implementation which is accomplished through instructional coaching. The intended outcome of this is increased educator effectiveness and results for all students (Ohio Standards for Professional Development).</p> <p>Evaluation - A Coaching Delivery Plan will be used as the basis to progress monitor the impact and effectiveness of coaching. Training effectiveness and coaching effectiveness data will be utilized to determine the allocation of funds are resulting in improved practice within the district. Walkthrough data will be collected and analyzed by the district leadership team to determine the fidelity of implementation and the effectiveness of the school change resulting from the professional learning. Student outcome data will also inform the amount of impact the instructional coaching had on achieving the intended outcome. Leadership teams and the coach will use evaluation results to improve future professional learning.</p>
--	---

Professional Development Plan Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

- Occurs at the onset of the 2018 instructional year and ongoing throughout the course of each year through 2021. For example, the LETRS professional learning occurs over two years. The teachers engage in 4 online modules throughout the course of year and year meet for a face to face training with the LETRS trainer four times per year. This same cycle is repeated in year two with another 4 modules and an additional 4 face to face training sessions. Simultaneously, the educators are provided instructional coaching on the concepts learned throughout the modules. This coaching occurs within the classroom throughout the course of the year plan. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years.
- Coaching supports will be provided by internal and external people who will serve onsite to ensure implementation of each session. Coaches will obtain access to additional resources as needed to further the school and district implementation efforts in an on-going manner. Systems and instructional coaching will be provided over the course of three years, Fall 2018- Spring 2021.

Intensive: Focused on a discreet concept, practice or program.

Teachers will receive professional development in phonics and phonemic awareness through the following:

- 48 hours of online LETRS modules
- 24 hours of face to face LETRS professional learning
- 3 hours in face to face Heggerty Phonemic Awareness Training

- 12 hours in S.P.I.R.E. 3rd Edition Reading Resources training
- Additional time will also occur through coaching and observations

Teachers will receive professional learning in the administration and analysis of universal screening and progress monitoring measures through the following:

- 12 hours in DIBELS Next Essentials
- 12 hours in DIBELS Next Data Interpretation
- 2 hours of refresher training the first year and 3 hours per year each year after
- 6 hours in DIBELS.net data entry and reports
- Additional time through coaching of data interpretation after benchmark period

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

- Teachers will be grouped by grade band to receive content professional learning opportunities focused on evidence-based strategies and aligned resources.
- The development and implementation of teaching, intervention and planning schedules will be completed to ensure that adequate time is allocated to addressing the comprehensive components of literacy instruction, as determined by data and research.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

- Educators are provided instructional coaching on the evidence-based practices learned throughout professional development. This coaching occurs within the classroom throughout the course of the year plan. Through the coaching, the teachers can also observe the practice modeled by the coach. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years. This will be applied through the development of instructional plans which will then be applied in the classroom. The team will then be able to meet to analyze progress monitoring data to determine the level of effectiveness of the instructional plan.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

- The professional development opportunities align with the needs identified in Section 3 of Lockland's Local Literacy Plan. Furthermore, the professional learning opportunities align with the goals and evidence-based practices which are the priorities of the district's literacy plan.
- All evidence-based instructional strategy and resource use instruction will be progress monitored through classroom walkthrough and observation structures, as well as student growth and achievement data to determine the fidelity of implementation and the results of the teams' efforts with implementation.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

- All of the evidence-based practices contained within the Local Literacy Plan are instructionally focused. As curriculum resources are integrated within our professional learning, time is allocated to develop familiarity and confidence in the use of the materials in conjunction with the evidence-based practice or intervention.
- The professional development opportunities focus on evidence-based practices taking

place during the teaching process (such as those through the LETRS PD) and items relevant to the instructional process such as data analysis and PBIS training.

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Bob Longworth

IRN or ODE/ODJFS License Number: 044230

Professional Development for K-3 teachers, Speech/Language Pathologist, Intervention Specialists, Reading Specialists

Contact Name/Phone Email: Bob Longworth / 513-563-5000 *170 / bob.longworth@locklandschools.org

