



March 4, 2024

Dear Superintendent Longworth:

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

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

Strengths of the Reading Achievement Plan:

- Goals have strategic alignment to OnePlan.
- Comprehensive factor analysis includes external and internal factors, as well as systems level determinations alongside instructional levels.
- Assessment results are compared both internally and externally including expected growth measures and potential risk factor analysis.
- Team is comprehensive and includes outside stakeholders.

This plan will benefit from:

- Action plans include family and community engagement. May further benefit from one-on-one coaching supports/cycles for educators.
- Coaching is referenced as an implementation driver and may further benefit from a data descriptor that leads to the coaching choices listed; instructional peer, feedback, TBT; in relation to rating the effectiveness of the innovation chosen/implemented.
- Professional learning is linked to overall goals. Differentiated learning/coaching between the educators vs. leadership needs may be of benefit.

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

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

Sincerely,



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

READING ACHIEVEMENT PLAN

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

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.

2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

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

DISTRICT NAME: LOCKLAND LOCAL SCHOOL DISTRICT

DISTRICT IRN: 044230

DISTRICT ADDRESS: 210 NORTH COOPER AVE, LOCKLAND, OH 45215

PLAN COMPLETION DATE: 02/14/2018 (REVISED: 11/20/2019; 11/30/2023)

LEAD WRITERS: ROBERT LONGWORTH

OHIO'S LANGUAGE AND LITERACY VISION

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

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

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

CULTURALLY RESPONSIVE PRACTICE*

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

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

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

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

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

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

Name	Title/Role	Location	Email
Bob Longworth	Superintendent / CEO	Lockland Local School District	bob.longworth@locklandschools.org
Justin Gibson	Assistant Superintendent	Lockland Local School District	justin.gibson@locklandschools.org

Local Literacy Plan

Doug Ackermann	Treasurer / CFO	Lockland Local School District	doug.ackermann@locklandschools.org
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Tanya Betzold	Intervention Specialist / Union Representative	Lockland Local School District	tanya.betzold@locklandschools.org
Jenny Bole	Student Wellness Supervisor	Lockland Local School District	jenny.bole@locklandschools.org
Ladonna Childers	Kindergarten Teacher	Lockland Elementary School	ladonna.childers@locklandschools.org
Jen Clark	Middle School ELA Teacher	Lockland Junior/ Senior High School	jennifer.clark@locklandschools.org
Elizabeth Fessel	Director of Student Services	Lockland Local School District	elizabeth.fessel@locklandschools.org
Shannon Fischer	Intervention Specialist	Lockland Junior/ Senior High School	shannon.fischer@locklandschools.org
Stephanie Franklin	Middle School Social Studies Teacher	Lockland Junior/ Senior High School	stephanie.franklin@locklandschools.org
Terry Gibson	Board of Education	Lockland Local School District	terry.gibson@locklandschools.org
McKenzie Hulgin	Fourth Grade Teacher	Lockland Elementary School	mckenzie.hulgin@locklandschools.org
Kathleen Krause	High School ELA Teacher	Lockland Junior/ Senior High School	kathleen.krause@locklandschools.org
Kim Large	Third Grade Teacher	Lockland Elementary School	kim.large@locklandschools.org
Max Lewis	Intervention Specialist	Lockland Junior/ Senior High School	max.lewis@locklandschools.org
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Amy McLaughlin	Second Grade Teacher	Lockland Elementary School	amy.mclaughlin@locklandschools.org
Marcy Marlow	Kindergarten Teacher	Lockland Elementary School	marcy.marlow@locklandschools.org
Kate Miller	ELL Teacher	Lockland Local Schools District	kate.miller@locklandschools.org
Lori Pritts	Preschool Teacher	HCESC Head Start	lori.pritts@locklandschools.org
Rachel Richmond	Reading Specialist	Lockland Elementary School	rachel.schierloh@locklandschools.org
Ashley Tackett	Speech Language Pathologist	Lockland Local School District	ashley.tackett@locklandschools.org
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Brandon Uhrig	Secondary Social Studies Teacher	Lockland Junior/ Senior High School	brandon.uhrig@locklandschools.org

Marie Whalen	Intermediate ELA Teacher	Lockland Elementary School	marie.whalen@locklandschools.org
Christine Young	First Grade Teacher	Lockland Elementary School	christine.young@locklandschools.org
Lauren White	Community Member	The Health Care Connection and Christ Temple Apostolic Faith Church	lauren.white@locklandschools.org

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

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

The Lockland Local Schools Reading Achievement Plan has been developed by a diverse group of stakeholders across the district that reflects the student body of the district which also includes leaders with decision-making ability. It was important to the district to establish a cross functional team so the plan would include diverse perspectives which would ultimately contribute to the development of a stronger plan. We believe that widespread buy-in and implementation of the plan’s goals and action steps will be necessary for improved outcomes and this will be easier to achieve with wider representation on our team.

The development of the plan began through the collaborative efforts of the District Leadership Team (DLT) to ensure alignment to the school and district mission and One Plan. The One Plan is a “systematic consolidated planning tool for educational entity operations, strategically aligned to funding and resources and focused on improving outcomes for all students” (Department of Education and Workforce, 2023). This work began with a needs assessment where areas of concern were identified by the group. In addition to the DLT meetings, Building Leadership Team (BLT) meetings, and Teacher Based Teams (TBT) meetings, and meetings with the Reading Specialist and the Director of Student Services provided the forum for the analysis of the student performance data and the data related to the internal and external factors believed to be contributing to low reading achievement across the district.

The K-4 TBTs and the 5-12 staff met to interpret the data and engage in a root cause analysis to identify the highest-level cause of a problem, or the factor that should be permanently eliminated to see improvement in language and literacy across the district. The analysis gives the teams the forum to identify the factors related to the identified needs from the analysis of student performance data and data related to the internal and external factors believed to be contributing to low reading achievement in their corresponding grade bands. This provided the teams with the forum to then begin to problem solve. The root cause analysis from each team was then used by the reading specialist and the leadership team to identify the root cause of the learner performance data and factors contributing to low reading achievement across the district to begin to problem solve from a district perspective.

The DLT used the information from the data analysis and root cause analysis to develop the goals and action maps to ensure direct alignment to the district’s One Plan goals and action

steps. The leadership cabinet and reading specialist collaborated to complete the expectations and supports for students and schools. Our existing Local Literacy Plan served as the initial draft to this revised version of our district plan aligned to our district's One Plan. Members of our team initially attended training on the Reading Achievement Plan at HCESC with State Support Team (SST) 13 Early Literacy Specialists in the Fall of 2017. The team attended follow-up training with SST 13 in the Fall of 2023 to obtain strategies for the development of our comprehensive and systematic reading plan at the district level. Our team utilized resources from the Ohio Literacy Academy, State Support Team 13, Ohio's Plan to Raise Literacy Achievement, Read Ohio, the district's previous work with the School Personnel Development Grant (SPDG), the district's current work with Promoting Achievement in Reading Through Needs-driven Evidence-based Read Structures (PARTNERS) School Commitment, and a variety other professional learning opportunities aligned to the science of reading to support the development of the plan.

The Reading Achievement Plan is a three-year plan which will be monitored regularly by the Teacher Based Teams, Building Leadership Team, and District Leadership Team for continuous improvement, based upon the most current student performance trends within our data. The teams will monitor progress towards the goals using the adult and student measures. The DLT will also be charged with monitoring the status of each action step on the action map to monitor implementation. The plan will be revised as the data indicates the need as part of a problem-solving model which serves as the framework for continuous improvement. The monitoring data will be shared with all stakeholders to ensure transparency in the district's efforts to improve language and literacy achievement for all learners.

The plan, inclusive of monitoring data and any necessary revisions, will be communicated to internal stakeholders through the district's OIP teams' meetings and minutes, Board meetings, staff meetings, staff professional development, staff website, and staff newsletters. Communication of the plan with the community will occur through presentations at Board meetings, the district website, literacy events for the community, and through community newsletters.

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

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

To address the needs of the district, the district reviewed feedback from the previous Reading Achievement Plan and the district review team visit from the winter of 2023. Our district's One Needs Assessment, through the Decision Framework, identified the areas of concern to be addressed by the district. This was used by the district to develop an aligned improvement plan which combines the collaborative efforts of the district for a comprehensive approach to improve language and literacy instruction for all learners across the district. The following highlights the connections between our Reading Achievement Plan and our other improvement and equity efforts within the district that are also focused on language and literacy outcomes:

One Plan

The One Plan is a systematic consolidated planning tool for educational entity operations, strategically aligned to funding and resources and focused on improving outcomes for all students. Our One Plan emphasizes the importance of meeting the needs of our vulnerable populations, inclusive of students with disabilities, English Learners, students experiencing homelessness, students in Foster Care, etc. to ensure equity in best practice for all students in grades K-12. The One Plan leverages funding to align with the Reading Achievement Plan and student needs as it relates to service delivery to meet the unique needs of all learners. The district understands the importance of the alignment between the Reading Achievement Plan and the One Plan, therefore, action steps in the One Plan include the development, implementation, and monitoring of the district's Reading Achievement Plan. The goals from the district's One Plan serve as the basis for the goals of the district's Reading Achievement Plan.

Shared Leadership

Shared leadership drives the implementation and sustainability of literacy improvement efforts across the district. Successful implementation of high-quality instructional materials and evidence-based instructional practices requires the leadership and support of district leaders, building administrators, and classroom teachers. Sharing leadership is critical to implementing evidence-based instruction and intervention. Through the Ohio Improvement Process, our DLT, BLT, and TBTs, are charged with identifying the barrier to improved literacy outcomes and identifying solutions to be implemented, monitored, and evaluated as part of our continuous improvement efforts. As a district, our continuous efforts to build our staff's capacity in the science of reading, data-based decision making, and culturally responsive teaching to meet the whole needs of each learner align to our commitment to shared leadership.

System of Assessments

Assessment is a crucial part of the instructional process, student learning, and continuous district and school improvement. Lockland continues to develop and implement a district assessment plan consisting of system assessments, adult measures, and student assessments which include data collection, data analysis, training, and data-based decision making. The system includes universal screeners to identify students at risk for later reading difficulties. At the elementary level Acadience Reading is our universal screener and at the secondary level Early Warning Indicators are our adopted universal screener. Acadience Reading is also the state-approved and district adopted reading diagnostic for identifying if students are on-track for reading for the Third Grade Reading Guarantee. It also serves as the tier 1 dyslexia screener for the district. The Kindergarten Readiness Assessment - Revised (KRA-R) Language and Literacy is an additional data point which provides us information on whether our incoming kindergarten students are on-track for reading.

Diagnostic tools provide data to assist educators in designing individualized instruction and intensifying intervention for students who do not respond to validated intervention programs. In accordance with Ohio's Dyslexia Legislation, students determined to be at risk from the tier 1 dyslexia screening measure will be progress-monitored for up to six weeks (in conjunction with intervention). Students who do not demonstrate progress will be administered a tier 2 dyslexia screening measure. The diagnostic assessments which will be administered include Acadience Diagnostic, Acadience Spelling, and Acadience RAN. Other available diagnostics in the district include the Phonological Awareness Skills Test (PAST), Word ID, and the collection of assessments from Assessing Reading: Multiple Measures.

Progress monitoring is repeated measurement of student performance over the course of intervention to index/quantify responsiveness to intervention and to thus determine, on an ongoing basis, when adjustments to the program are needed to improve responsiveness (National Center on Intervention, 2017). In grades K-6, we use Acadience Reading progress monitoring measures aligned to the intervention. This data provides us with the information needed to know when to alter, maintain, or fade an intervention based upon our district decision rules.

Interim or Benchmark assessments are common assessments administered throughout the school year to monitor growth and achievement according to specific learning goals and academic standards. Typically, these assessments cover some or all of the learning standards that students are required to learn during the school year. At Lockland, we have adopted iReady Reading as our interim assessment and administer it to students in grades 3-9. This assessment also serves as the district's alternative reading assessment for the Third Grade Reading Guarantee. During the 2023-2024 school year, teachers have also begun to administer the ODE Readiness Assessments.

Summative assessments gather information about student performance compared to grade level standards. Summative assessments in the classroom are administered at the end of a unit or at the end of the course or year. Additionally, students participate in Ohio's State Tests in

English language arts for grades 3-8 and also high school End of Course exam in English language arts II.

System-level assessments are designed to aid district leaders and staff in the development, improvement, and monitoring of district and building processes. To best interpret student outcomes, we need to also understand the extent to which data, systems, and practices are being implemented with fidelity. Adult implementation data provides evidence that the program and practices are being used as intended and it aids the team in determining the level of additional support and professional learning that is needed. The Reading Tiered Fidelity Inventory (R-TFI) supports the leadership team in identifying areas to target for improving or sustaining school-wide reading systems. The district also utilizes the One Needs Assessment to support identification of areas of improvement. The district also monitors the progress towards the plan's goals as well as the status of the action steps within the One Plan and the Reading Achievement Plan.

Data-Based Decision Making Through Ohio's Improvement Process

Through Ohio's Improvement Process, Lockland analyzes language and literacy data to identify the critical area of need. During TBTs, the team sets goals, discusses potential barriers, and develops hypotheses. The team then works to develop grade level instructional plans inclusive of the progress monitoring measures being used and the frequency of use across all three tiers of instruction. This is also how the team collaboratively monitors Reading Improvement and Monitoring Plans. TBTs use the progress monitoring data to alter both the interventions and the RIMPs as the data indicates is necessary. Teams, examine, adjust, and reflect on the plan to improve literacy instruction for all learners. The BLT uses data to monitor how effective our systems are across each grade-level. When there are areas of concern, the information is shared through feedback loops with the DLT for additional problem solving and plan implementation. The DLT monitors the implementation of the district's plans and progress toward the goals of each plan.

Ohio's Plan to Raise Literacy Achievement

Ohio's Plan to Raise Literacy Achievement serves as the district's guiding document on how to increase learners' language and literacy achievement through the use of evidence-based systems, high-quality instruction, and the selection of high-quality instructional materials. Ohio's Plan calls for equitable systems grounded in access, opportunity, and collaboration which efficiently match resources to student needs. The strategies to support learners in the Reading Achievement Plan align with evidence-based language and literacy strategies described within Ohio's Plan to Raise Literacy Achievement. Additionally, Implementing Ohio's Plan to Raise Literacy Achievement provided key actions for our leadership team to take to improve literacy outcomes across the district. These actions are incorporated within the action steps of our One Plan, the action steps of our Reading Achievement Plan, and they are embedded within our OIP team meetings.

Ohio's Learning Standards for English Language Arts / District Scope and Sequence

Lockland has developed high quality, vertically aligned English language arts scope and sequence documents for grades K-12. The documents are aligned to Ohio's Learning Standards for English Language Arts. As new materials are adopted, scope and sequence documents will be revised. This continued work towards the development of scope and sequence documents and English language arts curriculum guides in grades K-12 is a priority within our plan.

Equitable Access to Excellent Educators

Local Equity Access Planning (LEAP) seeks to ensure that students living at or below the federal poverty line (economically disadvantaged) and minority students have equitable access to excellent educators, defined as those teachers and leaders who are effective, experienced, and properly licensed or certified. Lockland's Local Equity Plan is integrated within the district's One Plan. 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.

Educator Capacity to Provide Instruction Aligned to the Science of Reading

Lockland is committed to delivering instruction aligned to the science of reading. In order for this to occur, staff must receive intensive, sustained, embedded, professional learning and coaching. We began our commitment to this work by training our teacher in Language Essentials for Teachers of Reading and Spelling (LETRS). As we purchased materials to support instruction aligned with the science of reading, staff received training on the curricular resources such as Heggerty's, Phonemic Awareness and Tools for Reading's Kid Lips and sound walls. As part of the Promoting Achievement in Reading Through Needs-driven Evidence-based Read Structures (PARTNERS) School Commitment, two staff members received their dyslexia certificate and are Structured Literacy Interventionists. Three staff members have been trained to be able to facilitate the Ohio's dyslexia LMS courses within the district to ensure we are always able to meet the dyslexia legislation requirements of having all of our K-3 staff and intervention specialists trained in identifying characteristics of dyslexia and understanding the pedagogy for instruction of students with or at risk of dyslexia. Staff attend Ohio's Literacy Academy and participate in the regional training opportunities from State Support Team 13 to continue to build upon their knowledge in language and literacy. OIP meetings serve as a structure for peer coaching. The data from the root cause analysis of the Reading Achievement Plan will be used to build upon this work to ensure we continue to provide intensive, sustained, embedded professional development to our staff in the science of reading.

Multi-Tiered System of Supports

Lockland's multi-tiered system of supports (MTSS) is a framework to ensure successful outcomes for ALL students by using a data-based problem-solving process to provide multiple tiers of integrated academic, behavior, and social-emotional instruction and intervention supports to meet the unique needs of each learner. Each tier of instruction adds a level of intensity that is meant to accelerate the student's rate of learning. As a student responds positively to the instruction, the intensity of the intervention is gradually faded. The district's MTSS framework incorporates the monitoring of RIMPs and is also monitored through the district's OIP structures. The evidence-based practices and programs implemented within the MTSS framework align directly with those in the district's Reading Achievement Plan. Both address both sides of the Simple View of Reading to ensure we are able to address the diverse needs of all learners within the district. Both the MTSS framework and the RAP use collaborative teams of teachers, interventionists, related service providers, and parents to engage in data-based individualization (DBI) to use assessment data to monitor student progress and provide intensified interventions. DBI allows the team to determine if an intervention plan is improving student outcomes with concrete information and make adjustments if needed.

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 district's One Plan, Reading Achievement Plan, and is integrated within the Multi-Tiered System of Support. 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.

Family and Community Engagement

Lockland's Reading Achievement Plan is aligned to the community partnership efforts focused on literacy in grades K-12 including after school tutoring offered by the Metanoia Center and the Christ Temple Apostolic Faith Church. The Metanoia Center provides after school reading tutoring for students in third grade. The Christ Temple Apostolic Faith Church provides after school tutoring for all students on Tuesdays. The Student Wellness Supervisor also is the main point of contact for over forty community partnerships. Collaboration with all of the preceding partnerships was instrumental in the development of Lockland's Reading Achievement Plan.

Lockland Local School District is focused on building partnerships with our families. One way we are working to build these is by opening our lines of communication. This is being accomplished through multiple monthly district newsletters, monthly newsletters from the reading specialist, and a variety of family and community engagement nights throughout the school year.

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

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

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

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

KINDERGARTEN READINESS ASSESSMENT – REVISED (KRA-R)

Research has shown that how prepared children are when they first enter school is a strong predictor of success in future grades. Demonstrating readiness for kindergarten means that children are prepared for today's kindergarten curriculum. At the beginning of each school year, children in kindergarten are assessed using Ohio's Kindergarten Readiness Assessment Revised (KRA-R). The KRA-R is aligned to Ohio's Early Learning and Development Standards and is one measure of a child's readiness for engaging with kindergarten standards based instruction. KRA categorizes students' overall readiness as follows:

Demonstrating Readiness (270-298): The child demonstrates foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Approaching Readiness (258-269): The child demonstrates some foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Emerging Readiness (202-257): The child demonstrates minimal foundational skills and behaviors that prepare him or her for instruction based on kindergarten standards.

Language and Literacy is one of the four areas of early learning assessed with the KRA-R. Students with a KRA-R Language and Literacy score between 263 – 298 are considered to be on track in this domain. If the student has a domain score between 202 – 262, the student is considered to be not on track in the area of Language and Literacy. Figure 1.1 displays the Kindergarten Readiness Assessment Revised (KRA-R) trend data in both Ohio and Lockland Local Schools. The trend data shows that each year, students entering kindergarten in Ohio are demonstrating overall readiness at greater rates than students entering kindergarten in Lockland Local Schools. Within the domain of Language and Literacy, students at Lockland Local Schools are scoring behind the state average. More kindergarten students entering Lockland Schools are not on track relative to language and literacy skills, therefore, beginning a foundational year of learning already behind in language and literacy skills. The Language and Literacy scores of students entering kindergarten at Lockland have declined since 2019 and at a greater rate than observed across the state of Ohio.

Figure 1.1 Kindergarten Readiness Assessment Trend Data 2019 - 2023

Kindergarten Readiness Assessment		Percentage of Students					Average Scores	
		Overall Score			Language & Literacy			
	School Year	Demonstrating (270-298)	Approaching (258-269)	Emerging (202-257)	On-Track (263-298)	Not On-Track (202-262)	Overall Score	Language & Literacy
Lockland Local	2019 – 2020	20.0%	35.6%	44.4%	42.2%	57.8%	259.5	259.2
Ohio	2019 – 2020	41.2%	36.2%	22.5%	60.2%	39.8%	266.7	265.0
Lockland Local	2020 – 2021	13.0%	43.5%	43.5%	47.8%	52.2%	259.6	262.7
Ohio	2020 – 2021	41.9%	34.0%	24.1%	52.1%	47.9%	267.1	265.4
Lockland Local	2021 – 2022	5.3%	36.8%	57.9%	26.3%	73.7%	255.9	255.9
Ohio	2021 – 2022	37.9%	33.8%	28.3%	47.5%	52.5%	265.57	263.76
Lockland Local	2022 – 2023	4.2%	33.3%	62.5%	12.5%	87.5%	252.2	249
Ohio	2022 – 2023	35.4%	34.5%	30.1%	44.3%	55.7%	264.49	262.2

Figure 1.2 2019 - 2020 KRA-R Language and Literacy Proficiency Percentages for Lockland

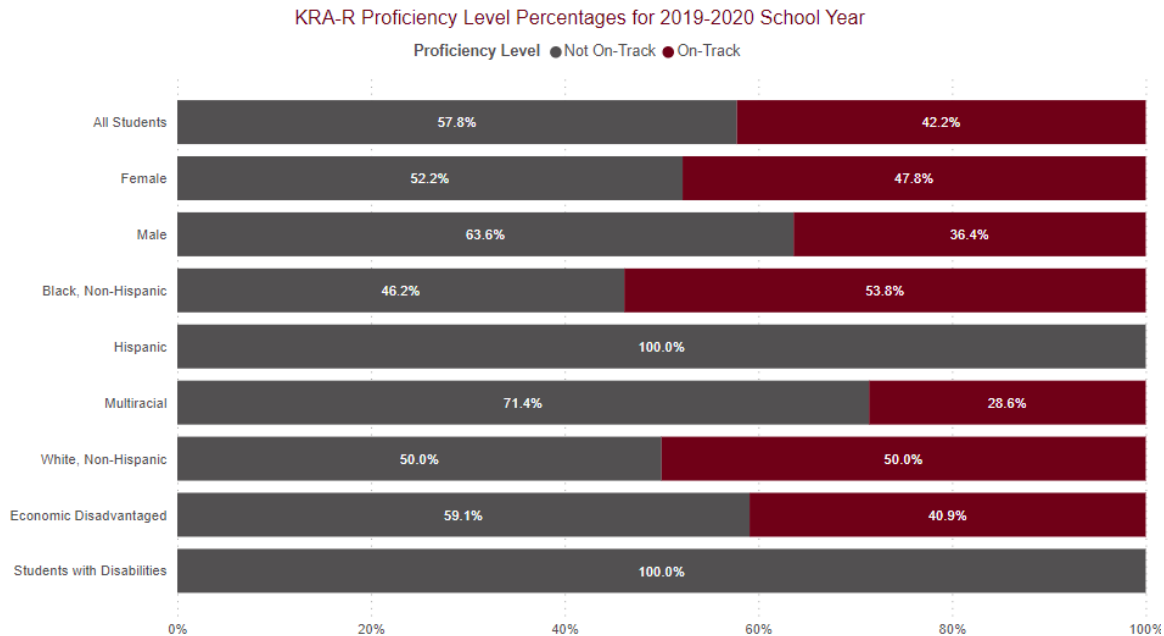


Figure 1.3 2020 – 2021 KRA-R Language and Literacy Proficiency Percentages for Lockland

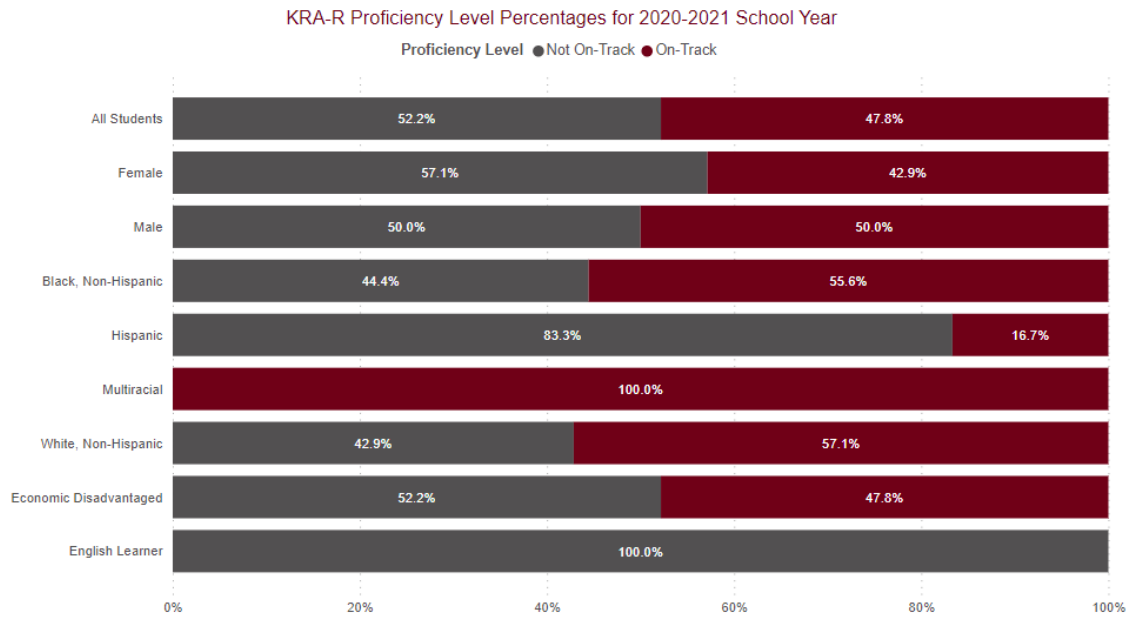


Figure 1.4 2021 – 2022 KRA-R Language and Literacy Proficiency Percentages for Lockland

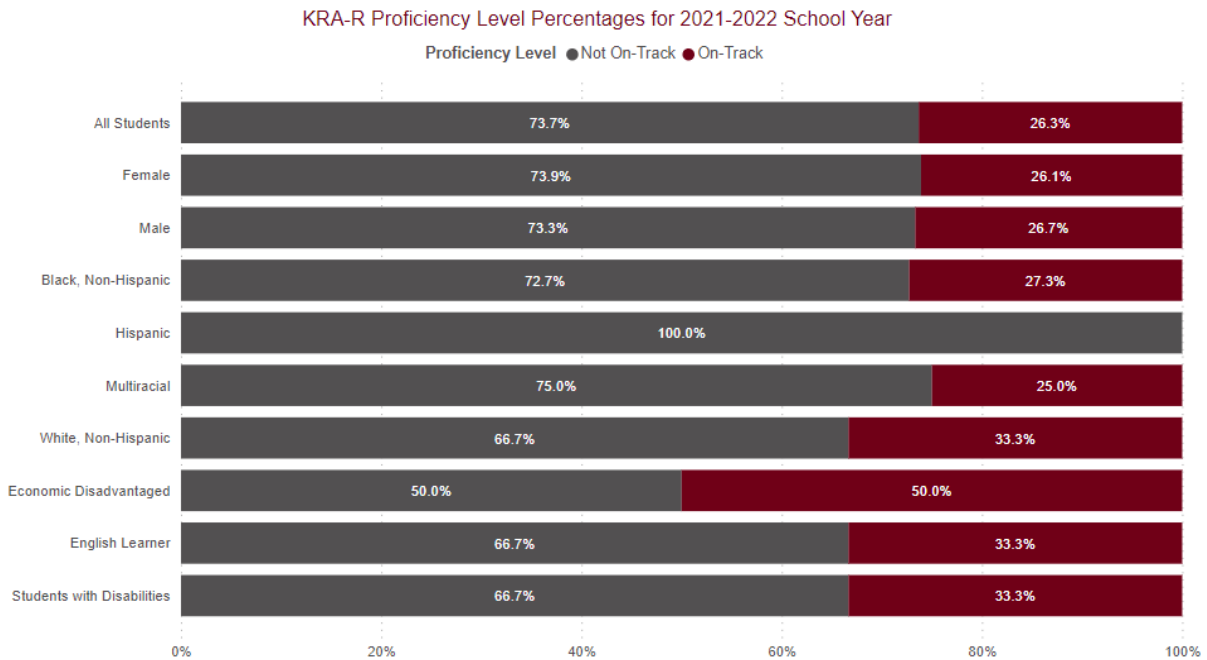
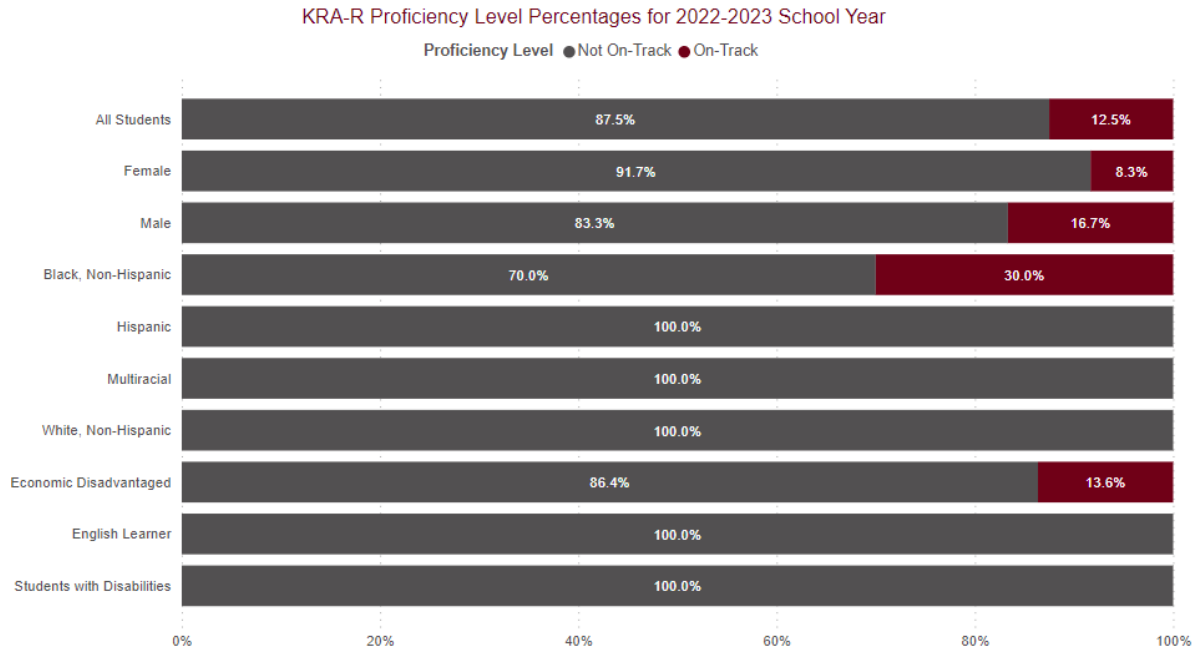


Figure 1.5 2022 – 2023 KRA-R Language and Literacy Proficiency Percentages for Lockland



The disaggregated Language and Literacy KRA-R trend data from Figure 1.2 – Figure 1.5 reveals that students from the following sub groups are at a disadvantage with their language and literacy skills when entering kindergarten:

- Multiracial students
- English Learners
- Students with disabilities
- Hispanic students

This data highlights the need for culturally responsive practices, early learning opportunities, and evidence-based literacy practices aligned to the science of reading for the youngest learners in our community.

OHIO'S STATE TESTS IN ENGLISH LANGUAGE ARTS (GRADES 3-8)

Ohio's state achievement tests tell us how well our students are growing in the knowledge and skills outlined in Ohio's Learning Standards. These tests help guide and strengthen future teaching so we can be sure that we are preparing our students for long-term success in school, college, careers and life. Test results also allow citizens to know how their local schools are performing compared to others around the state. The English Language Arts test is administered in the fall of third grade and the spring of third through eighth grade. The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. Figure 2.1 compares the Performance Indicators for Lockland to similar districts and to the state as a whole for the English Language Arts test in each grade level.

Third grade English Language Arts scores in Lockland have continued to decline over the course of the past three school years. During this time, the state has seen a continuous increase in scores. Districts similar to Lockland initially saw an increase in scores which was followed by a slight decline. While similar districts reported gains of 8.5% between 2020-2021 (34.8%) and 2022-2023 (43.3%), Lockland saw a decline in scores of -9.6% between 2020-2021 (25%) and 2022-2023 (15.4%). This shows we were unsuccessful at accelerating learning for our youngest learners when we returned to in person learning and the gaps in learning remained. This requires a further analysis of our tier 1 curriculum and practices in not only third grade but also kindergarten through second grade.

Fourth grade English Language Arts test results have fluctuated the past three years for Lockland, similar districts, and the state. Unlike similar districts and the state, Lockland improved fourth grade scores in 2023, however, we still lag behind both the state and similar districts. In both the state and in similar districts, fifth and sixth grade scores in 2023 are greater than those reported in 2021. Lockland saw a decline in scores during the same reporting period. Information from previous TBT meetings identified a lack of instructional time in fourth, fifth, and sixth grades as a barrier during the 2021-2022 school year. The schedule was modified for the 2022-2023 school year and a slight increase in scores was evident in the fourth and fifth grade.

In 2023, more students in seventh and eighth grade scored proficient or higher than in 2021. During this time there was an increased focus on writing, morphology, and implementation of district adopted tier 1 curriculum. This was supported through a part-time literacy coach who provided job-embedded professional development. Continued analysis of additional data is necessary to determine what additional supports are needed to further the growth and success to close the gap between similar district performance and state performance.

Figure 2.1 OST Performance Indicators Comparison Trend Data

ELA Performance Indicators		2020 2021	2021 2022	2022 2023
3 rd Grade ELA	Lockland	25.0%	18.9%	15.4%
	Similar District	34.8%	44.6%	43.3%
	Ohio	51.9%	59.8%	62.3%
4 th Grade ELA	Lockland	20.7%	17.9%	29.0%
	Similar District	33.5%	46.6%	39.6%
	Ohio	56.0%	62.5%	58.9%
5 th Grade ELA	Lockland	35.7%	12.9%	25.0%
	Similar District	46.3%	46.8%	47.4%
	Ohio	64.8%	64.4%	67.4%
6 th Grade ELA	Lockland	15.2%	20.7%	15.4%
	Similar District	30.3%	37.3%	36.4%
	Ohio	51.9%	55.8%	55.0%
7 th Grade ELA	Lockland	17.6%	16.7%	40.0%
	Similar District	38.7%	39.7%	45.8%
	Ohio	59.6%	60.3%	64.8%
8 th Grade ELA	Lockland	20.7%	2.7%	24.3%
	Similar District	32.4%	34.1%	37.7%
	Ohio	52.7%	52.7%	57.5%

Each test a student takes is assigned an achievement level based on the test score with higher test scores resulting in higher achievement levels. Ohio reports five performance standards: Limited, Basic, Proficient, Accomplished and Advanced. The Accomplished level of performance suggests that a student is on track for college and career readiness. For accountability purposes, passing or grade-level scores include the Proficient, Accomplished and Advanced levels. Figure 2.2 displays the ELA achievement level trend data for all students at Lockland Local School District. Due to a larger population of students choosing to attend school virtually in 2021, it led to larger than normal numbers of students who were untested during the 2021 school year. This highlighted the need for improved efforts in getting students to school during the testing administration window. The two years following the suspension of in person classes due to the COVID pandemic, the percent of students scoring in the limited and basic achievement levels grew as the percent of proficient students declined. In 2023, the percent of students who scored proficient began to recover but is still below where we were in 2019. This highlights a need to accelerate learning through more effective opportunities to learn. To determine what supports are needed for this, additional data points are analyzed throughout this plan and the team completed a root cause analysis of the learner performance data and factors contributing to low reading achievement (see Section 3 Part C).

Figures 2.3 through Figure 2.8 display the achievement level trend data for each grade level. Figures 2.9 through Figure 2.14 display the ELA achievement level trend data for subgroups of students. When analyzing the achievement level trend data by subgroups, 2023 was the first year that we had a much larger percent of English Learners who scored in the limited achievement level than students who are not an English Learner. We also had a larger percentage of English Learners scored in the advanced achievement level than students who are not an English Learner. This data point shows us the effectiveness of our services for our students who are English Learners that are performing on grade level. The other data point informs us that we need to further analyze our supports for our students who are performing well-below grade level expectations and determine what we can do to strengthen those supports. Our students with disabilities continue to score below their non-disabled peers. This reveals that we should further analyze our Multi-Tiered System of Support, including how we are intensifying instruction for students who are not making adequate progress, how we are evaluating progress toward IEP goals, and the actions we are taking through Data-Based Individualization.

Figure 2.2 English Language Arts Achievement Level Trend Data

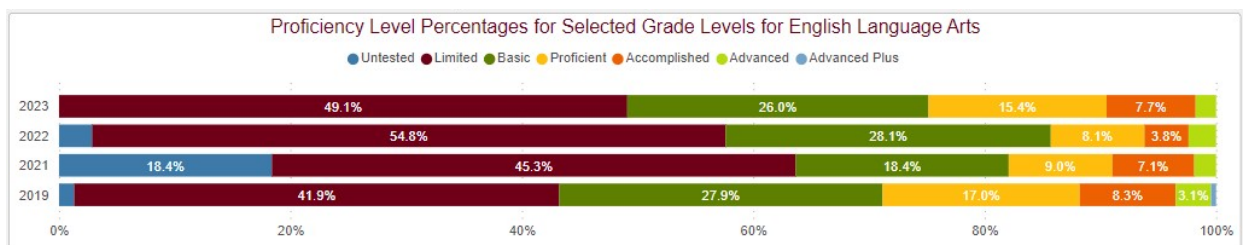


Figure 2.3 English Language Arts Third Grade Achievement Level Trend Data

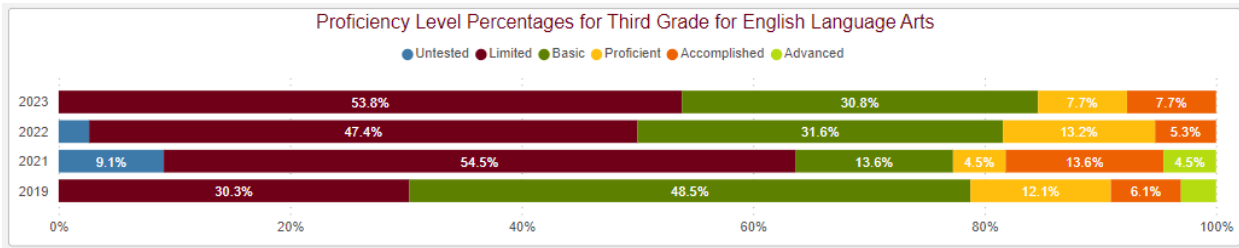


Figure 2.4 English Language Arts Fourth Grade Achievement Level Trend Data

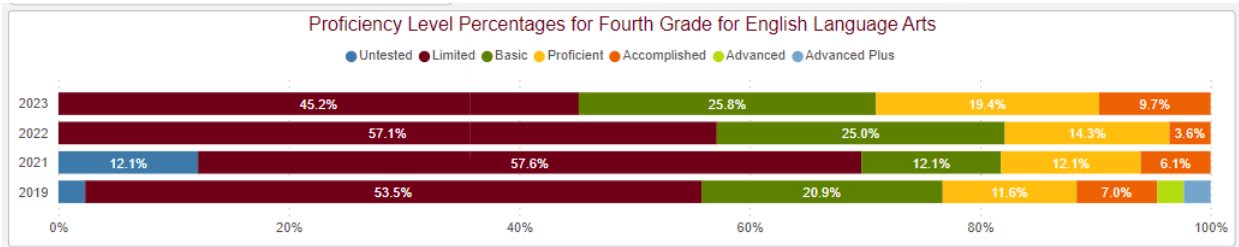


Figure 2.5 English Language Arts Fifth Grade Achievement Level Trend Data

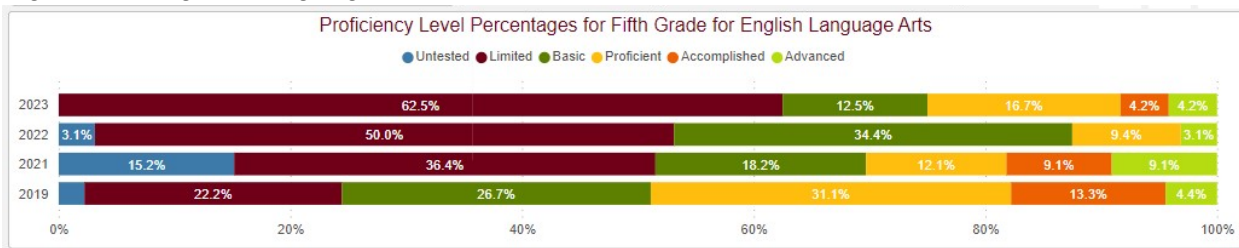


Figure 2.6 English Language Arts Sixth Grade Achievement Level Trend Data

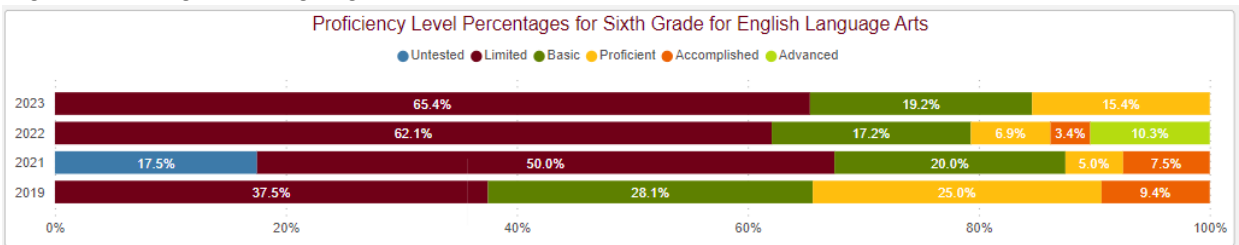


Figure 2.7 English Language Arts Seventh Grade Achievement Level Trend Data

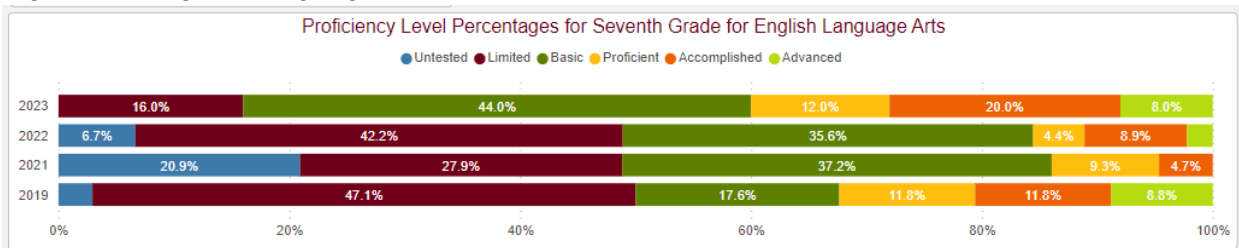


Figure 2.8 English Language Arts Eighth Grade Achievement Level Trend Data

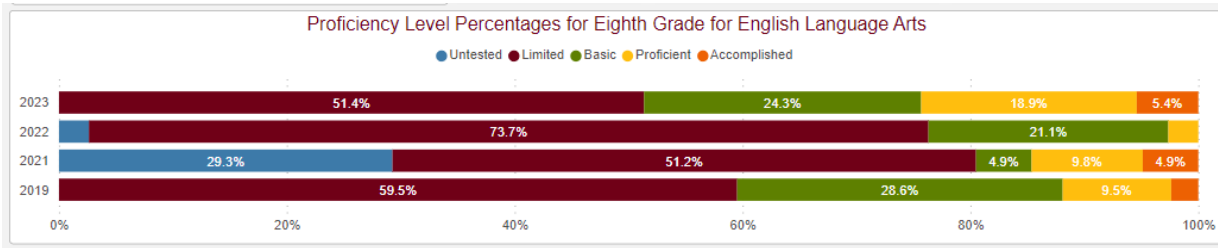


Figure 2.9 English Language Arts Achievement Level Trend Data by Gender

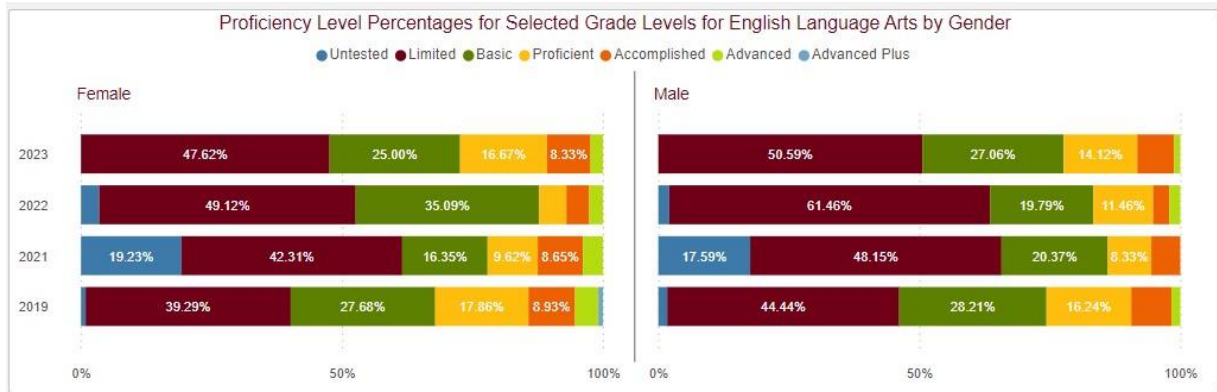


Figure 2.10 English Language Arts Achievement Level Trend Data by Economic Disadvantaged

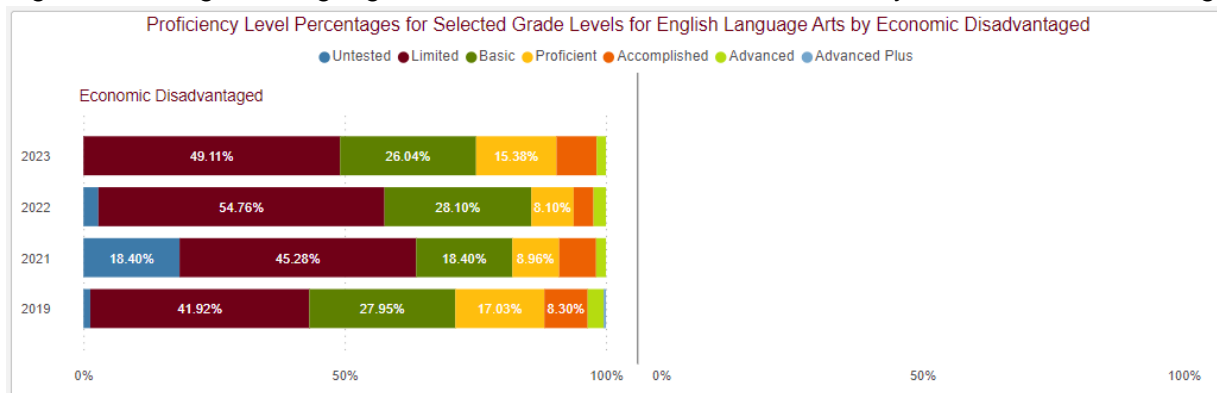


Figure 2.11 English Language Arts Achievement Level Trend Data by English Learner

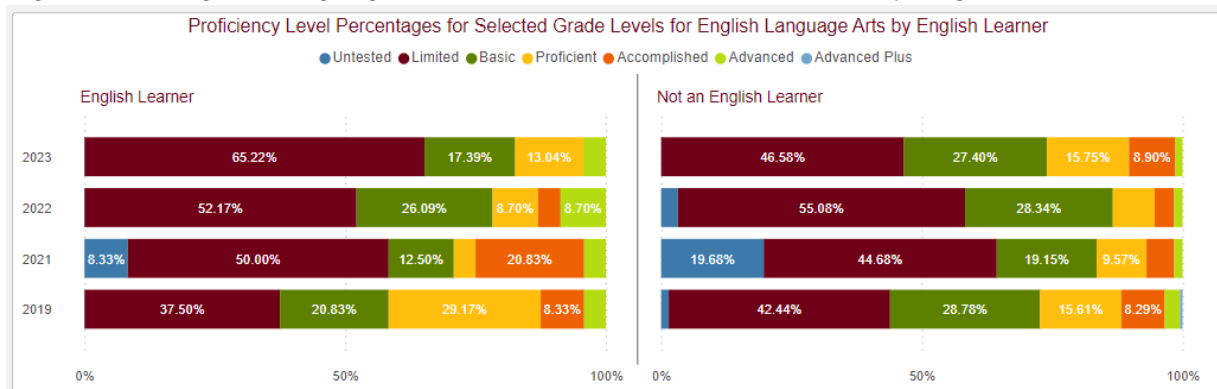


Figure 2.12 English Language Arts Achievement Level Trend Data by Homeless Students

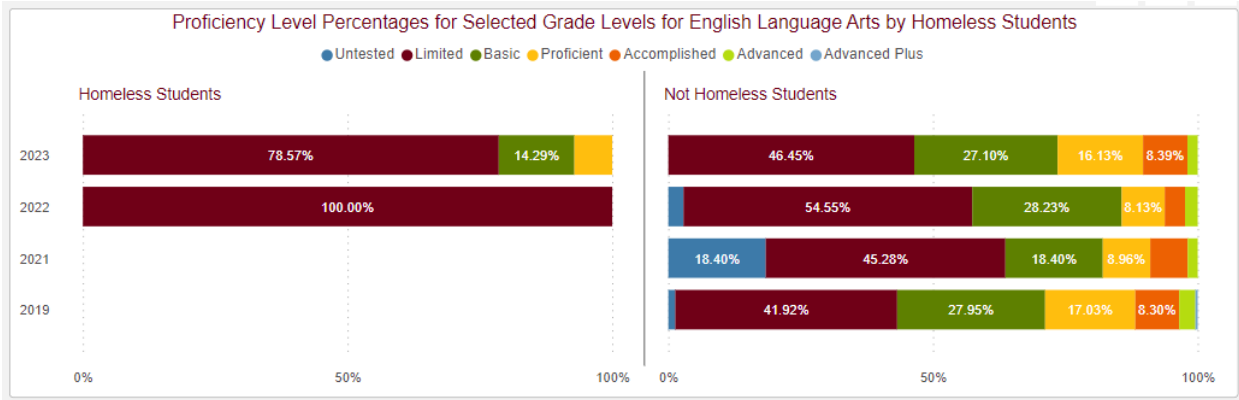


Figure 2.13 English Language Arts Achievement Level Trend Data by Students with Disabilities