Goal: Increase the percentage of learners meeting or exceeding the third grade proficiency standards by 5% each year, from the baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Evidence-Based Practice(s) or Intervention: Develop awareness of the segments of sound in speech and how they link to letters (Tier II evidence)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1.Heggerty Phonemic Awareness Curriculum training from SST 13 Early Literacy Specialist	August 2018 through 2021 school year		X	X		X	X
2.S.P.I.R.E. 3 rd Edition Reading Resources training from trained representative	August 2018 through 2021 school year		X	X		X	X
3.LETRS Modules 1 and 2 Resources Training from trained representative	August 2018 through 2021 school year	X	X	X		X	X
4.Coaching and support as follow-up	Ongoing 2018-	X	X	X	X	X	X

by Region #13 Early Literacy Specialist support, SST support from ODE, and instructional coaching from HCESC	2021						
Resources Required	Outcomes/Evaluation						
<p>1.a. Professional learning materials</p> <p>b. access (through funding) to Heggerty Phonemic Awareness Curriculum training</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. Heggerty Phonemic Awareness Curriculum for supplemental classroom instruction in K-2 and focused intervention sessions in grades 3 and above</p>	<p>Outcomes- Effective implementation with fidelity of the program</p> <p>Evaluation – Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Student outcome data will also be used to evaluate the effectiveness of the training. Evaluation results will be used to improve future professional learning opportunities.</p>						
<p>2.a. Professional learning materials</p> <p>b. access (through funding) to S.P.I.R.E. 3rd Edition Reading Resources training</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. S.P.I.R.E. 3rd</p>	<p>Outcomes - Effective implementation with fidelity of the program</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Student outcome data will also be used to evaluate the effectiveness of the training. Evaluation results will be used to improve future professional learning opportunities.</p>						

Edition for classroom focused intervention sessions	
3.a. Access (through funding) to skilled trainers to plan and deliver the learning (LETRS PD) to district personnel b. Professional learning materials c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions. d. Curriculum resource materials for classroom focused professional development sessions	<p>Outcomes - Teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Evaluation results will be used to improve future professional learning opportunities.</p>
4.a. Funds to pay for systems and instructional coaching b. Curriculum resource materials for classroom focused professional development sessions	<p>Outcomes - Help practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills learned in initial trainings. The use of multiple designs for learning are supported by evidence and while they differ, they share features such as active engagement, modeling of new techniques or practices; opportunities for application, reflection, self-assessment and feedback; and monitoring and support during implementation which is accomplished through instructional coaching. The intended outcome of this is increased educator effectiveness and results for all students (Ohio Standards for Professional Development).</p> <p>Evaluation - A Coaching Delivery Plan will be used as the basis to progress monitor the impact and effectiveness of coaching. Training effectiveness and coaching effectiveness data will be utilized to determine the allocation of funds are resulting in improved practice within the district. Walkthrough data will be collected and analyzed by the district leadership team to determine the fidelity of implementation and the effectiveness of the school change resulting from the professional learning. Student outcome data will also inform the amount of impact the instructional coaching had on achieving the intended outcome. Leadership teams and the coach will use evaluation results to improve future professional learning.</p>

Professional Development Plan Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

- Occurs at the onset of the 2018 instructional year and ongoing throughout the course of each year through 2021. For example, the LETRS professional learning occurs over two years. The teachers engage in 4 online modules throughout the course of year and year meet for a face to face training with the LETRS trainer four times per year. This same cycle is repeated in year two with another 4 modules and an additional 4 face to face training sessions. Simultaneously, the educators are provided instructional coaching on the concepts learned throughout the modules. This coaching occurs within the classroom throughout the course of the year plan. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years.
- Coaching supports will be provided by internal and external people who will serve onsite to ensure implementation of each session. Coaches will obtain access to additional resources as needed to further the school and district implementation efforts in an on-going manner. Systems and instructional coaching will be provided over the course of three years, Fall 2018- Spring 2021.

Intensive: Focused on a discreet concept, practice or program.

Teachers will receive professional development in phonics and phonemic awareness through the following:

- 48 hours of online LETRS modules
- 24 hours of face to face LETRS professional learning
- 3 hours in face to face Heggerty Phonemic Awareness Training
- 12 hours in S.P.I.R.E. 3rd Edition Reading Resources training
- Additional time will also occur through coaching and observations

Teachers will receive professional learning in the administration and analysis of universal screening and progress monitoring measures through the following:

- 12 hours in DIBELS Next Essentials
- 12 hours in DIBELS Next Data Interpretation
- 2 hours of refresher training the first year and 3 hours per year each year after
- 6 hours in DIBELS.net data entry and reports
- Additional time through coaching of data interpretation after benchmark period

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

- Teachers will be grouped by grade band to receive content professional learning opportunities focused on evidence –based strategies and aligned resources.
- The development and implementation of teaching, intervention and planning schedules will be completed to ensure that adequate time is allocated to addressing the comprehensive components of literacy instruction, as determined by data and research.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

- Educators are provided instructional coaching on the evidence-based practices learned throughout professional development. This coaching occurs within the classroom throughout the course of the year plan. Through the coaching, the teachers can also observe the practice modeled by the coach. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years. This will be applied through the development of instructional plans which will then be applied in the classroom. The team will then be able to meet to analyze progress monitoring data to determine the level of effectiveness of the instructional plan.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