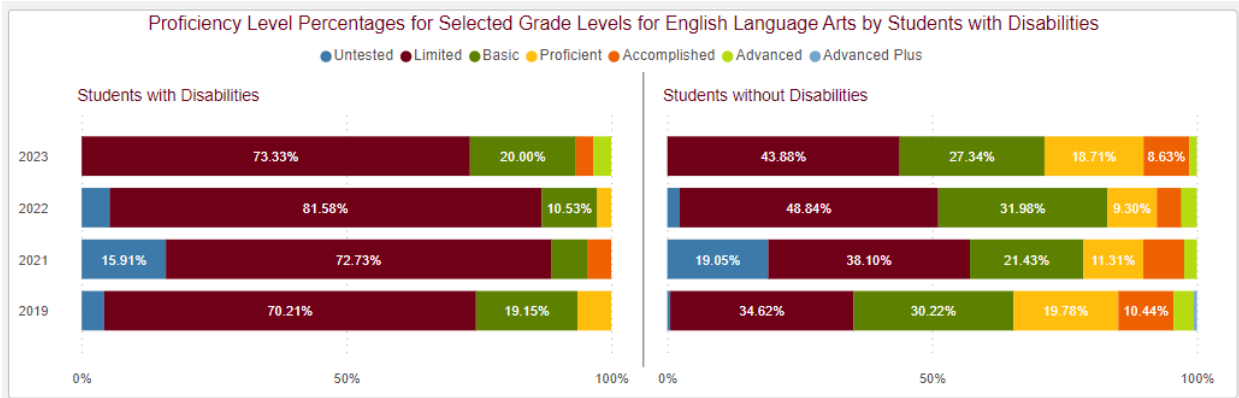
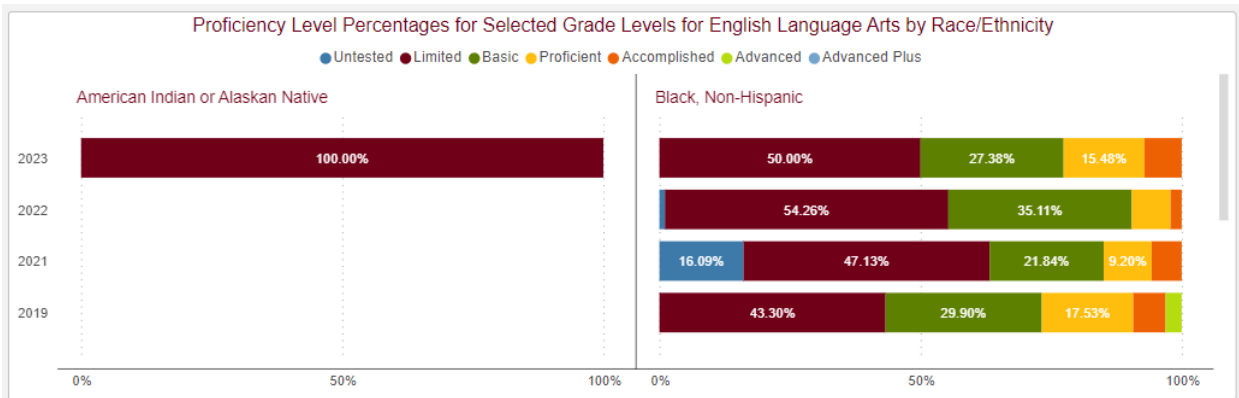
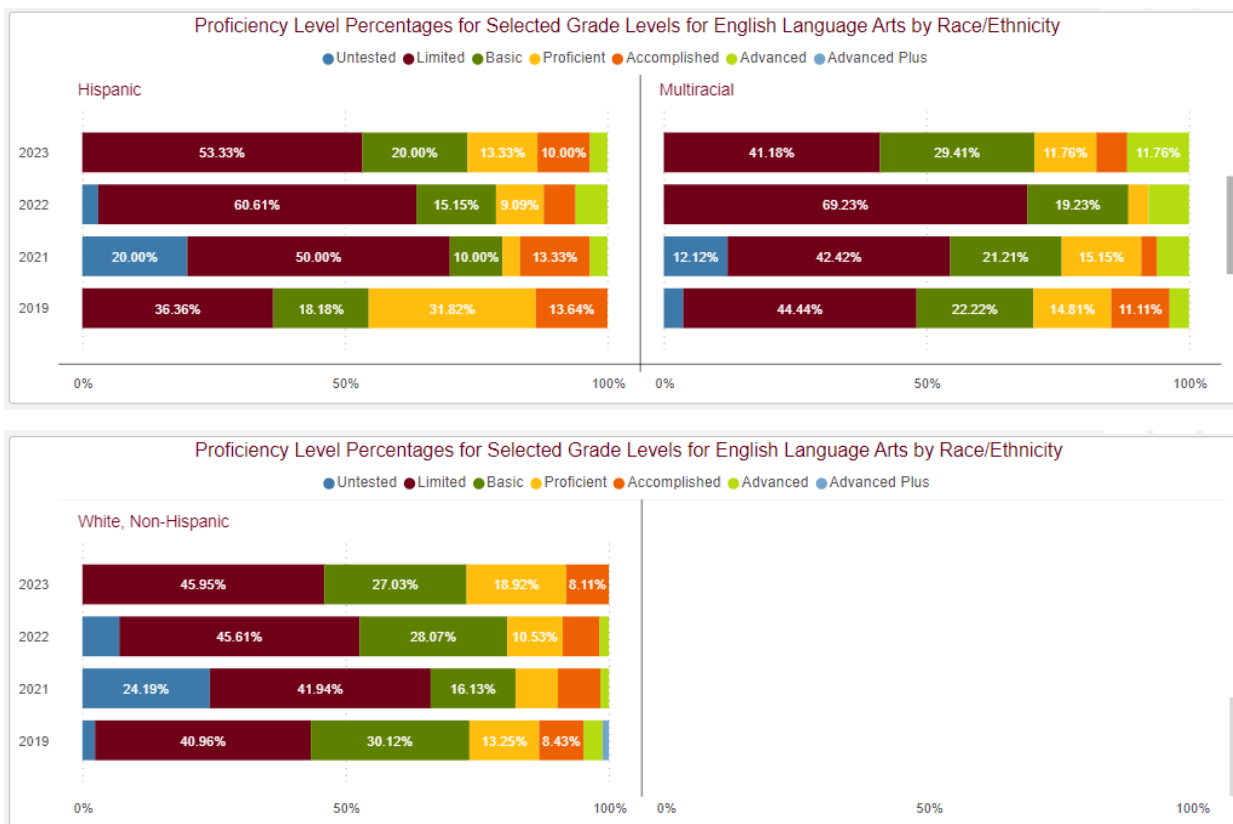


Figure 2.14 English Language Arts Achievement Level Trend Data by Race/Ethnicity





The Gap Closing component on the district report card shows how well the district is meeting the performance expectations for students in English language arts. One way this is accomplished is by analyzing English Language Arts achievement by student subgroup. The performance on all English language arts tests is combined into an ELA Performance Index calculation. The subgroup specific performance index scores are used to determine whether each subgroup meets their English language arts achievement goals. Figure 2.15 reflects the achievement data performance index for each subgroup as reported on the gap closing measure of the district card. The performance index of each subgroup shows that students with disabilities are scoring significantly lower than all other subgroups. This highlights the need to provide intervention specialists with training not only in the area of procedural requirements (compliance) but also in the area of substantive requirements (quality). We must then make meaningful connections so they understand how to bridge the research to the practice of IEP development, service delivery, and progress monitoring. This will require job-embedded professional learning and multiple opportunities for feedback. The achievement of our students who are Hispanic is the second lowest subgroup and has a performance index lower than the all subgroup, 41.818 compared to 44.667. We have a limited number of teachers who have SIOP training and they are requesting additional support and strategies to support all learners in their classroom. Additionally, we have a full-time Fulani interpreter but we only have a part-time Spanish interpreter which could contribute to fewer of our Hispanic students scoring below their peers. As a district, it would benefit us to strengthen the implementation of the Multi-Tiered System of Support specifically in grades 4-12. Those providing the interventions need

professional learning on the district adopted programs and regular feedback on their implementation of those interventions in the classroom.

Figure 2.15 Percent of Students by Subgroup Scoring in Each Achievement Level (Gap Closing)

Year	Student Group	Number of Students	% of Students Untested ELA	% of Students Limited ELA	% of Students Basic ELA	% of Students Proficient ELA	% of Students Accomplished ELA	% of Students Advanced ELA	Performance Index ELA
2020 - 2021	All Students	253	19.2	42	19.6	10.2	7.1	2	44.667
	Black, Non-Hispanic	107	16.7	45.4	22.2	10.2	5.6	0	43.241
	Hispanic	33	21.2	48.5	12.1	3	12.1	3	41.818
	Multiracial	35	13.9	41.7	22.2	13.9	2.8	5.6	49.444
	White, Non-Hispanic	78	24.4	34.6	17.9	11.5	9	2.6	45.641
	Economic Disadvantage	253	19.2	42	19.6	10.2	7.1	2	44.667
	English Learner	29	6.9	55.2	13.8	3.4	17.2	3.4	51.379
	Students with Disabilities	49	16	68	8	4	4	0	33.6
2021 - 2022	All Students	260	3.8	50.8	27.7	11.9	3.8	1.9	50.308
	Black, Non-Hispanic	117	0.9	50.4	35.9	10.3	2.6	0	49.744
	Hispanic	39	2.6	56.4	12.8	17.9	5.1	5.1	54.359
	Multiracial	28	0	67.9	21.4	3.6	0	7.1	45.357
	White, Non-Hispanic	75	10.7	41.3	25.3	14.7	6.7	1.3	51.2
	Economic Disadvantage	260	3.8	50.8	27.7	11.9	3.8	1.9	50.308
	English Learner	27	0	51.9	25.9	11.1	3.7	7.4	55.185
	Students with Disabilities	50	4	82	12	2	0	0	33.8
2022 - 2023	All Students	213	0.9	44.6	26.3	18.8	7.5	1.9	58.451
	Black, Non-Hispanic	106	0	45.3	30.2	17.9	5.7	0.9	56.981
	Hispanic	34	2.9	47.1	20.6	14.7	11.8	2.9	57.647
	Multiracial	24	4.2	37.5	25	20.8	4.2	8.3	61.667
	White, Non-Hispanic	48	0	43.8	22.9	22.9	10.4	0	61.25
	Economic Disadvantage	213	0.9	44.6	26.3	18.8	7.5	1.9	58.451
	English Learner	25	0	60	20	16	0	4	50.8
	Students with Disabilities	38	5.3	68.4	21.1	0	2.6	2.6	39.211

Reporting categories represent groups of similar student skills or content standards assessed within each grade and subject. There are three major reporting categories on the English Language Arts test: Reading Informational Text, Reading Literary Text, and Writing. These three categories are the major areas tested within the subject area. The reporting category performance trend data for grades three through eight as reported in the Centralized Reporting System is listed in Figures 2.16-Figure 2.18. These data suggested a need to review the curriculum and adult implementation for reading informational text, literary text and writing as Lockland's scores lag behind the average score in Ohio in all grade levels.

The previously adopted program in K-2 has a strong emphasis on reading literary text, however, it fell short in building knowledge through integrated reading, writing, speaking, listening, and language. This contributes to the below and near proficient scores in reading informational text in third grade as students' experience with knowledge building curriculum through complex informational texts has not traditionally been available to them until third grade. The curriculum in grades 3-9 has only been implemented for two full years and has been inconsistently implemented in some classrooms. The adopted curriculum does focus on reading informational and literary text but inconsistent implementation will not yield the results we expect to see across the district. This focus is evident more middle school students are scoring near and above proficient in reading informational text. Ongoing job-embedded professional development on the use of the adopted curriculum will support staff with initial and full implementation of the resources.

Figure 2.18 shows less than a third of the students enrolled in grades 3-8 at Lockland are writing at an above proficient performance level. Supplemental material has been adopted to support writing instruction in the classroom due to the deficits in the core programs. A lack of training has resulted in inconsistent implementation. As a result, writing is one of the greatest areas of need across the district with several grades reporting no students earning proficient or greater scores. This needs to be addressed across the district as it cannot be addressed only in the tested grades and in the English Language Arts classrooms. Addressing writing instruction across content areas in all grade levels will create a shared understanding of grade-level expectations for writing and the evidence-based practices that support student's advancing their writing skills. Teachers will also benefit from professional learning in how to scaffold writing instruction to meet the needs of all learners as they become proficient writers.

Figure 2.16 Reading Informational Text Reporting Category Performance Trend Data

		Below Proficient	Near Proficient	Above Proficient
3rd Grade	2020-2021 District	63%	22%	15%
	2020-2021 State	32%	39%	30%
	2021-2022 District	60%	40%	0%
	2021-2022 State	31%	35%	35%
	2022-2023 District	76%	21%	3%
	2022-2023 State	27%	31%	43%
4 th Grade	2020-2021 District	48%	33%	18%
	2020-2021 State	25%	42%	33%
	2021-2022 District	56%	38%	6%
	2021-2022 State	28%	33%	40%
	2022-2023 District	63%	31%	6%
	2022-2023 State	28%	32%	40%
5 th Grade	2020-2021 District	55%	29%	16%
	2020-2021 State	23%	24%	53%
	2021-2022 District	74%	20%	6%
	2021-2022 State	25%	33%	41%
	2022-2023 District	53%	34%	13%
	2022-2023 State	17%	35%	48%
6 th Grade	2020-2021 District	65%	30%	5%
	2020-2021 State	33%	30%	37%
	2021-2022 District	60%	31%	9%
	2021-2022 State	29%	34%	36%
	2022-2023 District	74%	16%	10%
	2022-2023 State	30%	29%	41%
7 th Grade	2020-2021 District	59%	32%	8%
	2020-2021 State	25%	30%	44%
	2021-2022 District	60%	29%	10%
	2021-2022 State	28%	29%	43%
	2022-2023 District	28%	41%	31%
	2022-2023 State	22%	33%	45%
8 th Grade	2020-2021 District	74%	18%	8%
	2020-2021 State	38%	31%	31%
	2021-2022 District	77%	19%	4%
	2021-2022 State	35%	30%	35%
	2022-2023 District	58%	25%	17%
	2022-2023 State	29%	30%	42%

Figure 2.17 Reading Literary Text Reporting Category Performance Trend Data

		Below Proficient	Near Proficient	Above Proficient
3 rd Grade	2020-2021 District	74%	19%	7%
	2020-2021 State	35%	36%	30%
	2021-2022 District	57%	29%	14%
	2021-2022 State	25%	35%	40%
	2022-2023 District	59%	38%	3%
	2022-2023 State	28%	32%	40%
4 th Grade	2020-2021 District	70%	27%	3%
	2020-2021 State	35%	29%	36%
	2021-2022 District	59%	32%	9%
	2021-2022 State	23%	32%	45%
	2022-2023 District	57%	37%	6%
	2022-2023 State	32%	26%	42%
5 th Grade	2020-2021 District	55%	23%	23%
	2020-2021 State	28%	31%	41%
	2021-2022 District	57%	37%	6%
	2021-2022 State	22%	34%	44%
	2022-2023 District	69%	22%	9%
	2022-2023 State	26%	29%	46%
6 th Grade	2020-2021 District	65%	23%	13%
	2020-2021 State	26%	44%	30%
	2021-2022 District	63%	23%	14%
	2021-2022 State	28%	37%	35%
	2022-2023 District	68%	23%	10%
	2022-2023 State	29%	30%	42%
7 th Grade	2020-2021 District	49%	35%	16%
	2020-2021 State	23%	31%	45%
	2021-2022 District	60%	23%	17%
	2021-2022 State	24%	30%	45%
	2022-2023 District	38%	45%	17%
	2022-2023 State	23%	34%	43%
8 th Grade	2020-2021 District	66%	24%	11%
	2020-2021 State	34%	37%	30%
	2021-2022 District	70%	30%	0%
	2021-2022 State	29%	39%	32%
	2022-2023 District	48%	33%	19%
	2022-2023 State	24%	39%	37%

Figure 2.18 Writing Reporting Category Performance Trend Data

		Below Proficient	Near Proficient	Above Proficient
3 rd Grade	2020-2021 District	59%	41%	0%
	2020-2021 State	32%	48%	20%
	2021-2022 District	81%	12%	7%
	2021-2022 State	30%	49%	21%
	2022-2023 District	66%	34%	0%
	2022-2023 State	32%	39%	29%
4 th Grade	2020-2021 District	70%	27%	3%
	2020-2021 State	28%	30%	42%
	2021-2022 District	85%	15%	0%
	2021-2022 State	30%	27%	43%
	2022-2023 District	71%	17%	11%
	2022-2023 State	33%	14%	53%
5 th Grade	2020-2021 District	42%	29%	29%
	2020-2021 State	19%	43%	38%
	2021-2022 District	83%	14%	3%
	2021-2022 State	30%	32%	38%
	2022-2023 District	88%	13%	0%
	2022-2023 State	28%	37%	35%
6 th Grade	2020-2021 District	88%	8%	5%
	2020-2021 State	43%	19%	39%
	2021-2022 District	74%	17%	9%
	2021-2022 State	33%	31%	36%
	2022-2023 District	94%	6%	0%
	2022-2023 State	37%	33%	29%
7 th Grade	2020-2021 District	65%	22%	14%
	2020-2021 State	38%	17%	45%
	2021-2022 District	71%	23%	6%
	2021-2022 State	35%	24%	41%
	2022-2023 District	48%	17%	34%
	2022-2023 State	28%	16%	56%
8 th Grade	2020-2021 District	63%	18%	18%
	2020-2021 State	32%	20%	48%
	2021-2022 District	87%	13%	0%
	2021-2022 State	34%	32%	34%
	2022-2023 District	71%	27%	2%
	2022-2023 State	32%	31%	37%

HIGH SCHOOL END-OF-COURSE TESTS

The Ohio State End-of-Course Exams (EOC) are Ohio's State achievement tests for selected high school courses and are connected to Ohio's graduation requirement pathways. For classes of 2023 and beyond, students in these graduation cohorts take the Ohio State End-of-Course Exams (EOC) in English Language Arts II and must demonstrate competency on the exam for graduation. Lockland's ELA II scores have consistently increased over the past three years while the scores in the state declined. Students at Lockland are still performing below their peers across the state but are now performing more closely to their peers in similar districts. More students with disabilities score in the limited achievement level compared to the other subgroups. These students started behind their peers and continued to perform behind their peers. As we train our intervention specialists in the science of reading, they complete Ohio's dyslexia LMS modules, and we strengthen our evidence-based interventions for our secondary students, we expect the gap in performance by subgroups to begin to close over time.

Figure 3.1 ELA II EOC Performance Indicators Comparison Trend Data

ELA Performance Indicators		2020	2021	2021	2022	2022	2023
ELA II EOC	Lockland		33.3%		34.8%		42.9%
	Similar District		41.9%		44.6%		44.8%
	Ohio		62.2%		61.3%		60.8%

Figure 3.2 ELA II End of Course Exam Achievement Level Trend Data

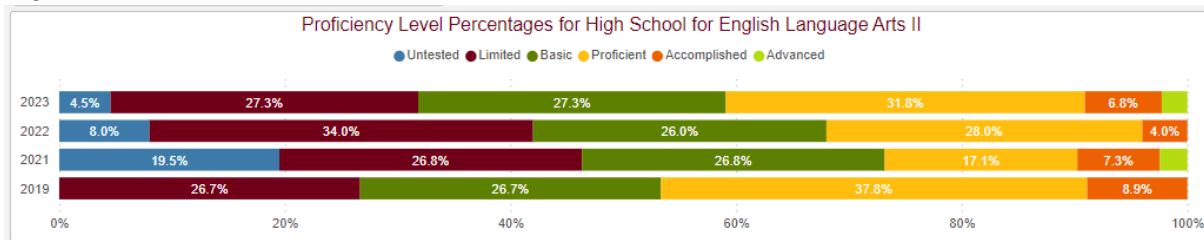


Figure 3.3 ELA II End of Course Exam Achievement Level Trend Data by Gender

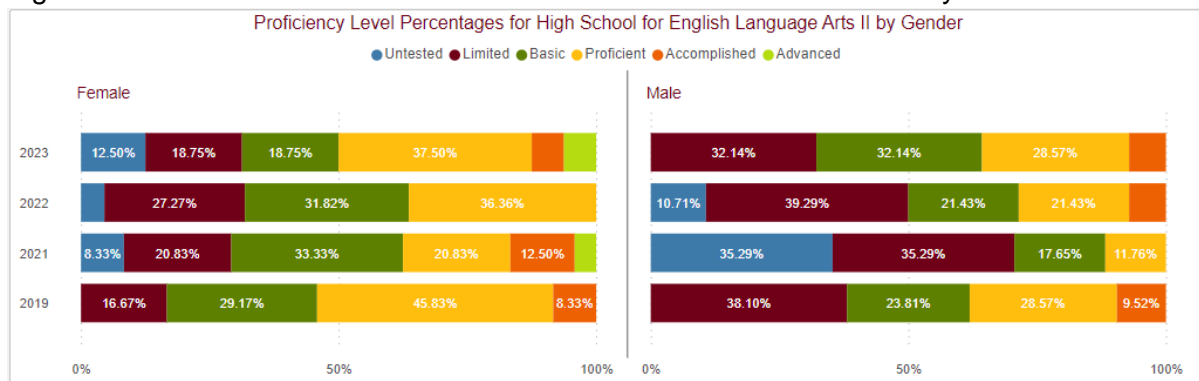


Figure 3.4 ELA II EOC Exam Achievement Level Trend Data by Economic Disadvantage

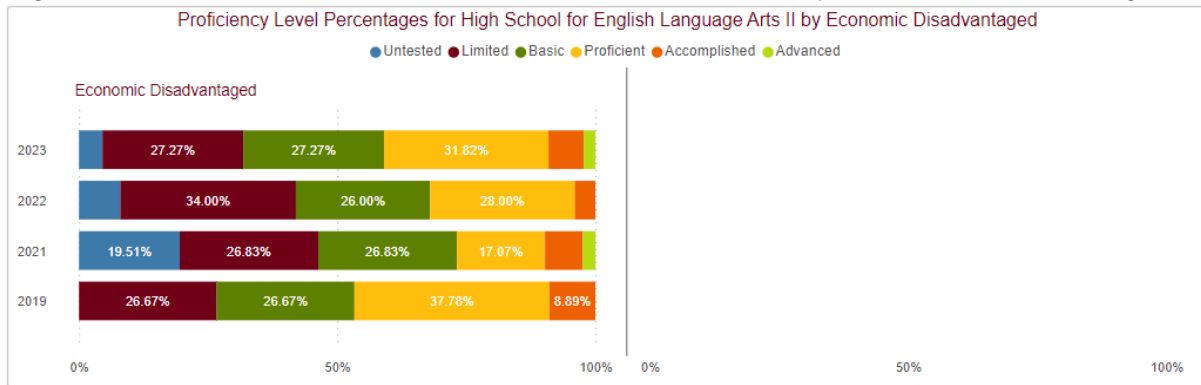


Figure 3.5 ELA II End of Course Exam Achievement Level Trend Data by English Learner

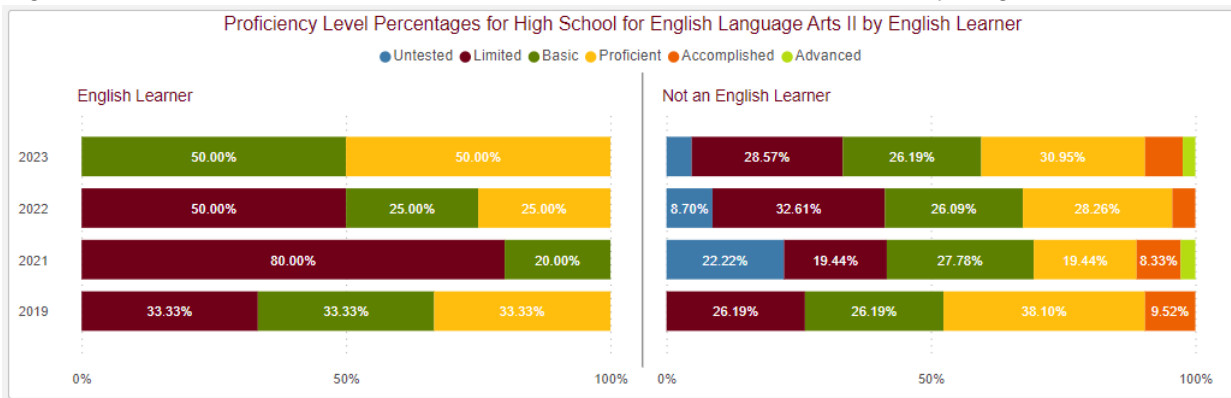


Figure 3.6 ELA II EOC Exam Achievement Level Trend Data by Students with Disabilities

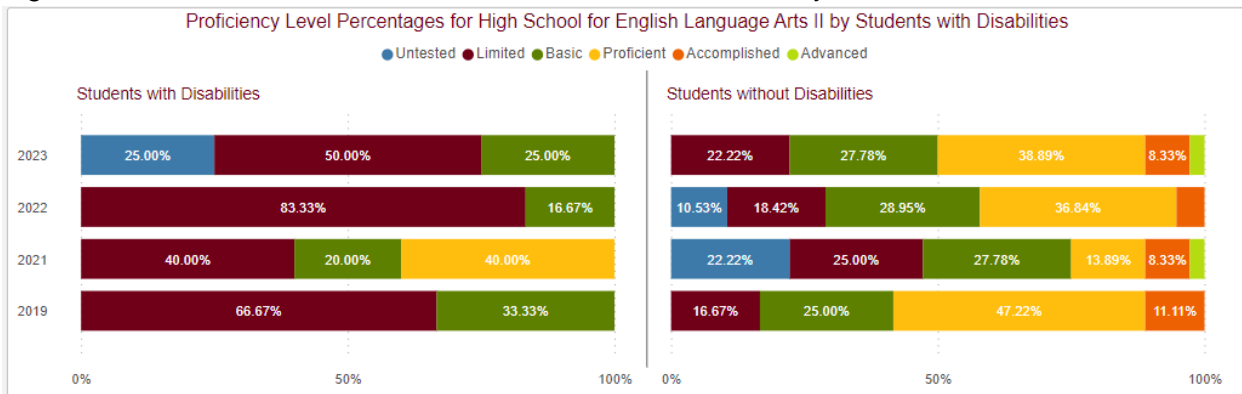


Figure 3.7 ELA II End of Course Exam Achievement Level Trend Data by Homeless Students

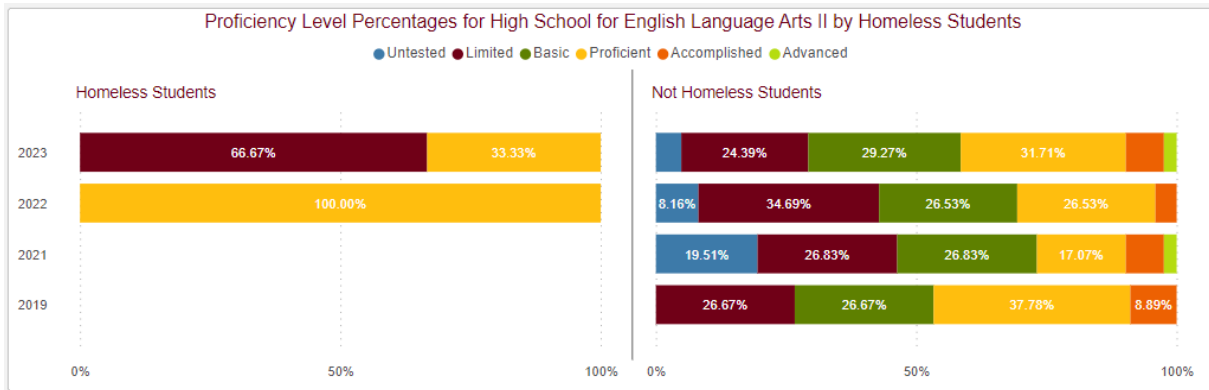


Figure 3.8 ELA II End of Course Exam Achievement Level Trend Data by Race/Ethnicity



Reporting categories represent groups of similar student skills or content standards assessed within each grade and subject. There are three major reporting categories on the English Language Arts test: Reading Informational Text, Reading Literary Text, and Writing. These three categories are the major areas tested within the subject area. The reporting category performance trend data for grades three through eight as reported in the Centralized Reporting System is listed in Figures 3.9-Figure 3.11. The district data shows us that each year more students are scoring in the proficient range on items related to reading informational text. Similar to the results in the state, we also have fluctuating scores in reading literary text. As we move into our curriculum review and adoption, this will be an important piece of data to use as we review material. In Figure 3.11, we see that while we are still scoring below the state average in writing, in 2023, the scores were closer to the state average than they have been. While this shows writing as a relative strength for ELA II, 46% of students are still scoring below proficient which shows us there is still room for improvement. Providing staff with the training and resources to meet the continuum of student needs in foundational writing skills and composition skills will support the growth of the students. It is crucial that when considering training in relation to writing at the secondary level that we include teachers across disciplines and provide them with the training they need to teach students how to write within their content area.