- The professional development opportunities align with the needs identified in Section 3 of Lockland's Local Literacy Plan. Furthermore, the professional learning opportunities align with the goals and evidence-based practices which are the priorities of the district's literacy plan.
- All evidence-based instructional strategy and resource use instruction will be progress monitored through classroom walkthrough and observation structures, as well as student growth and achievement data to determine the fidelity of implementation and the results of the teams' efforts with implementation.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

- All of the evidence-based practices contained within the Local Literacy Plan are instructionally focused. As curriculum resources are integrated within our professional learning, time is allocated to develop familiarity and confidence in the use of the materials in conjunction with the evidence-based practice or intervention.
- The professional development opportunities focus on evidence-based practices taking place during the teaching process (such as those through the LETRS PD) and items relevant to the instructional process such as data analysis and PBIS training.

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Bob Longworth

IRN or ODE/ODJFS License Number: 044230

Professional Development for K-3 teachers, Speech/Language Pathologist, Intervention Specialists, Reading Specialists

Contact Name/Phone Email: Bob Longworth / 513-563-5000 *170 / bob.longworth@locklandschools.org

Goal: Increase the percentage of learners meeting or exceeding the third-grade proficiency standards by 5% each year, from the baseline established in the Spring of 2017, as measured by the Ohio State Test (OST). 2018 goal = 24.4%; 2019 goal = 29.4%; 2020 goal = 34.4%; 2021 goal = 39.1%

Evidence-Based Practice(s) or Intervention: Provide intensive, systematic reading instruction on up to three foundational reading skills in small groups to students who score below benchmark on universal screening. These groups meet between three and five times a week for 20 to 40 minutes.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom-Focused
1.S.P.I.R.E. 3 rd Edition Reading Resources training from trained representative	August 2018 through 2021 school year		X	X		X	X
2.LETRS Modules 1-8 Resources Training from trained representative	August 2018 through 2021 school year	X	X	X		X	X
3.Coaching and support as follow-up by Region #13 Early Literacy Specialist support, SST support from ODE, and instructional coaching from HCESC	Ongoing 2018-2021	X	X	X	X	X	X
Resources Required	Outcomes/Evaluation						
1.a. Professional learning materials b. access (through funding) to S.P.I.R.E. 3 rd Edition Reading Resources training c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions. d. S.P.I.R.E. 3 rd Edition for classroom focused intervention sessions	Outcomes – Effective implementation with fidelity of the program Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Student outcome data will also be used to evaluate the effectiveness of the training. Evaluation results will be used to improve future professional learning opportunities.						

<p>2.a. Access (through funding) to skilled trainers to plan and deliver the learning (LETRS PD Units 1-8) to district personnel</p> <p>b. Professional learning materials</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. Curriculum resource materials for classroom focused professional development sessions</p>	<p>Outcomes - Teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Evaluation results will be used to improve future professional learning opportunities.</p>
<p>3.a. Funds to pay for systems and instructional coaching</p> <p>b. Curriculum resource materials for classroom focused professional development sessions</p>	<p>Outcomes - Help practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills learned in initial trainings. The use of multiple designs for learning are supported by evidence and while they differ, they share features such as active engagement, modeling of new techniques or practices; opportunities for application, reflection, self-assessment and feedback; and monitoring and support during implementation which is accomplished through instructional coaching. The intended outcome of this is increased educator effectiveness and results for all students (Ohio Standards for Professional Development).</p> <p>Evaluation - A Coaching Delivery Plan will be used as the basis to progress monitor the impact and effectiveness of coaching. Training effectiveness and coaching effectiveness data will be utilized to determine the allocation of funds are resulting in improved practice within the district. Walkthrough data will be collected and analyzed by the district leadership team to determine the fidelity of implementation and the effectiveness of the school change resulting from the professional learning. Student outcome data will also inform the amount of impact the instructional coaching had on achieving the intended outcome. Leadership teams and the coach will use evaluation results to improve future professional learning.</p>

Professional Development Plan Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

- Occurs at the onset of the 2018 instructional year and ongoing throughout the course of each year through 2021. For example, the LETRS professional learning occurs over two years. The teachers engage in 4 online modules throughout the course of year and year meet for a face to face training with the LETRS trainer four times per year. This same cycle is repeated in year two with another 4 modules and an additional 4 face to face training sessions. Simultaneously, the educators are provided instructional coaching on the concepts learned throughout the modules. This coaching occurs within the classroom throughout the course of the year plan. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years.
- Coaching supports will be provided by internal and external people who will serve onsite to ensure implementation of each session. Coaches will obtain access to additional resources as needed to further the school and district implementation efforts in an on-going manner. Systems and instructional coaching will be provided over the course of three years, Fall 2018- Spring 2021.

Intensive: Focused on a discreet concept, practice or program.

Teachers will receive professional development in phonics and phonemic awareness through the following:

- 48 hours of online LETRS modules
- 24 hours of face to face LETRS professional learning
- 3 hours in face to face Heggerty Phonemic Awareness Training
- 12 hours in S.P.I.R.E. 3rd Edition Reading Resources training
- Additional time will also occur through coaching and observations

Teachers will receive professional learning in the administration and analysis of universal screening and progress monitoring measures through the following:

- 12 hours in DIBELS Next Essentials
- 12 hours in DIBELS Next Data Interpretation
- 2 hours of refresher training the first year and 3 hours per year each year after
- 6 hours in DIBELS.net data entry and reports
- Additional time through coaching of data interpretation after benchmark period

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

- Teachers will be grouped by grade band to receive content professional learning opportunities focused on evidence –based strategies and aligned resources.
- The development and implementation of teaching, intervention and planning schedules will be completed to ensure that adequate time is allocated to addressing the comprehensive components of literacy instruction, as determined by data and

research.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

- Educators are provided instructional coaching on the evidence-based practices learned throughout professional development. This coaching occurs within the classroom throughout the course of the year plan. Through the coaching, the teachers can also observe the practice modeled by the coach. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years. This will be applied through the development of instructional plans which will then be applied in the classroom. The team will then be able to meet to analyze progress monitoring data to determine the level of effectiveness of the instructional plan.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

- The professional development opportunities align with the needs identified in Section 3 of Lockland's Local Literacy Plan. Furthermore, the professional learning opportunities align with the goals and evidence-based practices which are the priorities of the district's literacy plan.
- All evidence-based instructional strategy and resource use instruction will be progress monitored through classroom walkthrough and observation structures, as well as student growth and achievement data to determine the fidelity of implementation and the results of the teams' efforts with implementation.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

- All of the evidence-based practices contained within the Local Literacy Plan are instructionally focused. As curriculum resources are integrated within our professional learning, time is allocated to develop familiarity and confidence in the use of the materials in conjunction with the evidence-based practice or intervention.
- The professional development opportunities focus on evidence-based practices taking place during the teaching process (such as those through the LETRS PD) and items relevant to the instructional process such as data analysis and PBIS training.

Template Part A

LEA/Early Childhood Provider or Consortium Lead Name:

IRN or ODE/ODJFS License Number: 044230

Professional Development for 4-12 teachers, Speech/Language Pathologist, Intervention Specialists, Reading Specialists

Contact Name/Phone Email: Bob Longworth / 513-563-5000 *170 / bob.longworth@locklandschools.org

Goal: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST) as noted below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
4th grade	40%	45%	50%	55%	60%
5th grade	28.9%	33.9%	38.9%	43.9%	48.9%
6th grade	19.2%	24.2%	29.2%	34.2%	39.2%
7th grade	18.5%	23.5%	28.5%	33.5%	38.5
8th grade	18.8%	23.8%	28.8%	33.8%	38.8%

Goal: Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams as evidenced in the table below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

Evidence-Based Practice or Intervention: Provide explicit vocabulary instruction (Tier II evidence)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job-Embedded	Data-Driven	Classroom - Focused
1.S.P.I.R.E. 3 rd Edition Reading Resources training from trained representative	August 2018 through 2021 school year		x	x		x	X
2.LETRS Module 5 Foundations	August 2018	x	x	x		x	x

Resources Training from trained representative	through 2021 school year						
3.Wordly Wise 3 rd Edition supplemental resource training from trained representative	August 2018 through 2021 school year		x	x		x	x
4.Coaching and support as follow-up by Region #13 Early Literacy Specialist support, SST support from ODE and instructional coaching from HCESC	Ongoing 2018-2021	x	x	x	x	x	x
Resources Required	Outcomes/Evaluation						
1.a. Professional learning materials b. access (through funding) to S.P.I.R.E. 3rd Edition Reading Resources training c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions. d. S.P.I.R.E. 3 rd Edition for classroom focused intervention sessions	<p>1. Outcome - Effective implementation with fidelity of the program</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth.</p>						
2.a. Access (through funding) to skilled trainers to plan and deliver the learning (LETRS PD) to district personnel b. Professional learning materials c. Funds to pay for district training	<p>2. Outcomes - Teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth.</p>						