Figure 3.9 Reading Informational Text EOC Reporting Category Performance Trend Data

		Below Proficient	Near Proficient	Above Proficient
ELA II EOC	2020-2021 District	42%	48%	9%
	2020-2021 State	21%	40%	39%
	2021-2022 District	54%	28%	18%
	2021-2022 State	29%	29%	42%
	2022-2023 District	39%	37%	24%
	2022-2023 State	31%	30%	39%

Figure 3.10 Reading Literary Text EOC Reporting Category Performance Trend Data

		Below Proficient	Near Proficient	Above Proficient
ELA II EOC	2020-2021 District	42%	48%	9%
	2020-2021 State	23%	38%	39%
	2021-2022 District	52%	33%	15%
	2021-2022 State	27%	40%	32%
	2022-2023 District	54%	33%	13%
	2022-2023 State	33%	31%	37%

Figure 3.11 Writing EOC Reporting Category Performance Trend Data

		Below Proficient	Near Proficient	Above Proficient
ELA II EOC	2020-2021 District	52%	24%	24%
	2020-2021 State	33%	20%	47%
	2021-2022 District	62%	28%	10%
	2021-2022 State	34%	24%	42%
	2022-2023 District	46%	20%	33%
	2022-2023 State	33%	20%	47%

K-3 READING DIAGNOSTICS: THIRD GRADE READING GUARANTEE

Ohio's Third Grade Reading Guarantee is state legislation to identify students from kindergarten through grade 3 who are behind in reading and provide support to make sure these students are on track for reading success by the end of third grade. The district is responsible for adopting procedures for annually assessing the reading skills of each student in grades K-3 through the use of a state-approved diagnostic assessment. The results of the reading diagnostic determine whether a child is on-track or not on-track in reading. A student is not on-track, or is reading below grade level, if he or she is not reading at least at the level set by Ohio's Learning Standards for the end of the previous grade.

The KRA-R Language and Literacy domain may be used to meet the Third Grade Reading Guarantee's reading diagnostic requirement. The Language and Literacy domain cut score for on-track in reading is a predetermined scaled-score provided by the Department of Education and Workforce. The cut score refers to the Language and Literacy sub score only and not the Overall score. Throughout the 2022-2023 school year, Lockland used the KRA-R as the reading diagnostic for kindergarten students. For students in first through third grade, Acadience Reading has been adopted and administered as the state-approved diagnostic each fall to determine whether a child is on-track or not on-track in reading. Figure 4.1 provides the trend data as reported through the Education Management Information System (EMIS) and our district report card. Since the pandemic there has been a significant increase in the number of students who are not on-track in reading. One glaring concern is that during the Fall of 2020 and the Fall of 2021 the district reported that 100% of our students were not on-track in reading. A deeper analysis of the diagnostic results reveal that we did have students who earned scores in the on-track range. During this time, we developed RIMPs for all students regardless of their diagnostic score. It appears there might have been some misconceptions or miscommunication during this time and it appears a student's on-track/ not on-track status was reported solely on whether the student had a RIMP. Since all students had a RIMP during this time, this misconception led to the assumption that all students in kindergarten through third grade were not on-track. The district has since moved away from the practice of developing a RIMP for all students. RIMPS are now more individualized to meet the unique needs of each learner who has a diagnostic score of not on-track. We have also improved our communication practices to ensure accurate reporting. The changes made in the Fall of 2022 will allow for a more accurate analysis of data in future years. The district analysis of the Acadience Reading data can be found in the next section.

Figure 4.1 Lockland Fall K-3 Reading Diagnostic Results 2018 - 2022

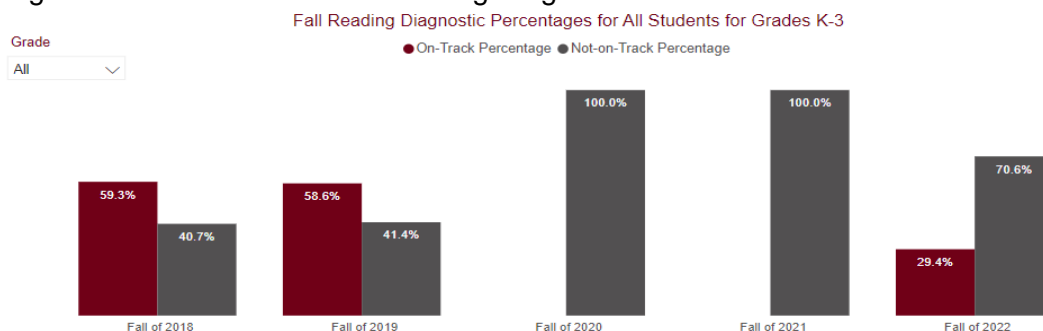


Figure 4.2 Lockland Kindergarten Reading Diagnostic Results 2018 – 2022

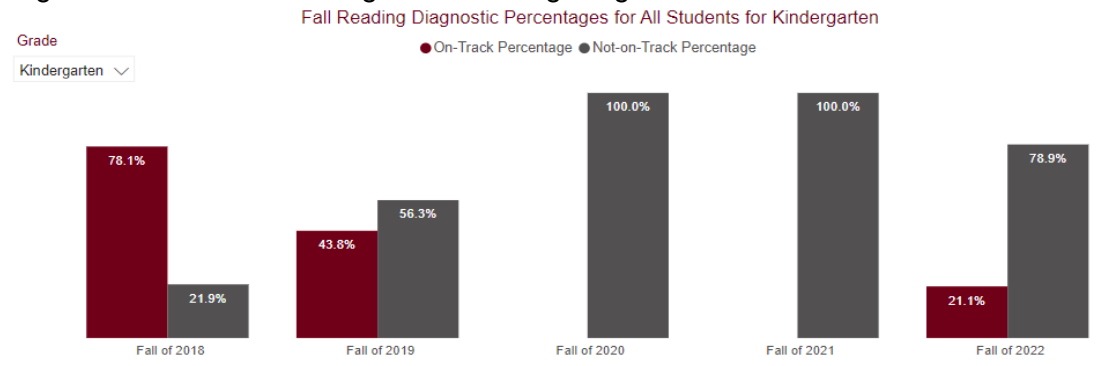


Figure 4.3 Lockland First Grade Reading Diagnostic Results 2018 – 2022

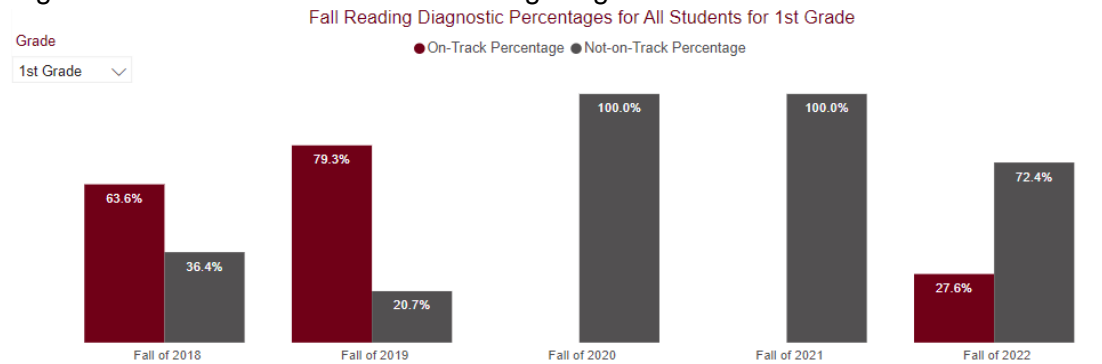


Figure 4.4 Lockland Second Grade Reading Diagnostic Results 2018 – 2022

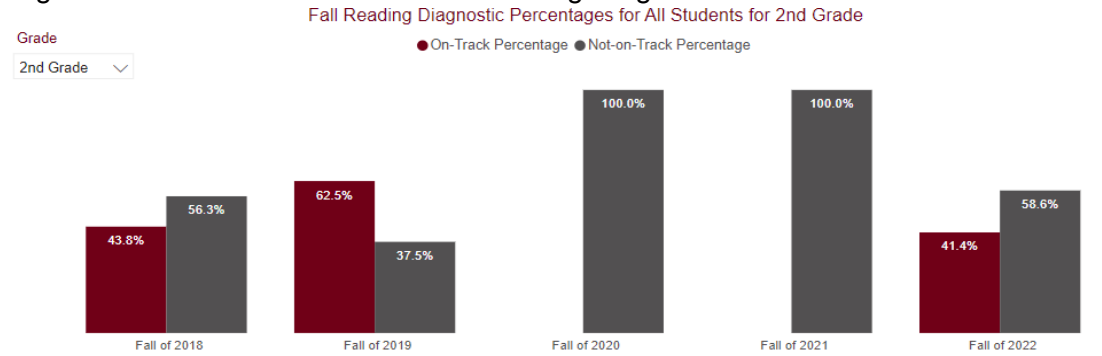
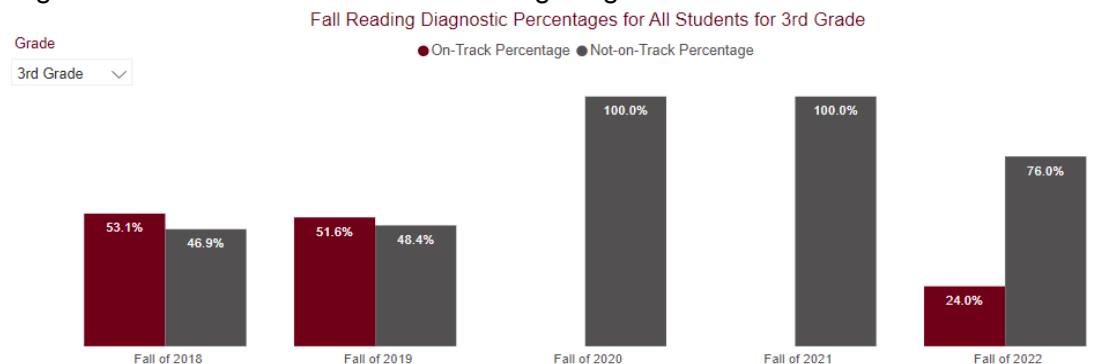


Figure 4.5 Lockland Third Grade Reading Diagnostic Results 2018 – 2022



The Improving K-3 Literacy measure uses two consecutive years of data to evaluate how well schools and districts are doing at providing the support needed to help struggling readers become on track with their reading. The calculation starts by identifying the number of students who were not on-track (i.e., were not reading at grade level) based on reading diagnostic assessments given at the beginning of the prior school year, or the current school year for 3rd graders. Students scoring not-on-track are required to be placed on a Reading Improvement and Monitoring Plan for that school year. The students come back to school the following year, and take another diagnostic. Third graders who remain in the school take the Ohio State Test in the spring. The calculation measures how many students are identified as being on track (i.e., reading at grade level) on that second reading diagnostic assessment or Ohio State Test in 3rd grade. With the inaccurate reporting in the Fall of 2020 and 2021, the data from the Fall of 2022 becomes our baseline for this measure for an accurate analysis moving forward to determine how effective we are improving K-3 literacy outcomes. The lack of movement from Point A to Point B in Figure 4.6 and Figure 4.7, reveal that we need to reevaluate our Multi-Tiered System of Support, the quality of the intervention programs, the implementation of our interventions, and the quality of the RIMPS developed and implemented.

Figure 4.6 Improving K-3 Literacy Measure at Lockland Local Schools 2019 – 2021

K-3 Cohort	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %
1st Grade Diagnostic to 2nd Grade Diagnostic	<10	<10	<10	<10	<10	<10	<10	<10
Diagnostic to 3rd Grade Diagnostic	13	3	23.1%	76.9%	<10	<10	<10	<10
3rd Grade Diagnostic to 3rd Grade ELA Test	15	0	0.0%	100.0%	20	5	25.0%	75.0%
Total	40	8	20.0%	80.0%	46	5	10.9%	89.1%

Figure 4.7 Improving K-3 Literacy Measure at Lockland Local Schools 2021 – 2023

K-3 Cohort	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %	Point A Not-on-Track Count	Point B On-Track Count	Moved to On-Track %	Remained Not-on-Track %
Diagnostic to 1st Grade Diagnostic	22	0	0.0%	100.0%	15	0	0.0%	100.0%
1st Grade Diagnostic to 2nd Grade Diagnostic	19	0	0.0%	100.0%	11	0	0.0%	100.0%
2nd Grade Diagnostic to 3rd Grade Diagnostic	30	0	0.0%	100.0%	15	0	0.0%	100.0%
3rd Grade Diagnostic to 3rd Grade ELA Test	36	6	16.7%	83.3%	19	1	5.3%	94.7%
Total	107	6	5.6%	94.4%	60	1	1.7%	98.3%

ACADIENCE READING

Acadience Reading K-6 is the district adopted assessment for the reading diagnostic measure for the Third Grade Reading Guarantee and the tier 1 dyslexia screening measure. Acadience Reading K-6 is a research-based assessment for identifying students who need instructional support, targeting skills for instruction, and monitoring growth toward important reading outcomes. The district administers Acadience Reading as a universal screener to students in grades K-6 three times per year. The district began administering the universal screener to students in grades 4-6 three times per year in the 2021-2022 school year. The data from the Acadience Reading assessments are analyzed during TBT meetings, BLT meetings, and DLT meetings to make instructional decisions at the classroom, building, and district level. The Acadience Reading Composite Scores in Figure 5.1 reveal the district's tier 1 instruction is currently ineffective as less than 80% of students are performing at benchmark at all three administrations of the benchmark assessment. When comparing benchmark scores from fall to spring in grades 1-3 in the past three years, the largest gain was 5%, however, most grades saw a decline in the percent of students scoring at benchmark from fall to spring. The only grade level which reported significant gains each year was kindergarten. The largest gains in kindergarten occurred during the 2022-2023 school year when 62% of the class moved to at benchmark by the spring benchmark. When analyzing the data by cohorts of students, the data reveals that larger gains from year to year occur when a trained reading specialist supports delivery of interventions and the district implements decision rules. The data reveals we need to build our MTSS supports in order to continue to see gains across cohorts of students beyond third grade.

Figure 5.1 Acadience Reading Composite Scores

Grade	Beginning				Middle			End		
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	20-21	21-22	22-23
K	48%	22%	15%	34%	50%	37%	39%	64%	56%	77%
1 st	26%	42%	27%	46%	19%	32%	16%	28%	38%	32%
2 nd	45%	26%	36%	41%	43%	26%	29%	41%	17%	34%
3 rd	35%	49%	21%	52%	24%	0%	25%	16%	0%	17%
4 th	N/A	26%	35%	28%	N/A	N/A	31%	N/A	N/A	34%
5 th	N/A	15%	10%	28%	N/A	N/A	10%	N/A	N/A	10%
6 th	N/A	45%	45%	18%	N/A	N/A	26%	N/A	N/A	21%

Summary of Cohorts At/Above Benchmark	
Last year's Kindergarten students 15% at benchmark	This year 1st grade students 48% at benchmark
Last year's 1st grade students 28% at benchmark	This year's 2nd grade students 40% at benchmark
Last year's 2nd grade students 36% at benchmark	This year's 3rd grade students 51% at benchmark
Last year's 3rd grade students 21% at benchmark	This year's 4th grade students 27% at benchmark
Last year's 4th grade students 35% at benchmark	This year's 5th grade students 29% at benchmark
Last year's 5th grade students 10% at benchmark	This year's 6th grade students 16% at benchmark

Acadience Reading is comprised of six measures that serve as indicators of the essential skills that every child must master to become a proficient reader. These indicators provide teachers with information on skill areas where students may need additional instructional support. Letter Naming Fluency (LNF) is an indicator of risk and is administered in kindergarten and the beginning of first grade. First Sound Fluency (FSF) and Phoneme Segmentation Fluency (PSF) both serve as indicators of phonemic awareness skills. Nonsense Word Fluency Correct Letter Sounds (NWF - CLS) is an indicator of alphabetic principle skills. Nonsense Word Fluency Whole Words Read (NWF – WWR) serves as an indicator of basic phonics skills. Oral Reading Fluency (ORF) Accuracy is an indicator of accurate reading of text as well as advanced phonics and word attack skills. Oral Reading Fluency (ORF) Words Correct is an indicator of fluent reading of text. Oral Reading Fluency (ORF) Retell and Maze are both indicators of reading comprehension.

Figure 5.2 displays the trend data for Lockland's performance on the individual indicators. The analysis of the kindergarten data reveals that fewer students are entering kindergarten with phonemic awareness skills, however, our kindergarten is showing a larger percent of students reaching benchmark with their phonemic awareness skills by the end of the school year. In the 2022-2023 school year, 88% of the kindergarten students were at benchmark with their phonemic awareness skills which is 20% greater than the prior two school years. This improvement in phonemic awareness shows the explicit instruction of the evidence-based practices in both the tier 1 instruction and the intervention groups is resulting in gains with our students.

The first grade data reveals that more than half of the students begin the school year behind in phonemic awareness. This review revealed that student mobility and summer slide between kindergarten and first grade resulted in deficits in phonemic awareness. If students have deficits in their phonemic awareness skills, they will experience difficulty when learning basic and advanced phonics which will ultimately impact their ability to decode and encode. The decline in the Nonsense Word Fluency Correct Letter Sound scores over the course of the year and the slight increase in the Oral Reading Fluency Whole Words Read (approximately 10% increase each year) indicate that we need to revisit our blending instructional practices. One of the first steps we need to take is to review how blending is taught in both our tier 1 curriculum and our intervention programs. Next, we want to support our staff with the implementation of the evidence-based practices for blending automatically and accurately. Our Oral Reading Fluency scores show that about a third of our students leave first grade each year reading accurately and fluently. This suggests that as a district we should examine the materials we use for tier 1, our small groups, and our interventions. During the 2022-2023 school year, the team was able to identify a lack of additional practice opportunities in decoding in the tier 1 curriculum as a potential barrier.

In second grade, more than half of our students begin the school year below benchmark in both Nonsense Word Fluency Correct Letter Sounds and Whole Words Read. This review revealed that student mobility and summer slide between kindergarten and first grade resulted in deficits in the students' alphabetic principle and basic phonics skills. In the past two school years, there has been an increase of just less than 10% of students in the Oral Reading Fluency Words Correct revealing that some of our students are improving their fluency. The Oral Reading Fluency Accuracy scores fluctuate by 1% each year indicating our instruction and interventions in advanced phonics and word attack skills in second grade is ineffective. During the 2021-2022 school year, the team identified the lack of instructional time as a barrier to improving literacy instruction and outcomes for students. They hypothesized that if they were self-contained, they would have more instructional time to address the language and literacy needs of the students in their classrooms. During the 2022-2023 school year, the second and third grade teachers were self-contained, however, tier 1 small groups were skill based and students moved between the four classrooms, across the two grade-levels based upon the specific skill needs for that lesson. During the 2022-2023 school year, the team identified the lack of focus on foundational skills in the core program as a barrier to improvement in students' advanced phonics and word attack skills.

Third grade scores reveal that Oral Reading Fluency Words Correct and Accuracy decline from the beginning of the year to the spring. Less than a third of our students are scoring at benchmark on this indicator indicating advanced phonics, word attack skills, and fluency and areas of concern for third grade. The tier 1 curriculum does not adequately address the foundational skills standards for third grade, therefore, the district has been using a supplemental program to address foundational skill instruction in third grade. Prior to the 2022-2023 school year, we chose to use an intervention program to supplement our core instruction. We found that the pacing of the program was too slow for many of our students and that students were not exposed to the grade level material until the second semester. The team chose to pilot a program that is designed to be used for core instruction as a supplement for

foundational skills for the 2022-2023 school year. With the use of the core program, the third grade saw greater rates of growth than they have previously experienced. During the 2021-2022 school year, the team identified the lack of instructional time as a barrier to improving literacy instruction and outcomes for students. They hypothesized that if they were self-contained, they would have more instructional time to address the language and literacy needs of the students in their classrooms. During the 2022-2023 school year, the second and third grade teachers were self-contained, however, tier 1 small groups were skill based and students moved between the four classrooms, across the two grade-levels based upon the specific skill needs for that lesson.

Our intermediate grades, fourth through sixth grade, have shown a decline in scores across all indicators. This indicates a need to review what interventions we are using in these grade levels, and the effectiveness of the core curriculum at addressing the foundational skills standards in grades four and five. The decline in the Maze scores from the fall to spring suggests the need to also examine the implementation of interventions to address comprehension. This team has had a few fluctuating team members over the past three years and job-embedded professional learning on the intervention programs would benefit the team.