<p>materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. Curriculum resource materials for classroom focused professional development sessions</p>	
<p>3.a. Professional learning materials</p> <p>b. access (through funding) to Wordly Wise 3rd Edition Resources training</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. Wordly Wise 3rd Edition for classroom focused intervention sessions</p>	<p>3. Outcomes – Effective implementation with fidelity of the program</p> <p>Evaluation - Fidelity tools will be utilized for each of the resource materials selected to align with the evidence-based practices identified to be taught by district teachers. Student outcome data will identify the impact of instruction, as outlined in all goals and sub goals of our Local Literacy Plan.</p>
<p>4.a. Funds to pay for systems and instructional coaching</p> <p>b. Curriculum resource materials for classroom focused professional development sessions</p>	<p>4.Outcomes - Help practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills learned in initial trainings. The use of multiple designs for learning are supported by evidence and while they differ, they share features such as active engagement, modeling of new techniques or practices; opportunities for application, reflection, self-assessment and feedback; and monitoring and support during implementation which is accomplished through instructional coaching. The intended outcome of this is increased educator effectiveness and results for all students (Ohio Standards for Professional Development).</p> <p>Evaluation - A Coaching Delivery Plan will be used as the basis to progress monitor the impact and effectiveness of coaching. Training effectiveness and coaching effectiveness data will be utilized to determine the allocation of funds are resulting in improved practice within the district. Walkthrough data will be collected and analyzed by the district leadership team to determine the fidelity of implementation and the effectiveness of the school change resulting from the professional learning. Student outcome data will also inform the amount of impact the instructional coaching had on achieving the intended outcome. Leadership teams and the coach will use evaluation results to improve future professional learning.</p>

Professional Development Plan Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

- Occurs at the onset of the 2018 instructional year and ongoing throughout the course of each year through 2021. For example, the LETRS professional learning occurs over two years. The teachers engage in 4 online modules throughout the course of year and year meet for a face to face training with the LETRS trainer four times per year. This same cycle is repeated in year two with another 4 modules and an additional 4 face to face training sessions. Simultaneously, the educators are provided instructional coaching on the concepts learned throughout the modules. This coaching occurs within the classroom throughout the course of the year plan. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years.
- Coaching supports will be provided by internal and external people who will serve onsite to ensure implementation of each session. Coaches will obtain access to additional resources as needed to further the school and district implementation efforts in an on-going manner. Systems and instructional coaching will be provided over the course of three years, Fall 2018- Spring 2021.

Intensive: Focused on a discreet concept, practice or program.

Teachers will receive professional development in phonics and phonemic awareness through the following:

- 48 hours of online LETRS modules
- 24 hours of face to face LETRS professional learning
- 3 hours in face to face Heggerty Phonemic Awareness Training
- 12 hours in S.P.I.R.E. 3rd Edition Reading Resources training
- Additional time will also occur through coaching and observations

Teachers will receive professional learning in the administration and analysis of universal screening and progress monitoring measures through the following:

- 12 hours in DIBELS Next Essentials
- 12 hours in DIBELS Next Data Interpretation
- 2 hours of refresher training the first year and 3 hours per year each year after
- 6 hours in DIBELS.net data entry and reports
- Additional time through coaching of data interpretation after benchmark period

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

- Teachers will be grouped by grade band to receive content professional learning opportunities focused on evidence –based strategies and aligned resources.
- The development and implementation of teaching, intervention and planning schedules completed to ensure that adequate time is allocated to addressing the comprehensive components of literacy instruction, as determined by data / research.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

- Educators are provided instructional coaching on the evidence-based practices learned throughout professional development. This coaching occurs within the classroom throughout the course of the year plan. Through the coaching, the teachers can also observe the practice modeled by the coach. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years. This will be applied through the development of instructional plans which will then be applied in the classroom. The team will then be able to meet to analyze progress monitoring data to determine the level of effectiveness of the instructional plan.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

- The professional development opportunities align with the needs identified in Section 3 of Lockland's Local Literacy Plan. Furthermore, the professional learning opportunities align with the goals and evidence-based practices which are the priorities of the district's literacy plan.
- All evidence-based instructional strategy and resource use instruction will be progress monitored through classroom walkthrough and observation structures, as well as student growth and achievement data to determine the fidelity of implementation and the results of the teams' efforts with implementation.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

- All of the evidence-based practices contained within the Local Literacy Plan are instructionally focused. As curriculum resources are integrated within our professional learning, time is allocated to develop familiarity and confidence in the use of the materials in conjunction with the evidence-based practice or intervention.
- The professional development opportunities focus on evidence-based practices taking place during the teaching process (such as those through the LETRS PD) and items relevant to the instructional process such as data analysis and PBIS training.

Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Bob Longworth

IRN or ODE/ODJFS License Number: 044230

Professional Development for 4-12 teachers, Speech/Language Pathologist, Intervention Specialists, Reading Specialists

Contact Name/Phone Email: Bob Longworth / 513-563-5000 *170 / bob.longworth@locklandschools.org

Goal: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST) as noted below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
4th grade	40%	45%	50%	55%	60%
5th grade	28.9%	33.9%	38.9%	43.9%	48.9%
6th grade	19.2%	24.2%	29.2%	34.2%	39.2%
7th grade	18.5%	23.5%	28.5%	33.5%	38.5
8th grade	18.8%	23.8%	28.8%	33.8%	38.8%

Goal: Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams as evidenced in the table below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

Evidence-Based Practice or Intervention: Provide direct and explicit comprehension strategy instruction (Tier II evidence)

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job- Embedded	Data- Driven	Classroom - Focused
1.LETRS Foundations Modules 6-8 Training from trained representative	August 2018 through 2021 school year	x	x	x		x	X
2.Voyager Sopris Learning Rewards	August 2018		x	x	x	x	x

Plus 3 rd Edition English language arts and Social Studies resource training from online training to be completed with coach	through 2021 school year						
3.Coaching and support as follow-up by Region #13 Early Literacy Specialist support, SST support from ODE and instructional coaching from HCESC	Ongoing 2018-2021	x	x	x	x	x	x
Resources Required	Outcomes/Evaluation						
<p>1.a. Access (through funding) to skilled trainers to plan and deliver the learning (LETRS PD) to district personnel</p> <p>b. Professional learning materials</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. Curriculum resource materials for classroom focused professional development sessions</p>	<p>1. Outcomes - Teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth.</p>						
<p>2.a. Professional learning materials</p> <p>b. access (through funding) to REWARDS Reading Resources training</p> <p>c. Funds to pay for district training</p>	<p>2. Outcomes - Effective implementation with fidelity of the program</p> <p>Evaluation - Training effectiveness and coaching effectiveness data will be utilized to determine in the allocation of funds are resulting in improved practice within the district. Walkthrough data will be collected and analyzed by the district leadership team to determine the fidelity of implementation and the effectiveness of the school change resulting from the professional learning.</p>						

materials, presenters and sub costs for teachers to attend training sessions.	
d. REWARDS for classroom focused intervention sessions	
<p>3. a. Funds to pay for systems and instructional coaching</p> <p>b. Curriculum resource materials for classroom focused professional development sessions</p>	<p>3. Outcomes - Help practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills learned in initial trainings. The use of multiple designs for learning are supported by evidence and while they differ, they share features such as active engagement, modeling of new techniques or practices; opportunities for application, reflection, self-assessment and feedback; and monitoring and support during implementation which is accomplished through instructional coaching. The intended outcome of this is increased educator effectiveness and results for all students (Ohio Standards for Professional Development).</p> <p>Evaluation - Fidelity tools will be utilized for each of the resource materials selected to align with the evidence-based practices identified to be taught by district teachers. Student outcome data will identify the impact of instruction, as outlined in all goals and sub goals of our Local Literacy Plan.</p>

Professional Development Plan Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

- Occurs at the onset of the 2018 instructional year and ongoing throughout the course of each year through 2021. For example, the LETRS professional learning occurs over two years. The teachers engage in 4 online modules throughout the course of year and year meet for a face to face training with the LETRS trainer four times per year. This same cycle is repeated in year two with another 4 modules and an additional 4 face to face training sessions. Simultaneously, the educators are provided instructional coaching on the concepts learned throughout the modules. This coaching occurs within the classroom throughout the course of the year plan. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years.
- Coaching supports will be provided by internal and external people who will serve onsite to ensure implementation of each session. Coaches will obtain access to additional resources as needed to further the school and district implementation efforts in an on-going manner. Systems and instructional coaching will be provided over the course of three years, Fall 2018- Spring 2021.

Intensive: Focused on a discreet concept, practice or program.

Teachers will receive professional development in phonics and phonemic awareness through the following:

- 48 hours of online LETRS modules
- 24 hours of face to face LETRS professional learning
- 3 hours in face to face Heggerty Phonemic Awareness Training
- 12 hours in S.P.I.R.E. 3rd Edition Reading Resources training
- Additional time will also occur through coaching and observations

Teachers will receive professional learning in the administration and analysis of universal screening and progress monitoring measures through the following:

- 12 hours in DIBELS Next Essentials
- 12 hours in DIBELS Next Data Interpretation
- 2 hours of refresher training the first year and 3 hours per year each year after
- 6 hours in DIBELS.net data entry and reports
- Additional time through coaching of data interpretation after benchmark period

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

- Teachers will be grouped by grade band to receive content professional learning opportunities focused on evidence –based strategies and aligned resources.
- The development and implementation of teaching, intervention and planning schedules will be completed to ensure that adequate time is allocated to addressing

the comprehensive components of literacy instruction, as determined by data and research.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

- Educators are provided instructional coaching on the evidence-based practices learned throughout professional development. This coaching occurs within the classroom throughout the course of the year plan. Through the coaching, the teachers can also observe the practice modeled by the coach. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years. This will be applied through the development of instructional plans which will then be applied in the classroom. The team will then be able to meet to analyze progress monitoring data to determine the level of effectiveness of the instructional plan.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

- The professional development opportunities align with the needs identified in Section 3 of Lockland's Local Literacy Plan. Furthermore, the professional learning opportunities align with the goals and evidence-based practices which are the priorities of the district's literacy plan.
- All evidence-based instructional strategy and resource use instruction will be progress monitored through classroom walkthrough and observation structures, as well as student growth and achievement data to determine the fidelity of implementation and the results of the teams' efforts with implementation.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

- All of the evidence-based practices contained within the Local Literacy Plan are instructionally focused. As curriculum resources are integrated within our professional learning, time is allocated to develop familiarity and confidence in the use of the materials in conjunction with the evidence-based practice or intervention.
- The professional development opportunities focus on evidence-based practices taking place during the teaching process (such as those through the LETRS PD) and items relevant to the instructional process such as data analysis and PBIS training.

Professional Development Plan Template Part A

LEA/Early Childhood Provider or Consortium Lead Name: Bob Longworth

IRN or ODE/ODJFS License Number: 044230

Professional Development for 4-12 teachers, Speech/Language Pathologist, Intervention Specialists, Reading Specialists

Contact Name/Phone Email: Bob Longworth / 513-563-5000 *170 / bob.longworth@locklandschools.org

Goal: Increase the percentage of learners meeting or exceeding grade four through eight proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test (OST) as noted below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
4th grade	40%	45%	50%	55%	60%
5th grade	28.9%	33.9%	38.9%	43.9%	48.9%
6th grade	19.2%	24.2%	29.2%	34.2%	39.2%
7th grade	18.5%	23.5%	28.5%	33.5%	38.5
8th grade	18.8%	23.8%	28.8%	33.8%	38.8%

Goal: Increase the percentage of learners meeting or exceeding English language arts I and English language arts II EOC proficiency standards by 5% each year, from the baseline scores established in Spring of 2017, as measured by the Ohio State Test End of Course Exams as evidenced in the table below:

	BASELINE Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
ELA I EOC	46.6%	51.6%	56.6%	61.6%	66.6%
ELA II EOC	37.7%	42.7%	47.7%	52.7%	57.7%

Evidence-Based Practice(s) or Intervention: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

PD Description	Begin/End Dates	Sustained	Intensive	Collaborative	Job- Embedded	Data- Driven	Classroom - Focused
1.S.P.I.R.E. 3 rd Edition Reading Resources training from trained representative	August 2018 through 2021 school year		X	X		X	X
2.LETRS Modules 1-4 Resources Training from trained representative	August 2018 through 2021	X	X	X		X	X

	school year						
3.Coaching and support as follow-up by Region #13 Early Literacy Specialist support, SST support from ODE, and instructional coaching from HCESC	Ongoing 2018-2021	x	x	x	x	x	x
Resources Required	Outcomes/Evaluation						
<p>1.a. Professional learning materials</p> <p>b. access (through funding) to S.P.I.R.E. 3rd Edition Reading Resources training</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. S.P.I.R.E. 3rd Edition for classroom focused intervention sessions</p>	<p>Outcomes – Effective implementation with fidelity of the program</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Student outcome data will also be used to evaluate the effectiveness of the training. Evaluation results will be used to improve future professional learning opportunities.</p>						
<p>2.a. Access (through funding) to skilled trainers to plan and deliver the learning (LETRS PD Units 1-4) to district personnel</p> <p>b. Professional learning materials</p> <p>c. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions.</p> <p>d. Curriculum resource materials for classroom</p>	<p>Outcomes - Teachers will acquire knowledge, skills, and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom</p> <p>Evaluation - Training evaluation data will be used to determine the effectiveness of the presenters. A selection process will be used to determine presenters to ensure that knowledge of content and implementation experience are accounted for. Staff will assess knowledge prior to and after trainings to determine growth. Evaluation results will be used to improve future professional learning opportunities.</p>						

focused professional development sessions	
3.a. Funds to pay for systems and instructional coaching b. Curriculum resource materials for classroom focused professional development sessions	<p>Outcomes - Help practitioners bridge the research-to-practice gap by continually developing and honing teachers' skills learned in initial trainings. The use of multiple designs for learning are supported by evidence and while they differ, they share features such as active engagement, modeling of new techniques or practices; opportunities for application, reflection, self-assessment and feedback; and monitoring and support during implementation which is accomplished through instructional coaching. The intended outcome of this is increased educator effectiveness and results for all students (Ohio Standards for Professional Development).</p> <p>Evaluation - A Coaching Delivery Plan will be used as the basis to progress monitor the impact and effectiveness of coaching. Training effectiveness and coaching effectiveness data will be utilized to determine the allocation of funds are resulting in improved practice within the district. Walkthrough data will be collected and analyzed by the district leadership team to determine the fidelity of implementation and the effectiveness of the school change resulting from the professional learning. Student outcome data will also inform the amount of impact the instructional coaching had on achieving the intended outcome. Leadership teams and the coach will use evaluation results to improve future professional learning.</p>