Figure 5.2 Acadience Reading Performance on Individual Indicators

Kindergarten										
Measure	Beginning				Middle			End		
	20-21	21-22	22-23	23-34	20-21	21-22	22-23	20-21	21-22	22-23
LNF	15.9	7.1	7.3	N/A	31.4	27.8	30.6	48	40.2	47.8
FSF	45%	27%	19%	32%	61%	49%	57%	N/A	N/A	N/A
PSF	N/A	N/A	N/A	N/A	71%	58%	50%	61%	66%	88%
NWF CLS	N/A	N/A	N/A	N/A	61%	53%	68%	68%	66%	77%
First Grade										
Measure	Beginning				Middle			End		
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	20-21	21-22	22-23
LNF	30.9	38.9	30.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
PSF	23%	45%	32%	46%	N/A	N/A	N/A	N/A	N/A	N/A
NWF CLS	40%	55%	46%	54%	33%	44%	36%	39%	34%	41%
NWF WWR	35%	65%	32%	39%	39%	59%	13%	42%	56%	37%
ORF WC	N/A	N/A	N/A	N/A	17%	29%	22%	28%	38%	32%
ORF ACC	N/A	N/A	N/A	N/A	19%	21%	18%	28%	28%	32%
Second Grade										
Measure	Beginning				Middle			End		
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	20-21	21-22	22-23
NWF CLS	36%	26%	31%	47%	N/A	N/A	N/A	N/A	N/A	N/A
NWF WWR	39%	32%	31%	41%	N/A	N/A	N/A	N/A	N/A	N/A
ORF WC	42%	21%	31%	28%	42%	26%	23%	26%	28%	40%
ORF ACC	45%	29%	33%	41%	43%	26%	23%	46%	28%	34%
Retell	71%	26%	28%	44%	31%	24%	43%	41%	28%	43%

Third Grade										
Measure	Beginning				Middle			End		
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	20-21	21-22	22-23
ORF WC	29%	54%	21%	48%	20%	34%	25%	24%	32%	10%
ORF ACC	38%	49%	29%	45%	44%	45%	31%	36%	49%	21%
Retell	48%	36%	21%	72%	52%	34%	34%	36%	51%	38%
Maze	10%	26%	14%	29%	20%	0%	19%	8%	0%	10%

Fourth Grade					
Measure	Beginning			Middle	End
	21-22	22-23	23-24	22-23	22-23
ORF WC	25%	40%	22%	49%	44%
ORF ACC	41%	38%	28%	62%	56%
Retell	41%	45%	54%	31%	47%
Maze	4%	33%	25%	23%	16%

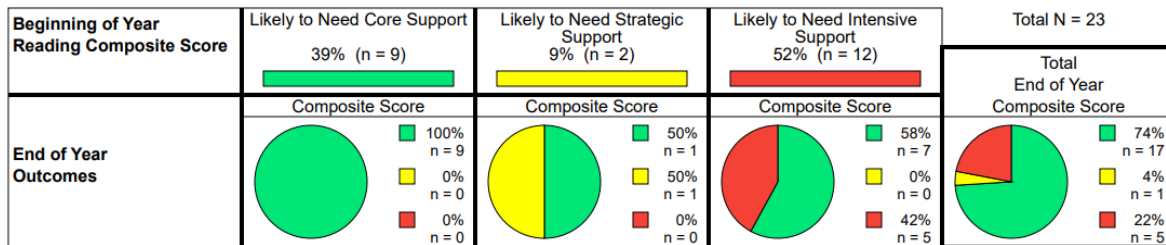
Fifth Grade					
Measure	Beginning			Middle	End
	21-22	22-23	23-24	22-23	22-23
ORF WC	27%	13%	34%	10%	10%
ORF ACC	33%	16%	41%	28%	17%
Retell	39%	23%	30%	24%	31%
Maze	11%	10%	28%	N/A	17%

Sixth Grade					
Measure	Beginning			Middle	End
	21-22	22-23	23-24	22-23	22-23
ORF WC	41%	55%	36%	42%	41%
ORF ACC	62%	67%	50%	58%	55%
Retell	38%	42%	40%	53%	31%
Maze	32%	45%	36%	32%	17%

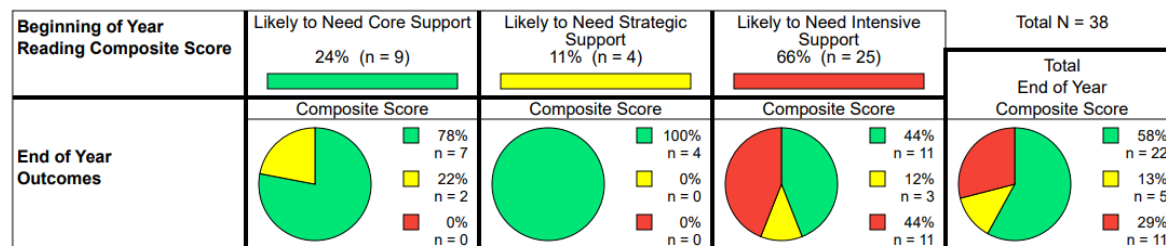
Acadience Reading Effectiveness of Instructional Support Levels report provides details about the proportion of students at/above, below, and well below the benchmark at the end of the year by level of support from the beginning of the year. A strategic system of support is effective if it meets the needs of students in the school who will need more support than the core curriculum and instruction can provide and supports 80–100% of students who score below benchmark to achieve the benchmark goal by the end of the year. An intensive system of support is effective if it meets the needs of the students in the school who will need very intensive intervention to achieve future literacy goals and supports 80–100% of students who score Well Below Benchmark to score Below Benchmark or At or Above Benchmark by the end of the year. Figures 5.3 through Figure 5.9 provide the Acadience Reading Effectiveness of Instructional Support Levels for kindergarten through sixth grade. The data reveals our strategic support has been effective in kindergarten for the past two years and in second grade last year. It is ineffective in all other grade levels. Our intensive support has only been effective in kindergarten during the 2022-2023 school year. The ineffectiveness of support across grade levels can be attributed to inconsistent implementation of interventions which is also directly related to student

attendance, staff attendance, scheduling, and staff training on the intervention programs. Another contributing factor is the quality of the intervention programs and materials. Finally, the inconsistent use of decision rules within the Multi-Tiered System of Support contribute to the ineffectiveness of instructional support across grade levels. Furthermore, our intervention specialists beyond grade 3 still lack the training in evidence-based practices aligned to the science of reading to support our adolescent readers.

Figure 5.3 Kindergarten Acadience Reading Effectiveness of Instructional Support Levels 2020-2021



2021-2022



2022-2023

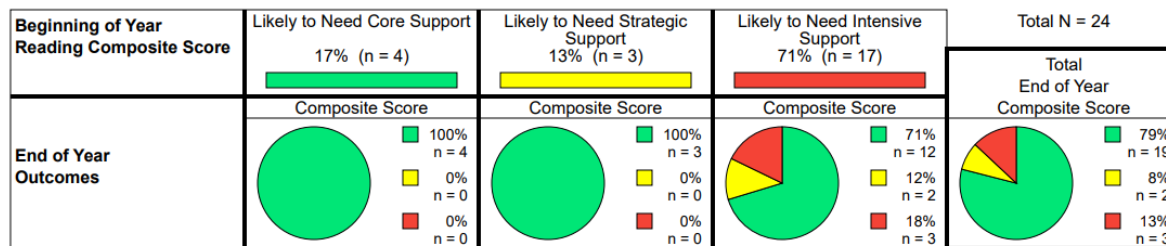
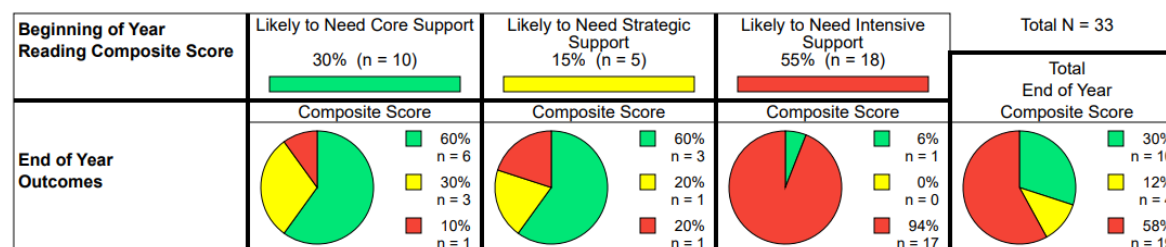
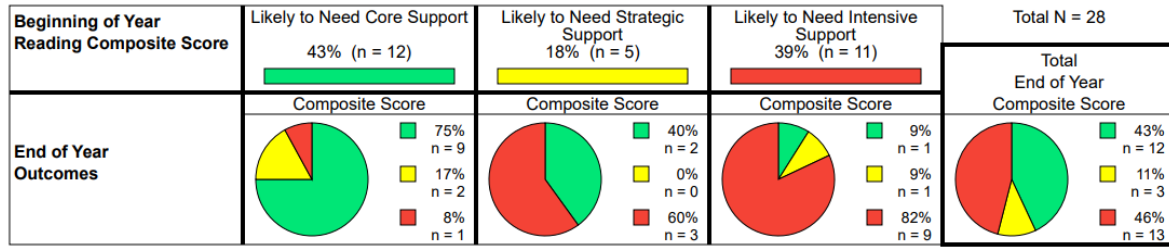


Figure 5.4 First Grade Acadience Reading Effectiveness of Instructional Support Levels 2020-2021



2021-2022



2022-2023

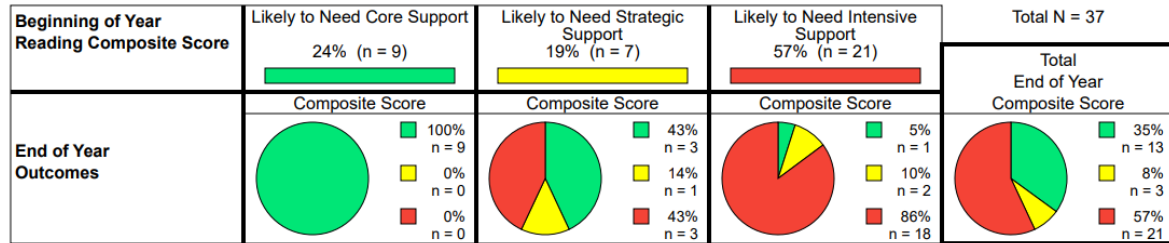
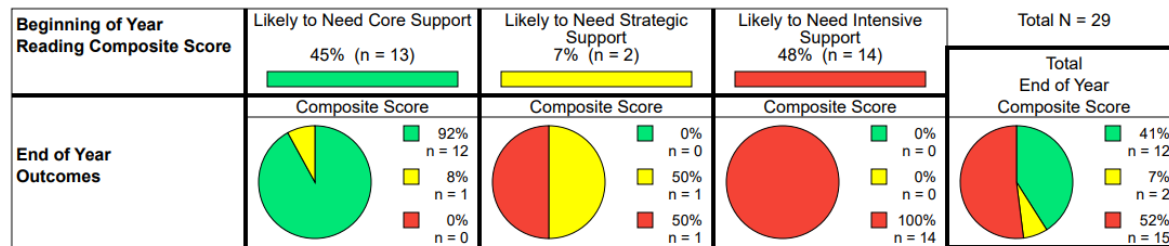
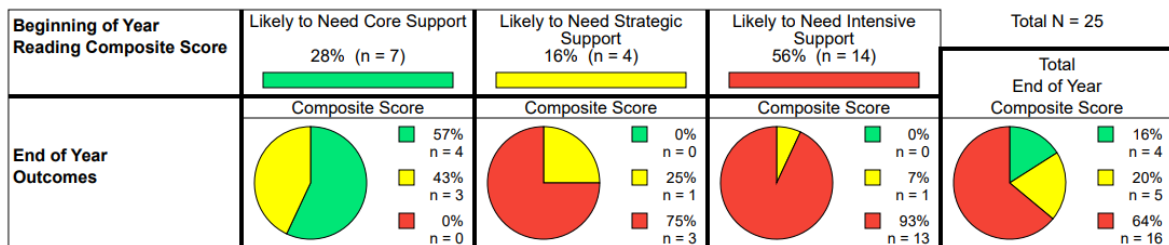


Figure 5.5 Second Grade Acadience Reading Effectiveness of Instructional Support Levels 2020-2021



2021-2022



2022-2023

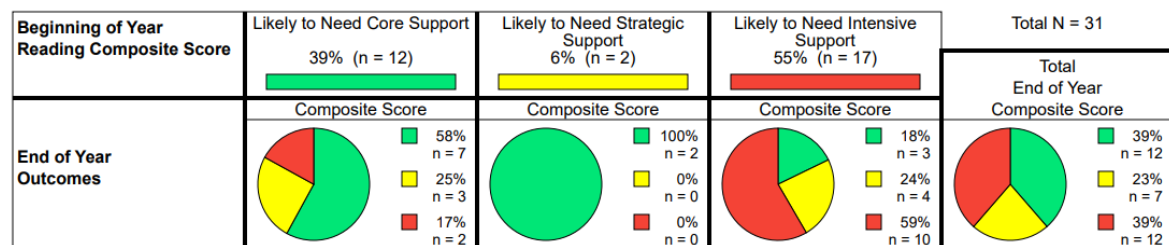
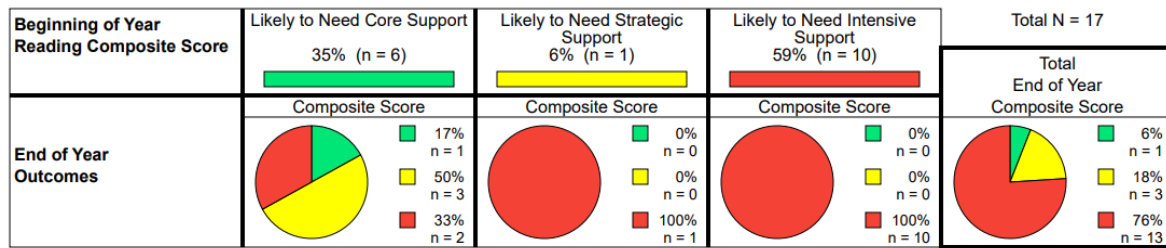
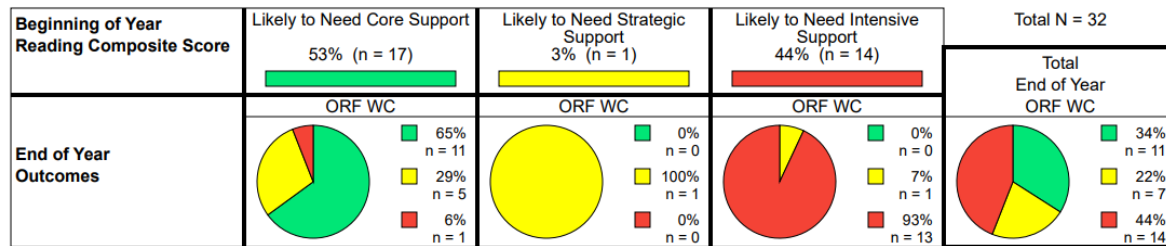


Figure 5.6 Third Grade Acadience Reading Effectiveness of Instructional Support Levels 2020-2021



2021-2022



2022-2023

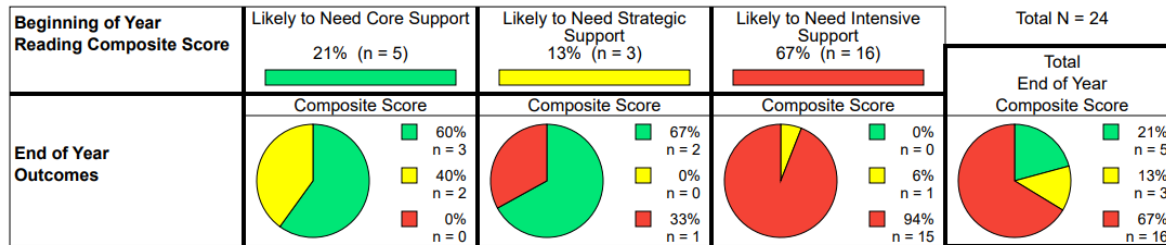


Figure 5.7 Fourth Grade Acadience Reading Effectiveness of Instructional Support Levels 2022-2023

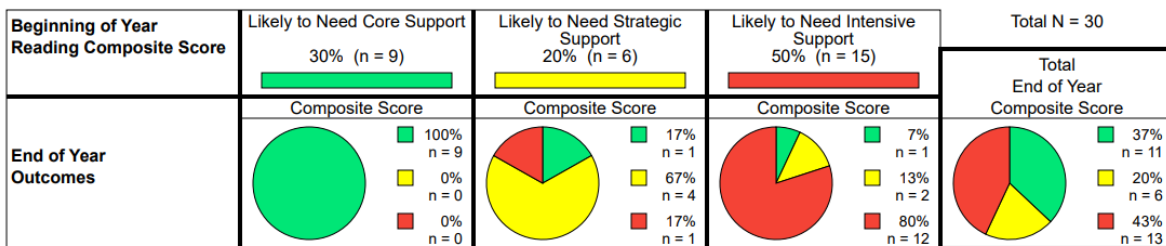


Figure 5.8 Fifth Grade Acadience Reading Effectiveness of Instructional Support Levels 2022-2023

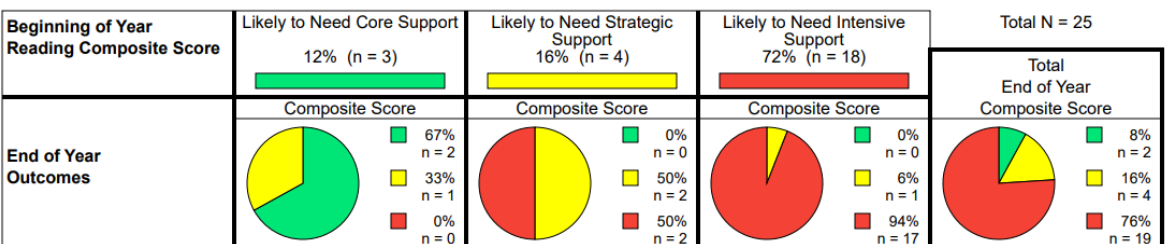
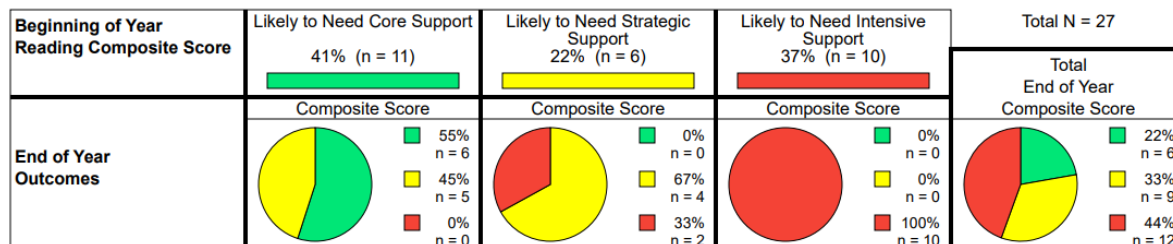


Figure 5.9 Sixth Grade Acadience Reading Effectiveness of Instructional Support Levels 2022-2023



Pathways of Progress provides educators with a research-based tool for evaluating individual student progress and rate of growth and reflecting on the effectiveness of support at the classroom, school, and district level. Pathways of Progress classifies five types of student reading progress, from Well Below Typical to Well Above Typical. These five pathways are calculated by comparing the end-of-year scores from all students who have the same beginning-of-year Reading Composite Score. These comparisons are made for every possible beginning-of-year composite score value. For each beginning-of-year composite score, the end-of-year scores at the 20th, 40th, 60th, and 80th percentiles serve as boundaries for establishing the five Pathways of Progress. Figure 5.10 describes the five pathway descriptors.

Summative Growth Reports are based upon the Pathways of Progress analysis. Individual student-level pathways are identified for each student in the classroom. The individual student data are summarized by classroom in Figure 5.11 and Figure 5.12. The overall reading progress for a classroom can be compared to the overall reading progress of other classrooms at the same grade level. The Summative Growth Report provides additional information to consider when examining our systems-level reading outcomes using Acadience Reading data. This allows the leadership team to see how one classroom compares to other classrooms at the same grade level across the nation. The Summative Growth Report is valuable because reading progress is measured only in comparison to other students who began the year at a similar level.

Classroom reading progress is one piece of data that informs the conversation about the effectiveness of instruction at the classroom level, and it can be affected by many factors. In addition to teacher-related factors, classroom reading progress is impacted by factors related to the students, the school system, and the home and community. When individual classrooms display Below or Well Below Average Progress, it is important to consider factors that can be modified via additional resources or professional development to improve classroom reading progress in the future. It is also important to consider factors that can be improved at the systems level (i.e., core reading curriculum and instructional time).

During the 2021-2022 school year, the second and third grade team identified the lack of instructional time as a barrier. The team hypothesized that if they were self-contained, then they would have more instructional time to address the language and literacy needs of the students in their classrooms and students would experience greater gains in language and literacy. During the 2022-2023 school year, the second and third grade teachers were self-contained, however, tier 1 small groups were skill based and students moved between the four classrooms,

across the two grade-levels based upon the specific skill needs for that lesson. Their hypotheses proved to be accurate as evident in the summative growth data in Figure 5.12. The one exception to this is one second grade teacher who was on medical leave at the end of the year. This teacher’s middle of the year growth data was on track for average reading progress however. The data implies a need to improve first grade at the system and classroom level. To address this, a change in core curriculum occurred during the 2023-2024 school year. Additionally, first grade students were enrolled in high dosage tutoring if the students were below benchmark in any of the indicators from the beginning of the year benchmark assessment.

Figure 5.10 Acadience Reading Pathways of Progress Descriptors

Pathway Descriptor	Pathway Number	Progress Descriptor	Progress Percentile Range
★★★★★	5	WELL ABOVE TYPICAL	80th percentile and above
★★★★☆	4	ABOVE TYPICAL	60th to 79th percentile
★★★☆☆	3	TYPICAL	40th to 59th percentile
★★☆☆☆	2	BELOW TYPICAL	20th to 39th percentile
★☆☆☆☆	1	WELL BELOW TYPICAL	Below 20th percentile

Figure 5.11 2021-2022 Acadience Summative Growth Report

Classes	Total Students Included	% of Students in Pathway 3, 4, and 5 (Typical Progress)	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor	Ohio Five Point Scale
Kindergarten Classroom A	19	52.6% (n=10)	30	Average Classroom Reading Progress	3
Kindergarten Classroom B	18	55.6% (n=10)	34	Average Classroom Reading Progress	3
First Grade Classroom A	14	50.0% (n=7)	24	Below Average Classroom Reading Progress	2
First Grade Classroom B	13	15.4% (n=2)	1	Well Below Average Classroom Reading Progress	1
Second Grade Classroom A	14	50.0% (n=7)	22	Below Average Classroom Reading Progress	2
Second Grade Classroom B	10	20.0% (n=2)	2	Well Below Average Classroom Reading Progress	1

Figure 5.12 2022-2023 Acadience Summative Growth Report

Classes	Total Students Included	% of Students in Pathway 3, 4, and 5 (Typical Progress)	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor	Ohio Five Point Scale
Kindergarten Teacher	24	75.0% (n=18)	61	Average Classroom Reading Progress	3
First Grade Teacher A	18	44.4% (n=8)	17	Below Average Classroom Reading Progress	2
First Grade Teacher B	19	42.1% (n=8)	15	Below Average Classroom Reading Progress	2
Second Grade Teacher A	15	46.7% (n=7)	17	Below Average Classroom Reading Progress	2
Second Grade Teacher B	16	56.3% (n=9)	29	Average Classroom Reading Progress	3
Third Grade Teacher A	12	50.0% (n=6)	25	Average Classroom Reading Progress	3
Third Grade Teacher B	12	83.3% (n=10)	81	Above Average Classroom Reading Progress	4

MCLASS: DIBELS 8TH EDITION

Beginning in the 2023-2024 school year, students who have a reading improvement and monitoring plan (RIMP) are required to have high-dosage tutoring opportunities three times per week that are aligned with the student's classroom instruction. The district applied for the State-funded High-Dosage Tutoring Program and was allocated 90 seats with Amplify to address foundational literacy skill gaps. Amplify begins by using mClass to group students for tutoring. mCLASS is digital system for universal screening and progress monitoring powered by DIBELS® 8th Edition. The universal screening and progress monitoring results are readily available through the Amplify dashboard for staff to see and use. An initial analysis of the universal screening data reveals that nearly half the students participating in tutoring in first grade (Figure 6.1) are struggling with letter naming, letter sounds, and phonemic awareness. A deeper dive into this revealed that the majority of these students have just enrolled at Lockland this school year. Without these skills, the students will be unable to accurately decode words which is why we see 88% of our students well below benchmark in word reading. This is also a good time to revisit the classroom practices for blending instruction.

Figure 6.2 and Figure 6.3 reveal that accuracy and comprehension are the greatest areas of concern for our students in tutoring in second grade. The majority of the students in this group also attended Lockland last year so this allows us to also look at some potential gaps in our programs and practices. The deficits in accuracy reveal there is a need to strengthen our instruction across all three tiers in the areas of decoding in K-2 to support the range of needs of our learners. One thing we found last year was that our K-2 core program was not providing the results we expected and was not as strong in teaching foundational reading skills as needed, therefore, we began the process to adopt a new program for the 2023-2024 school year. We also found that one of the intervention programs we were using did not provide enough

repetition for the students so we have replaced it with a new intervention to address basic decoding for the 2023-2024 school year.

Figure 6.4 and Figure 6.5 reveal comprehension as a glaring area of concern across grade levels. We have not been using a knowledge building curriculum in kindergarten through second grade in recent years which only compounds deficits that we see when students enter third and fourth grade. This reveals a need to analyze the third grade curriculum to ensure it contains the essential components for knowledge building and incorporates complex text. Additional job-embedded professional development on implementing the district adopted curriculum and intervention programs would benefit the staff across these grade bands.

Figure 6.1 Fall 2023 mClass for 1st Grade Students Participating in Amplify Tutoring

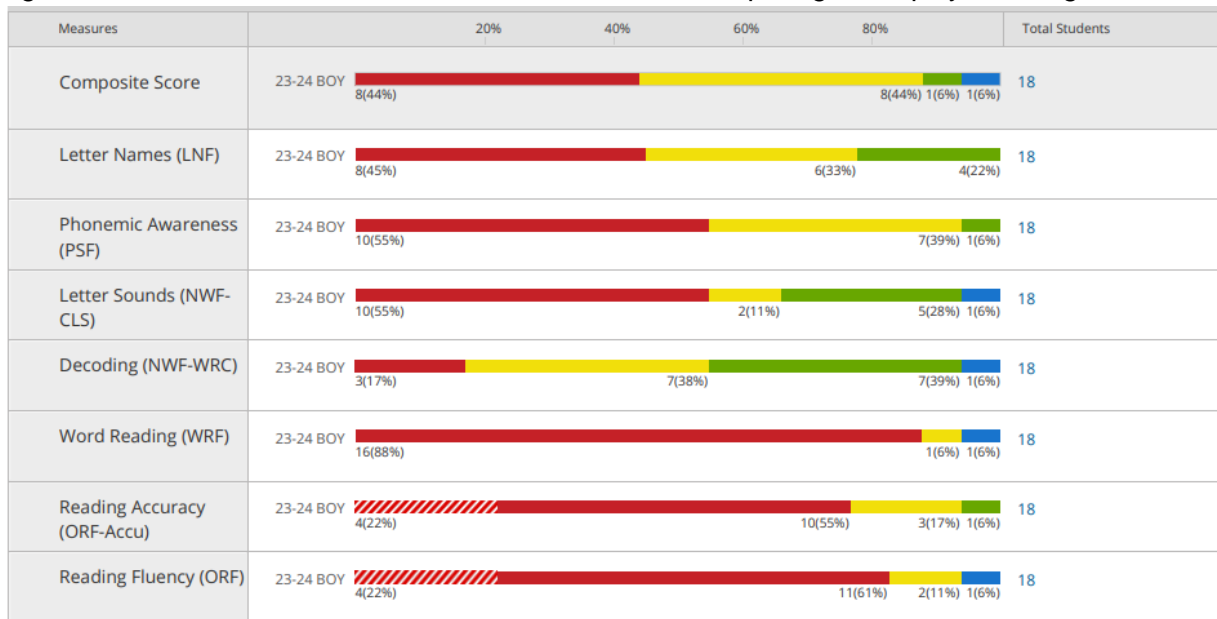


Figure 6.2 Fall 2023 mClass for 2nd Grade Students Participating in Amplify Tutoring

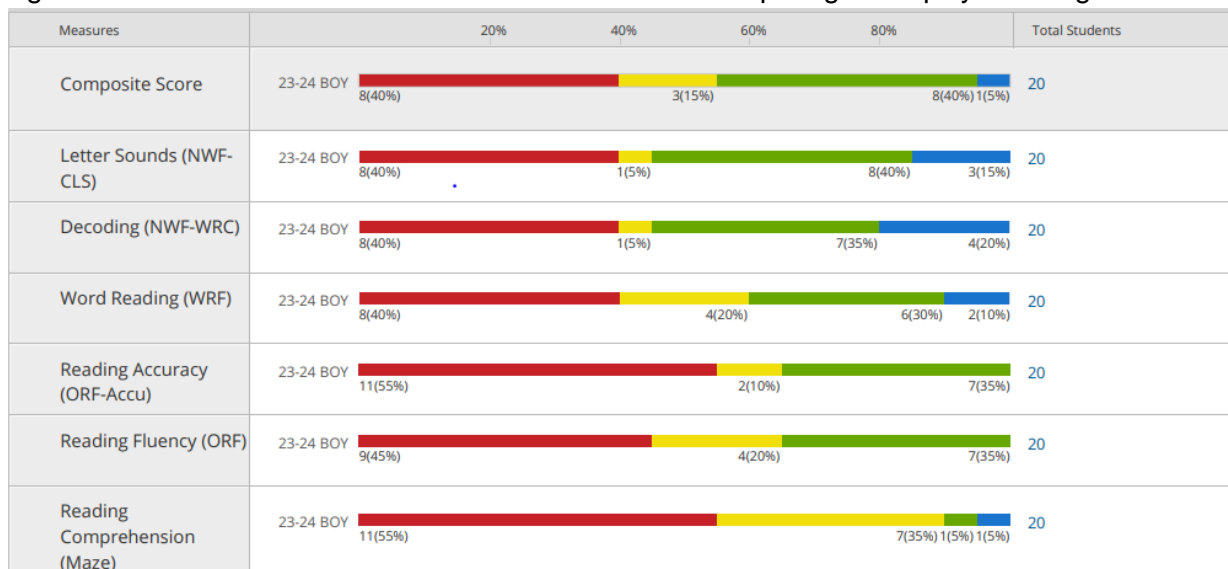


Figure 6.3 Fall 2023 mClass for 3rd Grade Students Participating in Amplify Tutoring

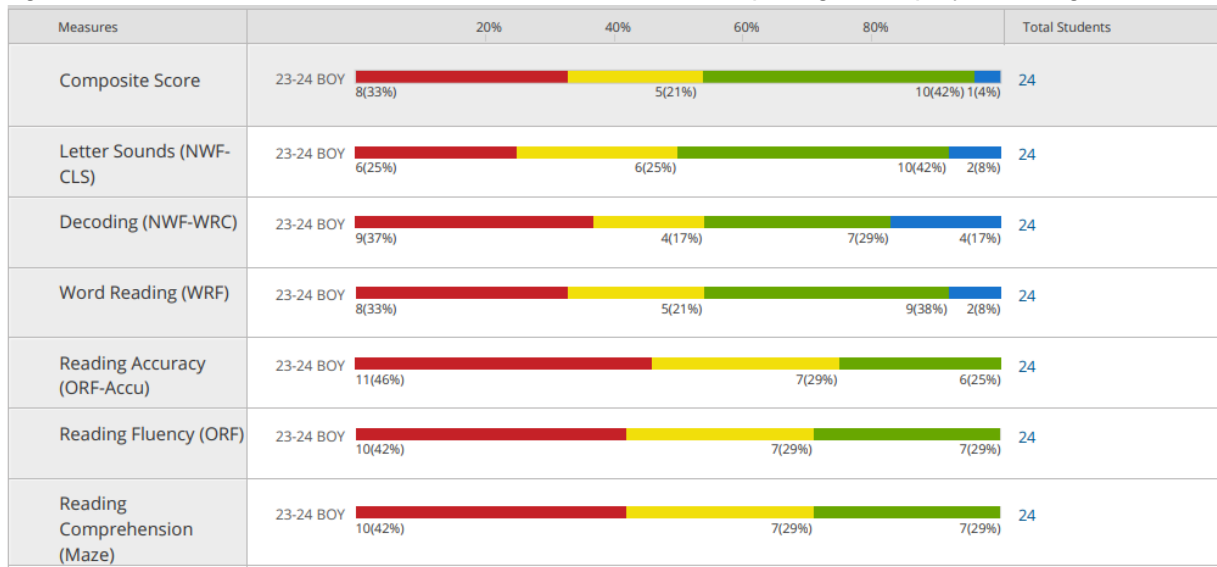


Figure 6.4 Fall 2023 mClass for 4th Grade Students Participating in Amplify Tutoring

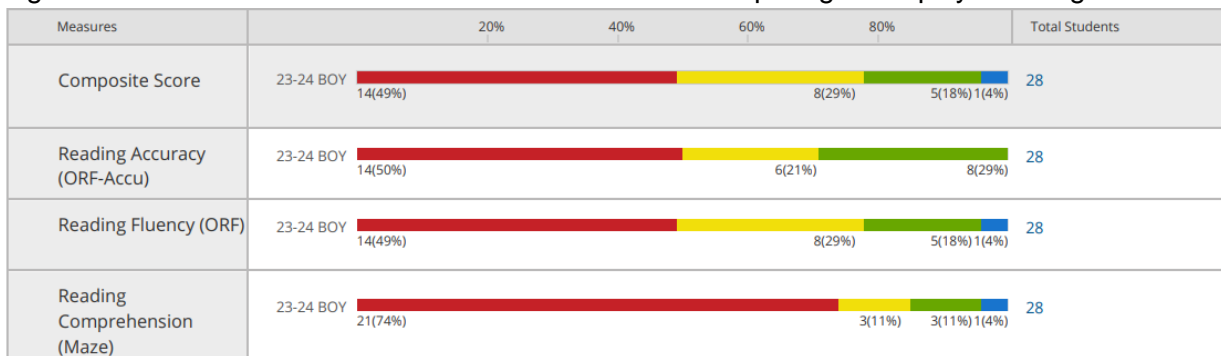
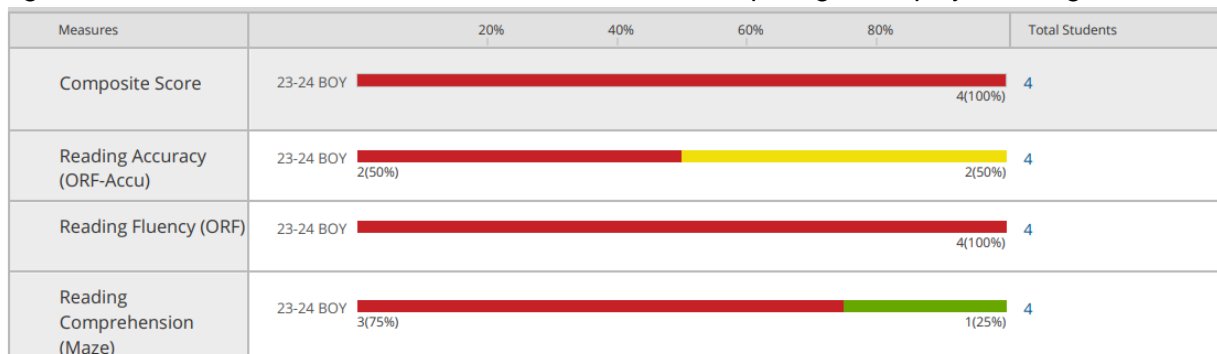


Figure 6.5 Fall 2023 mClass for 5th Grade Students Participating in Amplify Tutoring



THIRD GRADE PROMOTION

This measure reports the percentage of students in the third grade who were promoted to the fourth grade and were not subject to retention in third grade. Under the Third Grade Reading Guarantee legislation, students are required to reach a promotion score on Ohio’s State Test for grade 3 English language arts or be eligible for an exemption to be promoted to the fourth grade. The retention law was suspended in 2019–20, 2020–21, and 2021–22 via Covid-related legislation, however, if the student’s principal and reading teacher agreed the student’s reading skills demonstrated the student was reading below grade level *and* was not academically prepared to be promoted to fourth grade, the student was eligible for retention. This is reflected in figure 7.1 where 100% of the students in the district were eligible for promotion during this time frame. When comparing the promotion data of the state to Lockland in 2023, less students were exempt from the promotion threshold which in turn also resulted in a larger percent of students who did not meet the promotion threshold. The percent of students not meeting the promotion threshold at Lockland (13.04%) is still greater than both the percent of students exempt and the percent of students not meeting the threshold in Ohio (8.2%). This is an indicator that we must examine both our core curriculum and our interventions.

Figure 7.1 Promotion Trends for Third Grade Students at Lockland Local Schools 2018 – 2023

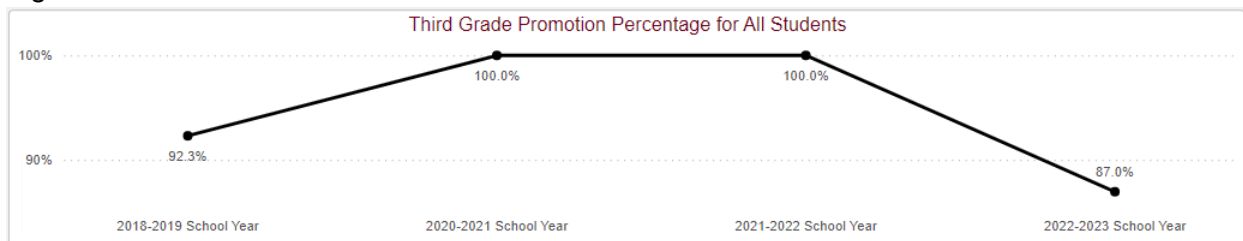


Figure 7.2 Third Grade Reading Guarantee Comparison Promotion Data 2019 – 2023

School Year		# Third graders enrolled at end of school year and accountable to district	Percent Exempt from TGRG promotion threshold	# Subject to TGRG promotion threshold	Percent Met promotion threshold	Percent Did not meet promotion threshold
2019 - 2020	Lockland	29	3.4%	28	100%	0%
2019 - 2020	Ohio	120,164	4.21%	115,105	99%	1%
2020 - 2021	Lockland	22	22.73%	17	100%	0%
2020 - 2021	Ohio	117449	4.87%	111731	98.62%	1.38%
2021 - 2022	Lockland	36	0%	36	100%	0%
2021 - 2022	Ohio	119309	5.06%	113269	98.98%	1.02%
2022 - 2023	Lockland	23	NC	23	86.96%	13.04%
2022 - 2023	Ohio	119352	6.83%	111197	98.63%	1.37%

I-READY READING DIAGNOSTIC

When analyzing the fall diagnostic scores from one school year to the next, we can see that more students are performing in the three or more grade levels below category. This indicates that the gaps in instruction for struggling readers continue to grow over time. Less than 50% of students improved their placement which indicates that instruction is most effective for students performing closer to grade level. This data shows the need to examine our interventions, supports, and established decision rules for students in fourth grade and above where our MTSS framework and system supports are not currently aligned to meet the needs of all learners.

Typical Growth is the average annual growth for a student at their grade and baseline placement level. The median percent progress towards Typical Growth for the grade level is listed in the table as Progress (Median). In figure 8.2, we see that 50% or less of students in any grade level met their typical growth target. Less than a quarter of students met their annual stretch goal. When a grade level displays that the majority of students are not meeting typical growth targets, it is important to consider factors that can be modified via additional resources or professional development to improve classroom reading progress in the future. It is also important to consider factors that can be improved at the systems level (i.e., core reading curriculum and instructional time).

Figure 8.3 provides the data on the placement distribution of the scores for each domain assessed. Compounding the literacy issues identified from the analysis of the Acadience Reading data is limited vocabulary, which contributes to comprehension difficulties. Beginning with the third grade students (the first grade assessed with iReady Reading), lack of vocabulary is evident and continues to be a glaring area of concern in all other grades assessed as the fewer students are demonstrating grade level vocabulary skills. When analyzing the results of cohort of students, comprehension of literary and informational text is a glaring concern as more students are performing below grade level than this time last year. While there is curriculum available for teachers, additional data should be collected on the fidelity of implementation of the materials. The results should drive additional professional learning support for staff in the form of coaching on implementation of the material.

Figure 8.1 iReady Reading Fall Diagnostic Placement Distribution Comparison

Grade Level	Mid or Above Grade Level		Early On Grade Level		One Grade Level Below		Two Grade Levels Below		Three or More Grade Levels Below	
	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24
3 rd	4%	3%	11%	13%	19%	52%	37%	23%	30%	10%
4 th	3%	3%	8%	3%	44%	44%	17%	16%	28%	34%
5 th	0%	0%	10%	10%	14%	24%	24%	28%	52%	38%
6 th	0%	4%	3%	0%	20%	13%	17%	4%	60%	78%
7 th	3%	0%	14%	4%	14%	12%	3%	12%	66%	72%
8 th	6%	7%	6%	10%	3%	7%	11%	3%	74%	72%
9 th	0%	5%	0%	0%	21%	5%	13%	8%	67%	81%

Figure 8.2 iReady Reading Diagnostic Growth 2022-2023

Grade Level	Annual Typical Growth		Annual Stretch Growth		% students with improved placement	Students assessed/ total
	Progress (Median)	% Met	Progress (Median)	% Met		
3 rd Grade	82%	41%	40%	17%	52%	29/32
4 th Grade	6%	22%	3%	3%	25%	36/38
5 th Grade	77%	50%	33%	14%	46%	28/33
6 th Grade	50%	37%	19%	23%	43%	30/32
7 th Grade	75%	50%	23%	12%	42%	26/42
8 th Grade	72%	43%	26%	20%	33%	30/50

Figure 8.3 iReady Reading Diagnostic Placement by Domain

Grade Level	Phonological Awareness % Students Below Grade Level				Phonics % Students Below Grade Level			
	Fall 22-23	Winter 22-23	Spring 22-23	Fall 23-24	Fall 22-23	Winter 22-23	Spring 22-23	Fall 23-24
3 rd	0%	0%	0%	0%	78%	53%	53%	65%
4 th	0%	0%	0%	0%	39%	42%	46%	53%
5 th	0%	0%	0%	0%	52%	46%	48%	45%
6 th	0%	0%	0%	0%	30%	31%	16%	30%
7 th	0%	0%	0%	0%	24%	25%	16%	12%
8 th	0%	0%	0%	0%	14%	20%	14%	14%
9 th	0%	0%	0%	0%	17%	15%	11%	30%

Grade Level	High Frequency Words % Students Below Grade Level				Vocabulary % Students Below Grade Level			
	Fall 22-23	Winter 22-23	Spring 22-23	Fall 23-24	Fall 22-23	Winter 22-23	Spring 22-23	Fall 23-24
3 rd	30%	17%	16%	10%	78%	73%	63%	68%
4 th	19%	19%	16%	22%	86%	86%	78%	81%
5 th	21%	7%	12%	3%	90%	86%	88%	93%
6 th	0%	3%	0%	9%	93%	90%	91%	96%
7 th	7%	8%	5%	4%	83%	75%	76%	100%
8 th	6%	0%	5%	7%	91%	85%	86%	83%
9 th	0%	0%	0%	0%	96%	97%	89%	95%

Local Literacy Plan

Grade Level	Comprehension: Overall % Students Below Grade Level				Comprehension: Literature % Students Below Grade Level			
	<i>Fall 22-23</i>	<i>Winter 22-23</i>	<i>Spring 22-23</i>	<i>Fall 23-24</i>	<i>Fall 22-23</i>	<i>Winter 22-23</i>	<i>Spring 22-23</i>	<i>Fall 23-24</i>
3 rd	89%	80%	78%	90%	81%	83%	75%	90%
4 th	83%	83%	84%	94%	78%	83%	84%	91%
5 th	93%	86%	85%	86%	86%	82%	82%	79%
6 th	97%	86%	91%	96%	90%	72%	81%	96%
7 th	86%	63%	81%	96%	79%	67%	78%	92%
8 th	89%	95%	91%	86%	89%	95%	93%	86%
9 th	96%	97%	95%	95%	96%	92%	89%	95%

Grade Level	Informational Text % Students Below Grade Level			
	<i>Fall 22-23</i>	<i>Winter 22-23</i>	<i>Spring 22-23</i>	<i>Fall 23-24</i>
3 rd	96%	77%	78%	90%
4 th	86%	86%	86%	94%
5 th	93%	89%	88%	93%
6 th	97%	83%	91%	100%
7 th	76%	67%	76%	96%
8 th	91%	100%	88%	86%
9 th	92%	97%	93%	95%

OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ENGLISH LEARNERS)

The Ohio English Language Proficiency Assessment (OELPA) is the state summative test that assesses an English learner's progress to English proficiency and readiness to exit from the English language development program. The OELPA is aligned to Ohio's English Language Proficiency Standards and meets the state and federal requirements for an annual assessment of English proficiency measuring listening, speaking, reading and writing. The Achievement Level Descriptors describe the skills and processes that students demonstrate in language development at each tested grade band and in each language domain (reading, writing, listening and speaking). Figure 9.1 provides a comparison of English proficiency in Lockland to that in Ohio. While English proficiency in Lockland is less than Ohio, we have seen a slight increase in the percent of students demonstrating proficiency while Ohio saw a slight decline. The OELPA overall scale score and the comprehension scale score are listed in Figure 9.2. The overall scale scores and comprehension scales scores are not used by the Ohio Department of Education but they can provide the district with additional information for programmatic purposes and analysis.

Students receive a numeric performance level for each domain test taken (listening, speaking, reading and writing). The performance levels for each of the four domain tests have a range of one through five: Level 1 – Beginning; Level 2 – Early Intermediate; Level 3 – Intermediate; Level 4 – Early Advanced; Level 5 – Advanced. Figures 9.3 – 9.15 display the percent of students scoring within each performance level for each grade level. The data reveals that more kindergarten students in Ohio score in the early advanced and advanced performance level in speaking, listening, and reading than at Lockland. This indicates that our incoming kindergarten students are behind in these skills which could be due to whether or not students were enrolled in and attended preschool. More first grade students at Lockland score in the early advanced and advanced performance levels in speaking and listening than students in Ohio. This indicates that the support provided for our primary students in the areas of speaking and listening are effective. Fewer students at Lockland than in Ohio score in the advanced performance levels in the area of reading indicating this is an area of concern in support for our primary students. The data reveals that more third grade students in Ohio score in the early advanced and advanced performance levels in speaking, listening, reading, and writing than at Lockland. There is no data from second grade over the past two years and only one data point for third grade, however, the data we do have indicates a need for a deeper analysis of the effectiveness of the instructional programs and practices for students in second and third grade. More fourth and fifth grade students at Lockland score in the beginning and early intermediate levels than students in Ohio in all four domains. The listening, speaking and writing performance levels of students in the sixth and seventh grade at Lockland have improved over the past three years. The fluctuation in the performance in reading across sixth, seventh, eighth, and ninth grade indicates a continued need to strengthen how we support students in developing their reading skills. Approximately half of the tenth grade students at Lockland scored in the beginning and early intermediate levels within reading and writing. The fluctuation in the performance in reading in eleventh and twelfth grade continues, indicating the need to strengthen reading support for English learners across grade bands.

Figure 9.1 English Learner Proficiency Comparison

2021-2022	Lockland Local	44	3	6.8
2022 - 2023	Lockland Local	43	4	9.3

Figure 9.2 OELPA Average Scale Score Trend Data

	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
Lockland Kindergarten	5313	5195	N/A	5311	5158	N/A
Ohio Kindergarten	5531	5442	N/A	5506	5482	N/A
Lockland 1 st Grade	N/A	5550	5533	N/A	5365	5354
Ohio 1 st Grade	N/A	5461	5443	N/A	5450	5441
Lockland 2 nd Grade	N/A	N/A	N/A	N/A	N/A	N/A
Ohio 2 nd Grade	N/A	N/A	N/A	N/A	N/A	N/A
Lockland 3 rd Grade	5022	N/A	N/A	5094	N/A	N/A
Ohio 3 rd Grade	5504	N/A	N/A	5512	N/A	N/A
Lockland 4 th Grade	4917	N/A	5334	4894	N/A	5222
Ohio 4 th Grade	5227	N/A	5193	5214	N/A	5196
Lockland 5 th Grade	4475	4985	5329	4777	5173	5460
Ohio 5 th Grade	5341	5330	5297	5227	5313	5303
Lockland 6 th Grade	4590	5064	5252	4773	5077	5124
Ohio 6 th Grade	5228	5220	5184	5232	5217	5186
Lockland 7 th Grade	N/A	5141	5271	N/A	5199	5212
Ohio 7 th Grade	N/A	5297	5238	N/A	5291	5245
Lockland 8 th Grade	4875	6011	5232	5006	6110	5278
Ohio 8 th Grade	5417	5395	5352	5425	5399	5365
Lockland 9 th Grade	5307	4877	4825	5351	4879	4939
Ohio 9 th Grade	5373	5217	5174	5351	5244	5201
Lockland 10 th Grade	5389	5379	5264	5389	5311	5277
Ohio 10 th Grade	5410	5411	5315	5378	5407	5317
Lockland 11 th Grade	5490	5811	5655	5436	5746	5852
Ohio 11 th Grade	5497	5491	5472	5455	5472	5453
Lockland 12 th Grade	5520	5786	5407	5464	5709	5328
Ohio 12 th Grade	5552	5549	5513	5419	5528	5487

Figure 9.3 OELPA Kindergarten Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	17%	29%	N/A	33%	14%	N/A	33%	57%	N/A	0%	0%	N/A	17%	0%	N/A
Ohio	14%	16%	N/A	14%	14%	N/A	48%	50%	N/A	11%	9%	N/A	13%	10%	N/A
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	33%	29%	N/A	17%	14%	N/A	33%	57%	N/A	0%	0%	N/A	17%	0%	N/A
Ohio	15%	15%	N/A	16%	16%	N/A	37%	40%	N/A	14%	14%	N/A	18%	15%	N/A
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	50%	29%	N/A	0%	0%	N/A	33%	43%	N/A	0%	14%	N/A	17%	14%	N/A
Ohio	14%	19%	N/A	9%	14%	N/A	28%	30%	N/A	16%	15%	N/A	33%	22%	N/A
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	33%	43%	N/A	33%	57%	N/A	17%	0%	N/A	0%	0%	N/A	17%	0%	N/A
Ohio	42%	44%	N/A	24%	26%	N/A	23%	22%	N/A	4%	4%	N/A	7%	4%	N/A

Figure 9.4 OELPA First Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	0%	11%	N/A	20%	11%	N/A	20%	22%	N/A	60%	33%	N/A	0%	22%
Ohio	N/A	8%	10%	N/A	8%	6%	N/A	31%	29%	N/A	25%	25%	N/A	29%	30%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	0%	22%	N/A	40%	22%	N/A	60%	33%	N/A	0%	22%	N/A	0%	0%
Ohio	N/A	26%	27%	N/A	19%	17%	N/A	26%	28%	N/A	12%	12%	N/A	17%	15%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	0%	33%	N/A	40%	11%	N/A	20%	11%	N/A	0%	11%	N/A	40%	33%
Ohio	N/A	25%	25%	N/A	25%	26%	N/A	10%	10%	N/A	16%	16%	N/A	25%	23%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	20%	22%	N/A	40%	22%	N/A	40%	33%	N/A	0%	22%	N/A	0%	0%
Ohio	N/A	35%	35%	N/A	19%	20%	N/A	27%	26%	N/A	8%	8%	N/A	11%	10%

Figure 9.5 OELPA Second Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ohio	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ohio	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ohio	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ohio	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Figure 9.6 OELPA Third Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	25%	N/A	N/A	0%	N/A	N/A	25%	N/A	N/A	50%	N/A	N/A	0%	N/A	N/A
Ohio	4%	N/A	N/A	4%	N/A	N/A	25%	N/A	N/A	38%	N/A	N/A	28%	N/A	N/A
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	50%	N/A	N/A	25%	N/A	N/A	25%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A
Ohio	25%	N/A	N/A	19%	N/A	N/A	34%	N/A	N/A	13%	N/A	N/A	9%	N/A	N/A
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	50%	N/A	N/A	0%	N/A	N/A	25%	N/A	N/A	0%	N/A	N/A	25%	N/A	N/A
Ohio	15%	N/A	N/A	12%	N/A	N/A	21%	N/A	N/A	29%	N/A	N/A	23%	N/A	N/A
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	75%	N/A	N/A	25%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A	0%	N/A	N/A
Ohio	26%	N/A	N/A	18%	N/A	N/A	34%	N/A	N/A	14%	N/A	N/A	9%	N/A	N/A

Figure 9.7 OELPA Fourth Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	20%	N/A	0%	0%	N/A	0%	40%	N/A	25%	40%	N/A	75%	0%	N/A	0%
Ohio	7%	N/A	10%	6%	N/A	7%	21%	N/A	21%	42%	N/A	39%	23%	N/A	23%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	40%	N/A	25%	20%	N/A	0%	20%	N/A	25%	20%	N/A	50%	0%	N/A	0%
Ohio	21%	N/A	24%	15%	N/A	14%	34%	N/A	32%	20%	N/A	18%	11%	N/A	12%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	40%	N/A	0%	0%	N/A	0%	0%	N/A	25%	40%	N/A	25%	20%	N/A	50%
Ohio	14%	N/A	16%	12%	N/A	11%	20%	N/A	19%	29%	N/A	29%	26%	N/A	25%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	40%	N/A	25%	0%	N/A	0%	40%	N/A	75%	20%	N/A	0%	0%	N/A	0%
Ohio	17%	N/A	21%	13%	N/A	13%	50%	N/A	48%	13%	N/A	12%	7%	N/A	7%