Professional Development Plan Template Part B

Provide a brief description of how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

Sustained: Taking place over an extended period; longer than one day or a one-time workshop.

- Occurs at the onset of the 2018 instructional year and ongoing throughout the course of each year through 2021. For example, the LETRS professional learning occurs over two years. The teachers engage in 4 online modules throughout the course of year and year meet for a face to face training with the LETRS trainer four times per year. This same cycle is repeated in year two with another 4 modules and an additional 4 face to face training sessions. Simultaneously, the educators are provided instructional coaching on the concepts learned throughout the modules. This coaching occurs within the classroom throughout the course of the year plan. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years.
- Coaching supports will be provided by internal and external people who will serve onsite to ensure implementation of each session. Coaches will obtain access to additional resources as needed to further the school and district implementation efforts in an on-going manner. Systems and instructional coaching will be provided over the course of three years, Fall 2018- Spring 2021.

Intensive: Focused on a discreet concept, practice or program.

Teachers will receive professional development in phonics and phonemic awareness through the following:

- 48 hours of online LETRS modules
- 24 hours of face to face LETRS professional learning
- 3 hours in face to face Heggerty Phonemic Awareness Training
- 12 hours in S.P.I.R.E. 3rd Edition Reading Resources training
- Additional time will also occur through coaching and observations

Teachers will receive professional learning in the administration and analysis of universal screening and progress monitoring measures through the following:

- 12 hours in DIBELS Next Essentials
- 12 hours in DIBELS Next Data Interpretation
- 2 hours of refresher training the first year and 3 hours per year each year after
- 6 hours in DIBELS.net data entry and reports
- Additional time through coaching of data interpretation after benchmark period

Collaborative: Involving multiple educators, educators and coaches, or a set of participants grappling with the same concept or practice and in which participants work together to achieve shared understanding.

- Teachers will be grouped by grade band to receive content professional learning opportunities focused on evidence –based strategies and aligned resources.
- The development and implementation of teaching, intervention and planning schedules completed to ensure that adequate time is allocated to addressing the comprehensive components of literacy instruction, as determined by data / research.

Job-Embedded: A part of the ongoing, regular work of instruction and related to teaching and learning taking place in real time in the teaching and learning environment.

- Educators are provided instructional coaching on the evidence-based practices learned throughout professional development. This coaching occurs within the classroom throughout the course of the year plan. Through the coaching, the teachers can also observe the practice modeled by the coach. Finally, teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned when the data indicates a need during TBT meetings throughout the course of the three years. This will be applied through the development of instructional plans which will then be applied in the classroom. The team will then be able to meet to analyze progress monitoring data to determine the level of effectiveness of the instructional plan.

Data-Driven: Based upon and responsive to real-time information about the needs of participants and their students.

- The professional development opportunities align with the needs identified in Section 3 of Lockland's Local Literacy Plan. Furthermore, the professional learning opportunities align with the goals and evidence-based practices which are the priorities of the district's literacy plan.
- All evidence-based instructional strategy and resource use instruction will be progress monitored through classroom walkthrough and observation structures, as well as student growth and achievement data to determine the fidelity of implementation and the results of the teams' efforts with implementation.

Instructionally-Focused: Related to the practices taking place in the learning environment during the teaching process.

- All of the evidence-based practices contained within the Local Literacy Plan are instructionally focused. As curriculum resources are integrated within our professional learning, time is allocated to develop familiarity and confidence in the use of the materials in conjunction with the evidence-based practice or intervention.
- The professional development opportunities focus on evidence-based practices taking place during the teaching process (such as those through the LETRS PD) and items relevant to the instructional process such as data analysis and PBIS training.

APPENDICES

You might include a glossary of terms, data summary, key messages, description of program elements, or any other information as needed.

Resources utilized for the development of this plan:

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (July 2016): <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (April 2009): <https://ies.ed.gov/ncee/wwc/PracticeGuide/2>

Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008): <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>

Florida Center for Reading Research: <http://www.fcrr.org/resources/index.html>

Michigan Integrated Behavioral and Learning Support Initiative: <https://miblsi.org/>