Figure 9.8 OELPA Fifth Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	0%	25%	20%	100%	0%	0%	0%	25%	20%	0%	50%	20%	0%	0%	40%
Ohio	9%	11%	12%	8%	8%	9%	14%	13%	13%	46%	42%	43%	23%	25%	22%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	100%	25%	40%	0%	25%	0%	0%	50%	20%	0%	0%	20%	0%	0%	20%
Ohio	22%	23%	24%	17%	17%	16%	39%	38%	37%	15%	15%	15%	7%	8%	8%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	100%	50%	20%	0%	0%	20%	0%	0%	0%	0%	50%	40%	0%	0%	20%
Ohio	16%	17%	19%	13%	12%	13%	30%	26%	30%	23%	22%	22%	17%	23%	16%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	100%	50%	40%	0%	0%	0%	0%	50%	40%	0%	0%	0%	0%	0%	20%
Ohio	14%	16%	18%	10%	11%	10%	61%	58%	58%	9%	10%	9%	5%	6%	5%

Figure 9.9 OELPA Sixth Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	25%	0%	0%	50%	0%	0%	0%	100%	50%	25%	0%	25%	0%	0%	25%
Ohio	8%	10%	11%	8%	7%	8%	22%	22%	25%	41%	38%	34%	22%	23%	22%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	75%	0%	25%	0%	0%	0%	25%	100%	75%	0%	0%	0%	0%	0%	0%
Ohio	19%	22%	25%	19%	20%	18%	43%	38%	38%	13%	12%	12%	7%	8%	7%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	50%	0%	0%	25%	0%	0%	0%	100%	50%	25%	0%	25%	0%	0%	25%
Ohio	14%	14%	18%	12%	13%	12%	35%	32%	29%	24%	22%	22%	16%	19%	18%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	50%	0%	0%	25%	0%	0%	25%	100%	100%	0%	0%	0%	0%	0%	0%
Ohio	14%	14%	18%	11%	12%	11%	58%	54%	51%	12%	12%	12%	6%	8%	8%

Figure 9.10 OELPA Seventh Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	25%	0%	N/A	25%	0%	N/A	25%	100%	N/A	0%	0%	N/A	25%	0%
Ohio	N/A	15%	17%	N/A	12%	13%	N/A	34%	36%	N/A	23%	20%	N/A	16%	13%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	50%	0%	N/A	0%	100%	N/A	50%	0%	N/A	0%	0%	N/A	0%	0%
Ohio	N/A	29%	33%	N/A	25%	25%	N/A	34%	32%	N/A	7%	6%	N/A	4%	3%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	25%	0%	N/A	0%	0%	N/A	50%	100%	N/A	0%	0%	N/A	25%	0%
Ohio	N/A	17%	21%	N/A	13%	15%	N/A	34%	34%	N/A	19%	16%	N/A	16%	14%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	N/A	25%	0%	N/A	25%	100%	N/A	50%	0%	N/A	0%	0%	N/A	0%	0%
Ohio	N/A	24%	29%	N/A	19%	18%	N/A	45%	41%	N/A	8%	7%	N/A	5%	5%

Figure 9.11 OELPA Eighth Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	33%	0%	40%	17%	0%	0%	50%	0%	20%	0%	50%	20%	0%	50%	20%
Ohio	13%	17%	17%	12%	9%	11%	35%	31%	33%	24%	24%	22%	16%	18%	17%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	67%	0%	40%	0%	0%	20%	33%	50%	40%	0%	50%	0%	0%	0%	0%
Ohio	26%	30%	32%	23%	23%	22%	42%	37%	38%	5%	6%	5%	3%	4%	3%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	50%	0%	20%	33%	0%	20%	17%	50%	40%	0%	0%	0%	0%	50%	20%
Ohio	15%	18%	21%	14%	12%	12%	37%	31%	32%	18%	18%	17%	17%	21%	18%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	50%	0%	40%	33%	0%	20%	17%	100%	20%	0%	0%	20%	0%	0%	0%
Ohio	24%	26%	29%	19%	18%	17%	45%	44%	42%	6%	7%	6%	5%	5%	5%

Figure 9.12 OELPA Ninth Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	25%	71%	64%	0%	0%	0%	50%	29%	9%	25%	0%	18%	0%	0%	9%
Ohio	18%	27%	29%	12%	11%	13%	37%	34%	34%	20%	17%	15%	13%	10%	9%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	25%	86%	64%	25%	14%	9%	50%	0%	27%	0%	0%	0%	0%	0%	0%
Ohio	31%	38%	44%	24%	24%	22%	38%	32%	30%	5%	3%	3%	3%	2%	2%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	0%	43%	55%	25%	14%	18%	75%	43%	9%	0%	0%	9%	0%	0%	9%
Ohio	15%	27%	28%	14%	16%	17%	34%	35%	33%	17%	12%	11%	19%	10%	11%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	25%	86%	64%	75%	14%	0%	0%	0%	27%	0%	0%	9%	0%	0%	0%
Ohio	27%	35%	40%	22%	19%	21%	43%	39%	33%	6%	5%	4%	3%	2%	2%

Figure 9.13 OELPA Tenth Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	17%	17%	0%	17%	33%	14%	17%	17%	71%	50%	33%	14%	0%	0%	0%
Ohio	17%	17%	23%	13%	12%	13%	34%	34%	33%	20%	20%	18%	16%	17%	14%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	33%	33%	57%	17%	17%	0%	33%	33%	43%	17%	17%	0%	0%	0%	0%
Ohio	31%	29%	36%	22%	22%	22%	36%	39%	34%	6%	7%	5%	4%	4%	3%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	17%	0%	14%	0%	17%	29%	50%	50%	29%	17%	33%	29%	17%	0%	0%
Ohio	13%	15%	21%	14%	16%	16%	33%	36%	34%	17%	16%	14%	23%	17%	15%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	33%	33%	43%	17%	17%	29%	50%	50%	29%	0%	0%	0%	0%	0%	0%
Ohio	27%	25%	32%	21%	18%	20%	42%	45%	38%	6%	7%	6%	4%	5%	4%

Figure 9.14 OELPA Eleventh Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	14%	0%	0%	0%	20%	33%	57%	20%	0%	14%	40%	33%	14%	20%	33%
Ohio	12%	14%	13%	12%	12%	12%	35%	31%	34%	20%	20%	21%	21%	22%	20%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	0%	20%	33%	80%	20%	0%	20%	20%	33%	0%	20%	0%	0%	20%	33%
Ohio	26%	25%	27%	23%	22%	23%	38%	39%	38%	8%	8%	7%	4%	6%	5%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	0%	0%	0%	0%	0%	33%	60%	40%	0%	0%	0%	67%	40%	60%	0%
Ohio	9%	11%	12%	13%	16%	14%	30%	35%	37%	20%	17%	17%	27%	21%	21%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	0%	20%	33%	40%	0%	0%	60%	40%	33%	0%	20%	33%	0%	20%	0%
Ohio	21%	22%	23%	22%	19%	21%	44%	43%	42%	8%	10%	8%	5%	6%	6%

Figure 9.15 OELPA Twelfth Grade Performance Level Trend Data

Listening															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	0%	0%	0%	20%	0%	0%	40%	50%	100%	0%	25%	0%	40%	25%	0%
Ohio	9%	10%	11%	12%	11%	12%	39%	33%	33%	22%	22%	23%	18%	23%	21%
Reading															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	40%	0%	0%	20%	0%	50%	20%	100%	50%	20%	0%	0%	0%	0%	0%
Ohio	24%	20%	25%	26%	22%	22%	41%	42%	41%	6%	9%	7%	4%	6%	5%
Speaking															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	0%	0%	0%	20%	0%	0%	40%	50%	50%	0%	50%	50%	40%	0%	0%
Ohio	7%	8%	9%	13%	14%	15%	33%	36%	34%	20%	19%	19%	28%	22%	23%
Writing															
	Beginning			Early Intermediate			Intermediate			Early Advanced			Advanced		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Lockland	20%	0%	0%	40%	0%	50%	0%	75%	50%	20%	25%	0%	20%	0%	0%
Ohio	19%	16%	21%	24%	22%	22%	46%	46%	43%	7%	10%	9%	4%	7%	6%

GRADUATION RATES

The graduation rate measures how many students are successfully finishing high school with a regular diploma in four or five years. The graduation rates on the report card always are lagged by one year to include summer graduates. The four-year graduation rate in Ohio slightly increased over the past three years, however at Lockland and districts similar to Lockland, four-year graduation rates declined. The four-year graduation rate at Lockland has remained lower than that of similar districts and those in Ohio. The five-year graduation rate slightly decreased compared to the previous year in Ohio while Lockland saw a slight increase compared to the previous year. Lockland’s five-year graduation rates remain slightly behind those of similar districts and Ohio. The data in Figure 10.2 reveals a significant decline in the percent of students graduating who are Hispanic and fluctuating graduation rates for students who are multiracial. Figure 10.4 reveals the percent of students graduating in four-years who are English Learners significantly decreased from 100% to 33.3%. Figure 10.5 shows that after three years of fairly consistent four-year graduation rates for students with disabilities, there was a decline from 86% to 67.6%. Five-year graduation rates for students with disabilities did see an increase from 82.9% to 88.4%. A diverse group of stakeholders is collaborating to improve course offerings, scheduling, graduation pathways, extracurricular opportunities, and student and community engagement to improve graduation rates over time.

Figure 10.1 Graduation Rate Comparison Trend Data

ELA Performance Indicators		2020	2021	2021	2022	2022	2023
4-Year Rate	Lockland	80.0%		81.0%		64.4%	
	Similar District	88.2%		N/A		87.5%	
	Ohio	87.2%		87.0%		87.3%	
5-Year Rate	Lockland	83.0%		82.2%		82.8%	
	Similar District	89.9%		N/A		85.7%	
	Ohio	88.3%		89.0%		88.9%	

Figure 10.2 Four-Year Graduation Rate by Race/Ethnicity

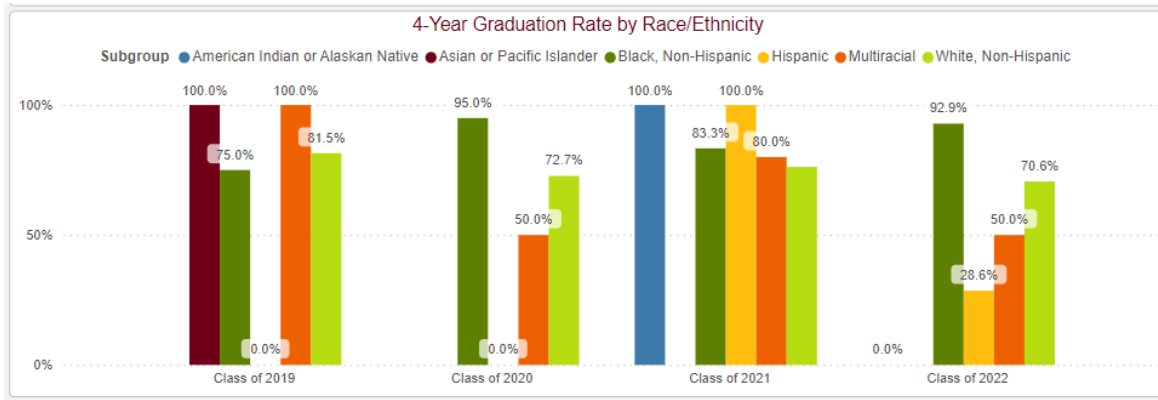


Figure 10.3 Four-Year Graduation Rate by Economic Disadvantaged

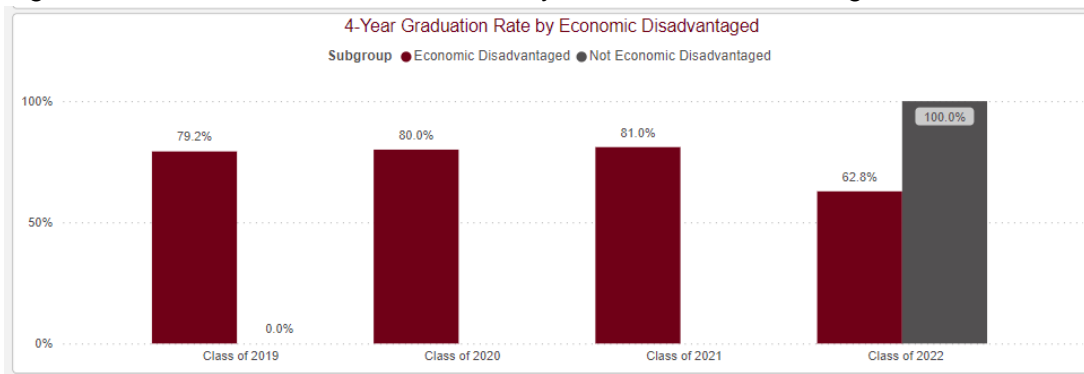


Figure 10.4 Four-Year Graduation Rate by English Learner

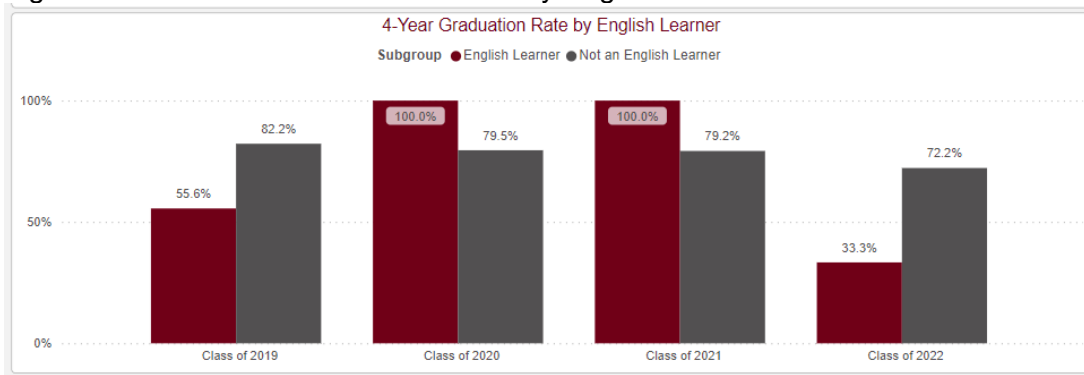


Figure 10.5 Four-Year Graduation Rate by Students with Disabilities

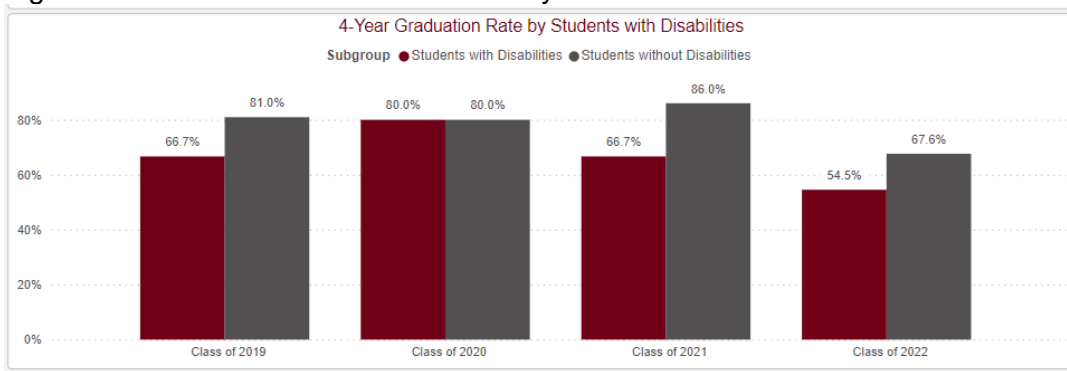


Figure 10.6 Four-Year Graduation Rate by Homeless Students

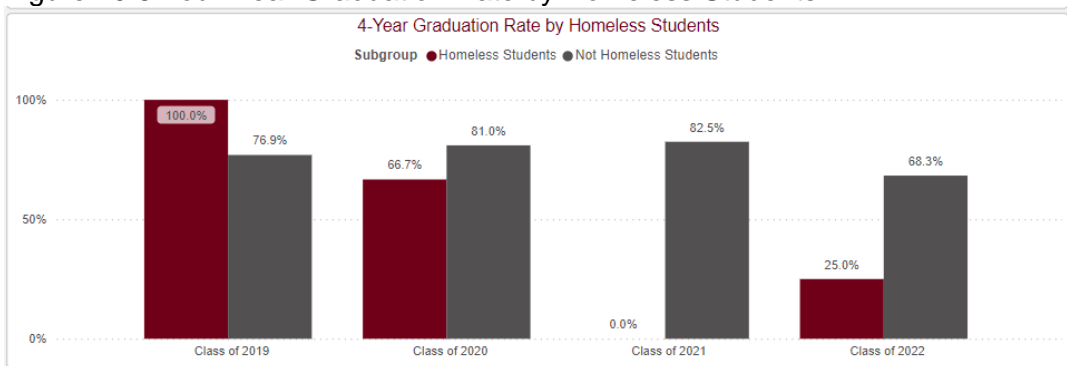


Figure 10.7 Four-Year Graduation Rate by Foster Students

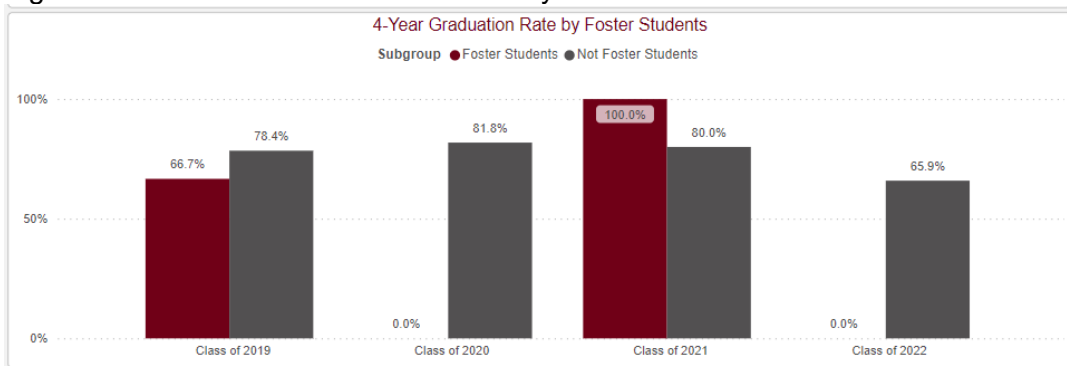


Figure 10.8 Five-Year Graduation Rate by Race/Ethnicity

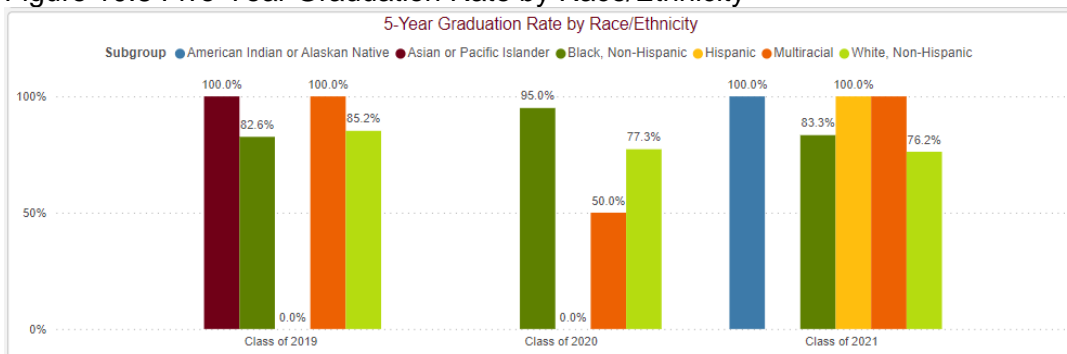


Figure 10.9 Five-Year Graduation Rate by Economic Disadvantaged

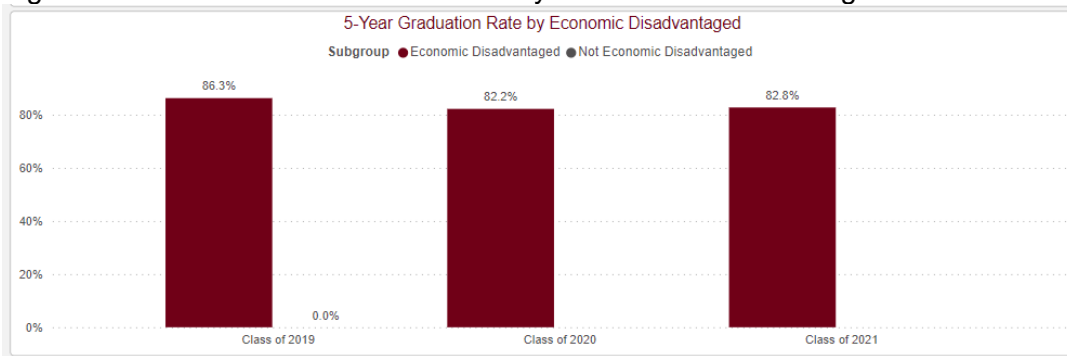


Figure 10.10 Five-Year Graduation Rate by English Learner

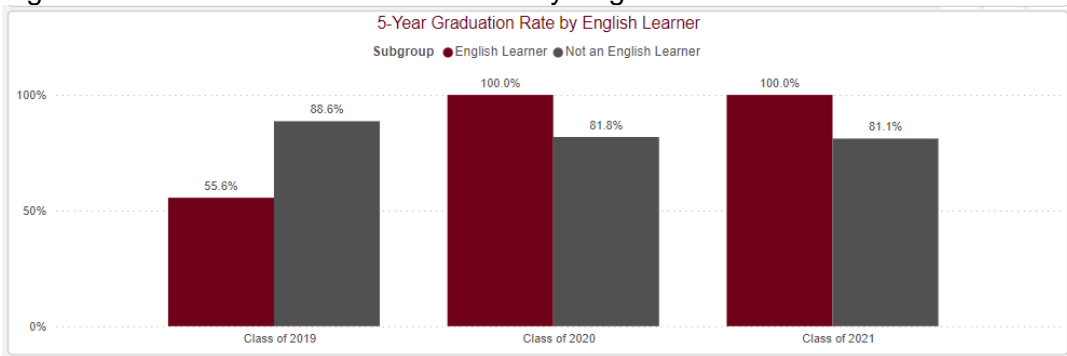


Figure 10.11 Five-Year Graduation Rate by Students with Disabilities

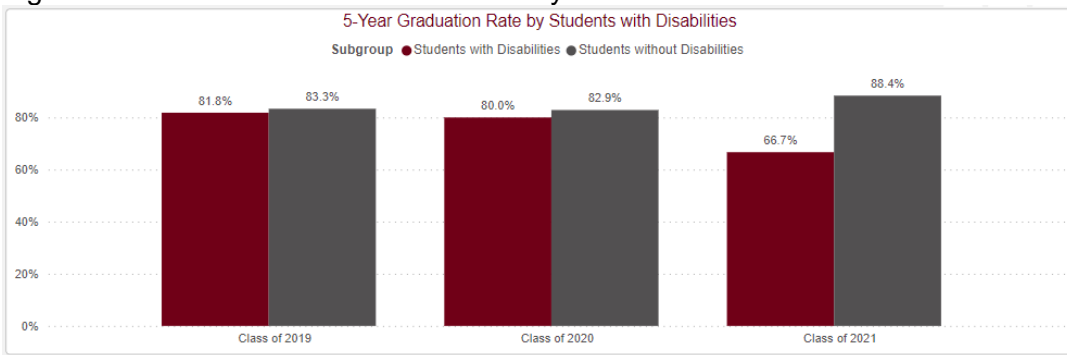


Figure 10.12 Five-Year Graduation Rate by Homeless Students

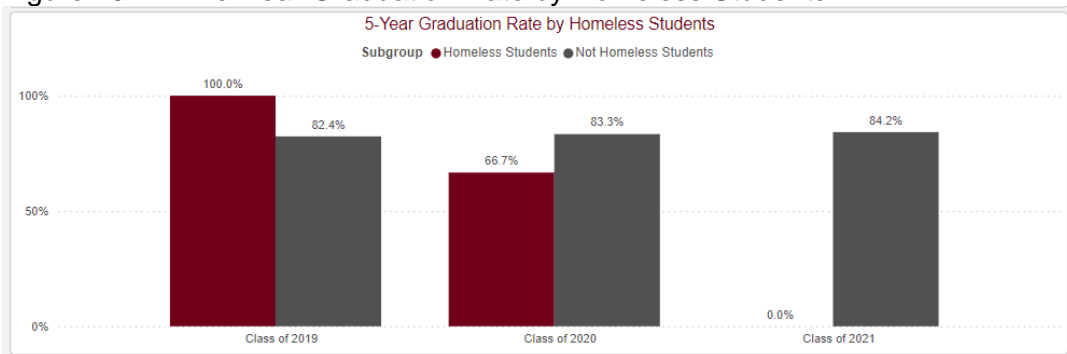


Figure 10.13 Five-Year Graduation Rate by Migrant Students

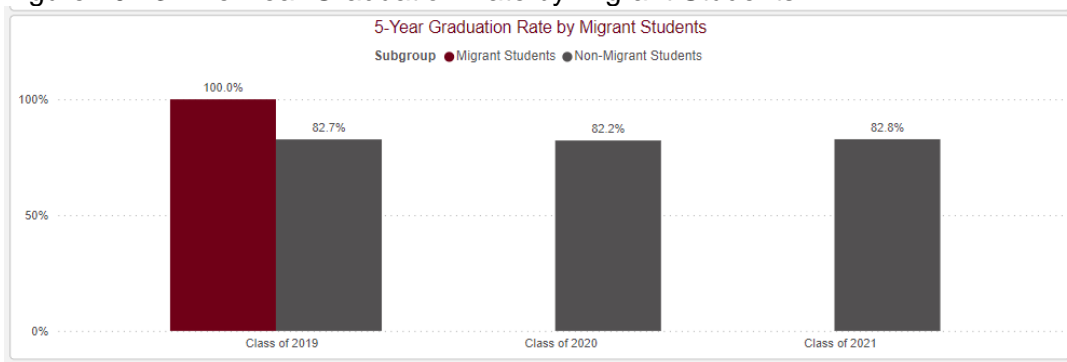
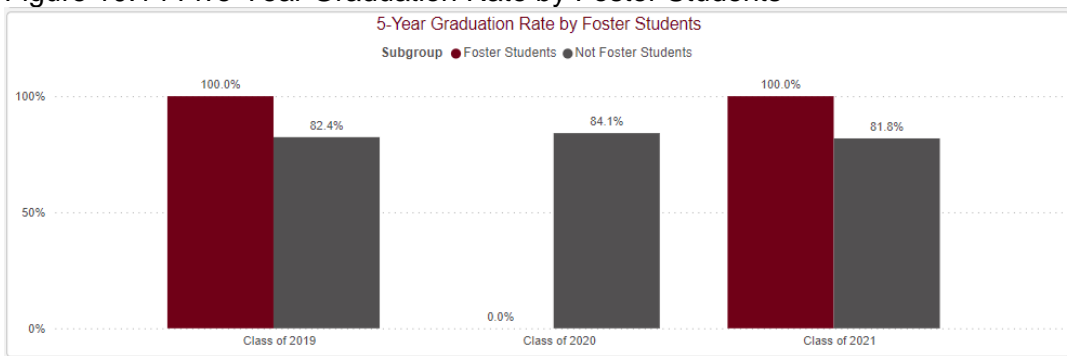


Figure 10.14 Five-Year Graduation Rate by Foster Students



PELI DATA

The Preschool Early Literacy Indicators (PELI) is an assessment for 3- to 5-year-olds designed to measure pre-literacy and oral language skills. As part of the Promoting Achievement in Reading Through Needs-driven Evidence-based Read Structures (PARTNERS) School Commitment, HCESC Head Start location at Lockland agreed to administer the PELI to all students three times a year beginning in the 2020-2021 school year. The data in Figure 12.1 indicates that the composite score of 3-4 year olds at benchmark and 4-5 year olds at benchmark from fall to spring either declines or remains stagnant. Figure 12.2 reveals 3-4 year olds vocabulary and oral language skills improved and appears to be an area of instructional focus. Over the past two years, more students have ended the year at benchmark with their comprehension skills. Figure 12.3 reveals that the 2022-2023 school year was the first year that there was an increase in the percent of 4-5 year olds at benchmark with their alphabet knowledge. Each year, there is a significant increase in the percent of students at benchmark with their phonological awareness skills. The 2022-2023 school year was the first year that there was an increase in the percent of 4-5 year olds at benchmark with their alphabet knowledge. The Effectiveness of Instructional Supports data in Figures 12.4 and 12.5 indicates the need to strengthen the strategic and intensive supports.

Figure 12.1 PELI District Overview of Composite Scores

	Beginning of Year				Middle of Year			End of Year		
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	20-21	21-22	22-23
<i>At Benchmark (Ages 3-4)</i>	83%	75%	67%	50%	57%	56%	100%	71%	75%	67%
<i>At Benchmark (Ages 4-5)</i>	44%	70%	13%	50%	71%	50%	38%	25%	60%	31%
<i>Below Benchmark (Ages 3-4)</i>	17%	25%	33%	0%	14%	33%	0%	14%	0%	33%
<i>Below Benchmark (Ages 4-5)</i>	44%	10%	31%	10%	14%	17%	23%	50%	10%	31%
<i>Well Below Benchmark (Ages 3-4)</i>	0%	0%	0%	50%	29%	11%	0%	14%	25%	0%
<i>Well Below Benchmark (Ages 4-5)</i>	11%	20%	56%	40%	14%	33%	38%	25%	30%	38%

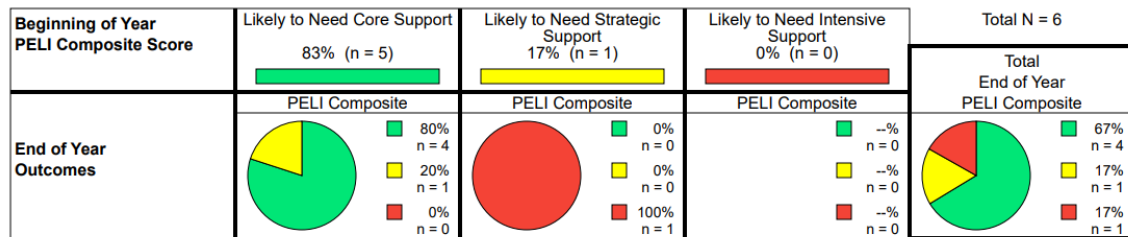
Figure 12.2 Percent of Students Ages 3-4 At Benchmark on PELI Indicators

	Beginning of Year				Middle of Year			End of Year		
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	20-21	21-22	22-23
Alphabet Knowledge	50%	50%	100%	50%	29%	56%	67%	43%	38%	100%
Phonological Awareness	N/A	N/A	N/A	N/A	43%	33%	67%	57%	50%	33%
Vocabulary/ Oral Language	83%	63%	67%	50%	71%	78%	100%	71%	63%	100%
Comprehension	100%	63%	67%	50%	43%	44%	67%	86%	75%	67%
PELI Language Index	83%	63%	67%	50%	43%	56%	67%	86%	63%	67%

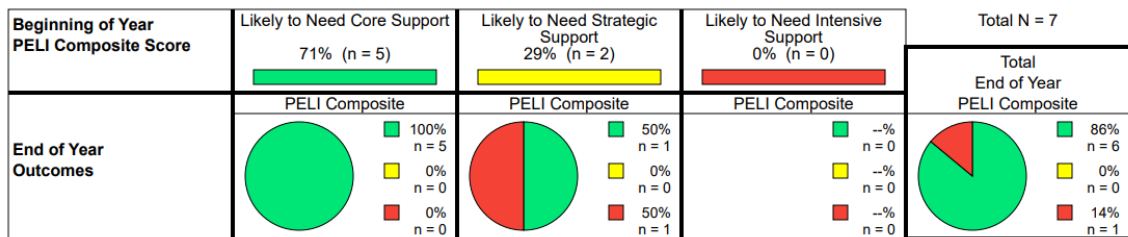
Figure 12.3 Percent of Students Ages 4-5 on Benchmark on PELI Indicators

	Beginning of Year				Middle of Year			End of Year		
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	20-21	21-22	22-23
Alphabet Knowledge	56%	50%	19%	40%	71%	25%	54%	25%	20%	46%
Phonological Awareness	33%	50%	19%	40%	100%	67%	62%	50%	80%	77%
Vocabulary/ Oral Language	33%	70%	31%	30%	57%	58%	38%	38%	60%	38%
Comprehension	67%	80%	25%	60%	57%	67%	54%	25%	70%	46%
PELI Language Index	56%	70%	31%	50%	43%	50%	31%	38%	60%	31%

Figure 12.4 PELI Effectiveness of Instructional Support Levels Ages 3-4
2020-2021



2021-2022



2022-2023

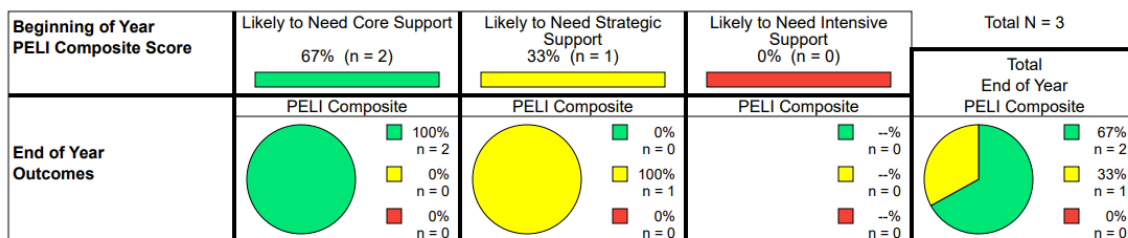
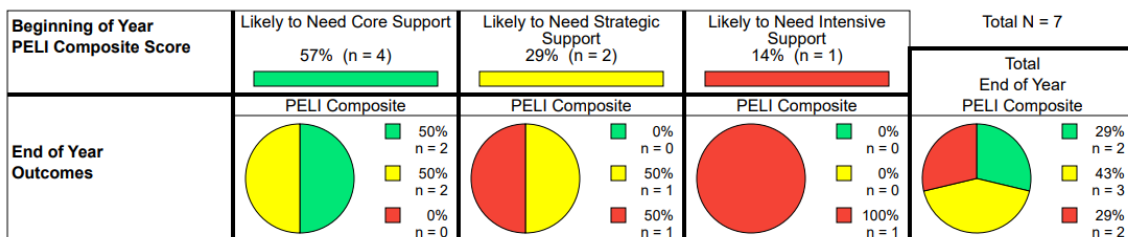
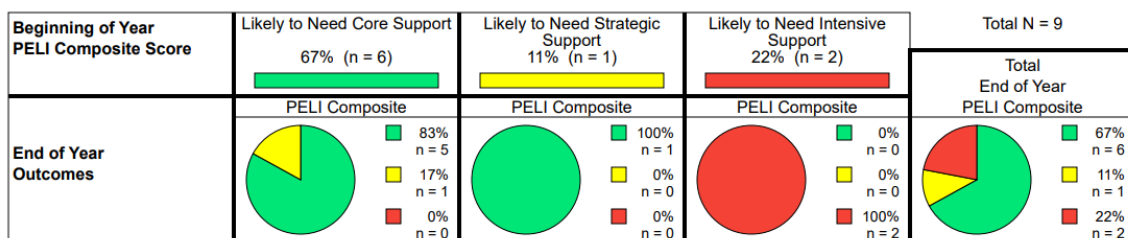


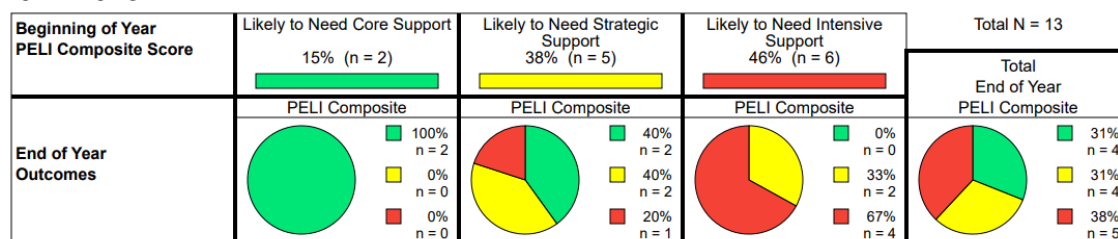
Figure 12.5 PELI Effectiveness of Instructional Support Levels Ages 4-5
2020-2021



2021-2022



2022-2023



VALUE ADDED DATA

Value-added data measures the change in achievement for students within a tested grade and subject over time. Growth is determined by comparing students against themselves and their change in achievement as measured by their performance on state assessments across multiple grades and subjects. The growth expectation is met when a cohort of students from grade to grade maintains the same relative position with respect to statewide student achievement in that year for a specific subject and grade.

The growth measure is related to the number of scale score points a group of students scored above or below their expected score, which considers their prior testing performance. The growth measure is a function of the difference between the expected and actual scores for a group of students. The standard error is a measure of certainty of the estimated growth measure and it provides insight regarding the certainty that the growth measure is above or below expected growth. The growth index is then calculated by dividing the growth measure by its standard error in order to determine the significance of the growth measure. The effect size is the growth measure divided by the student-level standard deviation of growth. The effect size is an indicator that the group of students met, exceeded, or fell short of expected growth. Because effect sizes are a standardized measure, they can be compared across assessments. Figure 13.1 provides the English Language Arts growth data for each grade level at Lockland Local School District. Students enrolled in ELA II continue to demonstrate expected growth each school year. While this data shows us that students in fourth, fifth, and sixth grade made expected growth, we also know that Acadience Reading Levels of Effectiveness reveals that our tiered systems of support are ineffective. While students are making expected growth, they are not making enough growth yet to close achievement gaps. In order to achieve this, we must accelerate instruction through the use of evidence-based practices, maximizing instructional time, and implementing interventions as intended.

Figure 13.1 English Language Arts Value Added Data by Grade Level

School Year	Overall ELA Index	Overall ELA Effect Size	Grade 4 ELA Student Count	Grade 4 ELA Growth Measure	Grade 4 ELA Standard Error	Grade 4 ELA Index	Grade 4 ELA Effect Size
2021-2022	-3.05	-0.2	28	-3.26	2.6	-1.25	-0.24
2022-2023	0.92	0.07	30	-3.46	2.5	-1.38	-0.25

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School Year	Grade 5 ELA Student Count	Grade 5 ELA Growth Measure	Grade 5 ELA Standard Error	Grade 5 ELA Index	Grade 5 ELA Effect Size	Grade 6 ELA Student Count	Grade 6 ELA Growth Measure	Grade 6 ELA Standard Error	Grade 6 ELA Index	Grade 6 ELA Effect Size
2021-2022	31	-5.23	2.43	-2.15	-0.38	29	-4.84	2.47	-1.95	-0.39
2022-2023	24	-2.73	2.72	-1	-0.21	27	-0.14	2.35	-0.05	-0.01

School Year	Grade 7 ELA Student Count	Grade 7 ELA Growth Measure	Grade 7 ELA Standard Error	Grade 7 ELA Index	Grade 7 ELA Effect Size	Grade 8 ELA Student Count	Grade 8 ELA Growth Measure	Grade 8 ELA Standard Error	Grade 8 ELA Index	Grade 8 ELA Effect Size
2021-2022	42	2.13	1.79	1.19	0.18	37	-6.25	1.88	-3.31	-0.54
2022-2023	25	5.37	2.28	2.36	0.47	37	1.43	1.85	0.77	0.13

School Year	ELA II Student Count	ELA II Growth Measure	ELA II Standard Error	ELA II Index	ELA II Effect Size
2021-2022	42	-0.19	1.88	-0.1	-0.01
2022-2023	40	3.26	1.89	1.73	0.21

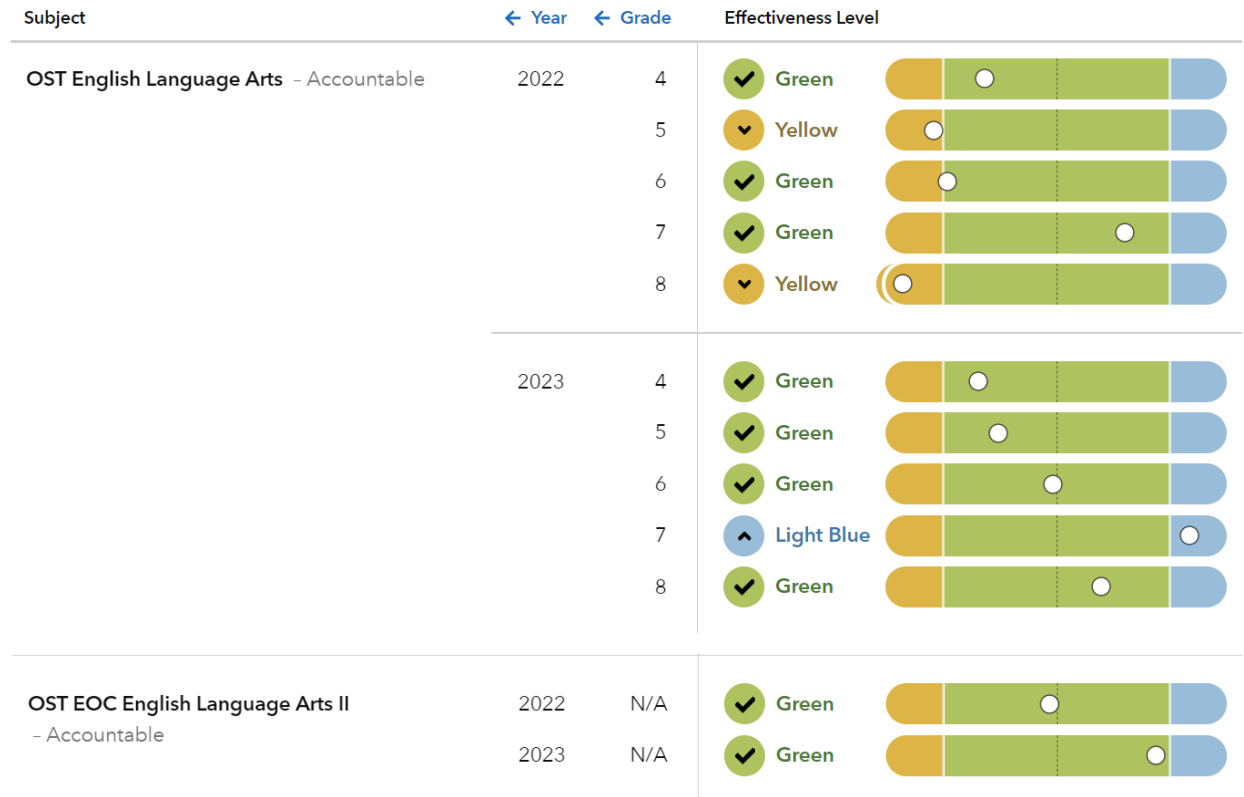


Figure 13.2 Value Added Disaggregated Comparison Data

		2021-2022	2022-2023	2021-2022	2022-2023
Lockland	All Students	-8.06	-1.65	-0.3	-0.04
Lockland	American Indian or Alaskan Native	NC	NC	NC	NC
Lockland	Asian or Pacific Islander	NC	NC	NC	NC
Lockland	Black, Non-Hispanic	-4.19	-1.98	-0.23	-0.08
Lockland	Economic Disadvantage	-8.06	-1.65	-0.3	-0.04
Lockland	English Learner	NC	NC	NC	NC
Lockland	Hispanic	-1.53	NC	-0.29	NC
Lockland	Multiracial	NC	NC	NC	NC
Lockland	Students with Disabilities	-1.6	-0.7	-0.14	-0.06
Lockland	White, Non-Hispanic	-3.75	1.13	-0.27	0.07
Ohio	Students with Disabilities	-12.15	2.47	-0.02	0.01
Ohio	Gifted Students	N/A	-10.53	N/A	-0.03
Ohio	Black, Non-Hispanic	21.44	1.87	0.06	0
Ohio	American Indian or Alaskan Native	0.86	-0.68	0.03	-0.02
Ohio	Asian or Pacific Islander	20.56	10.96	0.14	0.07
Ohio	Economic Disadvantage	9.51	-2.48	0.01	0
Ohio	Hispanic	12.22	7.32	0.05	0.03
Ohio	Limited English Proficiency	27.32	18.73	0.13	0.09
Ohio	Multiracial	3.45	-4.29	0.01	-0.01
Ohio	White, Non-Hispanic	-20.43	-7.26	-0.02	0

ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Ohio's Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) is aligned to Ohio's Learning Standards – Extended (OLS-E) and is designed to allow students with significant cognitive disabilities to demonstrate their knowledge. The AASCD is administered by grade level. Students in grades 3, 4, 6 and 7 are assessed in English language arts and mathematics. Students in grades 5 and 8 are assessed in English language arts, mathematics and science. Students taking the HS-AASCD are assessed in English language arts, mathematics, science and social studies. During the 2020-2021 and 2021-2022 school year, Lockland had no students participate in the AASCD. During the 2022-2023 school year, 2 AASCD were administered. Figure 14.1, provides a summary of the AASCD data. The data in Figure 14.3 reveals that reading informational text, reading literary text, and writing and language were relative strengths on the AASCD.

Figure 14.1 2022-2023 AASCD Rates in Lockland

Total Tests	Total Alt Assessments	% Alt Assessments	Total Tested ELA Grade 3	Total Alt Assessed ELA Grade 3	% Alt Assessed ELA Grade 3	Total Tested ELA Grade 4	Total Alt Assessed ELA Grade 4	% Alt Assessed ELA Grade 4
637	2	0.3	26	0	0	31	1	3.2

Total Tested ELA Grade 5	Total Alt Assessed ELA Grade 5	% Alt Assessed ELA Grade 5	Total Tested ELA Grade 6	Total Alt Assessed ELA Grade 6	% Alt Assessed ELA Grade 6	Total Tested ELA Grade 7	Total Alt Assessed ELA Grade 7	% Alt Assessed ELA Grade 7
24	0	0	26	0	0	25	0	0

Total Tested ELA Grade 8	Total Alt Assessed ELA Grade 8	% Alt Assessed ELA Grade 8	Total Tested ELA 2	Total Alt Assessed ELA 2	% Alt Assessed ELA 2
37	0	0	42	0	0

Figure 14.2 AASCD ELA Overall and Reporting Level Performance

Performance Levels	School Year & Test Reason		
	2020 - 2021	2021 - 2022	2022 - 2023
	Spring 2021 (AASCD)	2021-2022 (AASCD)	2022-2023 (AASCD)
Overall			
Average Score	n/a	n/a	549
%Limited	n/a	n/a	0%
%Basic	n/a	n/a	0%
%Proficient	n/a	n/a	0%
%Accomplished	n/a	n/a	100%
%Advanced	n/a	n/a	0%
Reading Informational Text			
Average Score	n/a	n/a	n/a
%Below Proficient	n/a	n/a	0%
%Near Proficient	n/a	n/a	0%
%Above Proficient	n/a	n/a	100%
Reading Literature			
Average Score	n/a	n/a	n/a
%Below Proficient	n/a	n/a	0%
%Near Proficient	n/a	n/a	0%
%Above Proficient	n/a	n/a	100%
Writing and Language			
Average Score	n/a	n/a	n/a
%Below Proficient	n/a	n/a	0%
%Near Proficient	n/a	n/a	0%
%Above Proficient	n/a	n/a	100%

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

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

Based on the data analysis provided below, the following factors have contributed to the historically low literacy achievement in Lockland Local Schools:

STUDENT ENROLLMENT AND MOBILITY

Upon review of Lockland Local School District’s student enrollment data trends from Figure 1.1, reveals enrollment has been declining over the past five years with a net loss of 85 students. In Figure 1.2, we are able to see that each year we have more male students enrolled in the district than female students. In Figure 1.3 we are able to observe that while the enrollment declined over the past five years, the number of students who are Hispanic has remained consistent. Figure 1.4 shows that in the past decade, the percent of students who identify as Hispanic has grown to 19.57% of our student body. The percent of students in our body who identify as white has declined from 65.7% to 20.43% over the past decade. The analysis of Figure 1.5 revealed all students enrolled in the district are economically disadvantaged. Figure 1.6 reveals 11% of the student body was identified as English Learners five years ago and 13% of the student body was identified as English Learners during the 2022-2023 school year. In Figure 1.7 we see that each year approximately 18% of the student body is identified as a student with a disability. Five years ago, there were no students who were homeless, whereas today, we see in Figure 1.8 there are 34 students who are homeless. Figure 1.10 reveals that similar to Lockland, Ohio also saw gains in the enrollment of the following student subgroups: Homeless, Economically Disadvantaged, and Hispanic. Ohio also saw a decline in the enrollment of students in the White subgroup. In addition to the declining enrollment trend, the mobility rate has increased. As shown in figure 1.11, the mobility rate increased from 20.7% during the 2021-2022 school year to 25.1% during the 2022-2023 school year. Increases in mobility can be seen across all subgroups. This adds to the challenge of closing achievement gaps for students.

Figure 1.1 Enrollment Trend Data for All Students

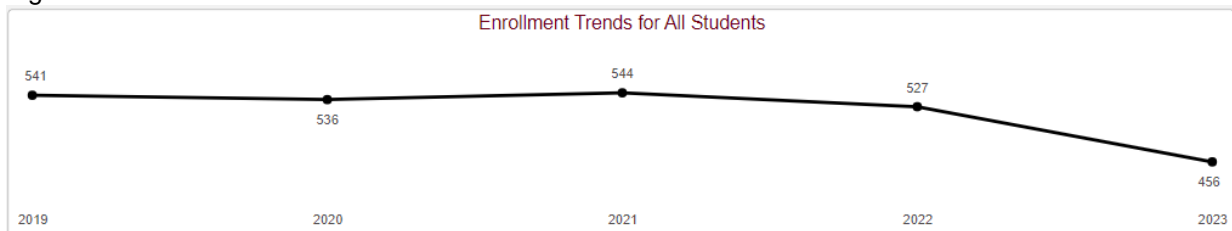


Figure 1.2 Enrollment Trend Data by Gender

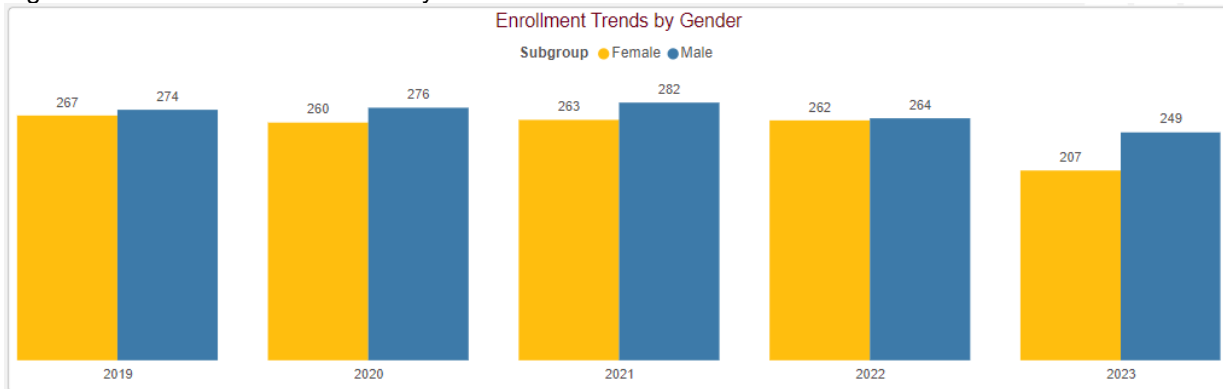


Figure 1.3 Enrollment Trend Data by Race/Ethnicity

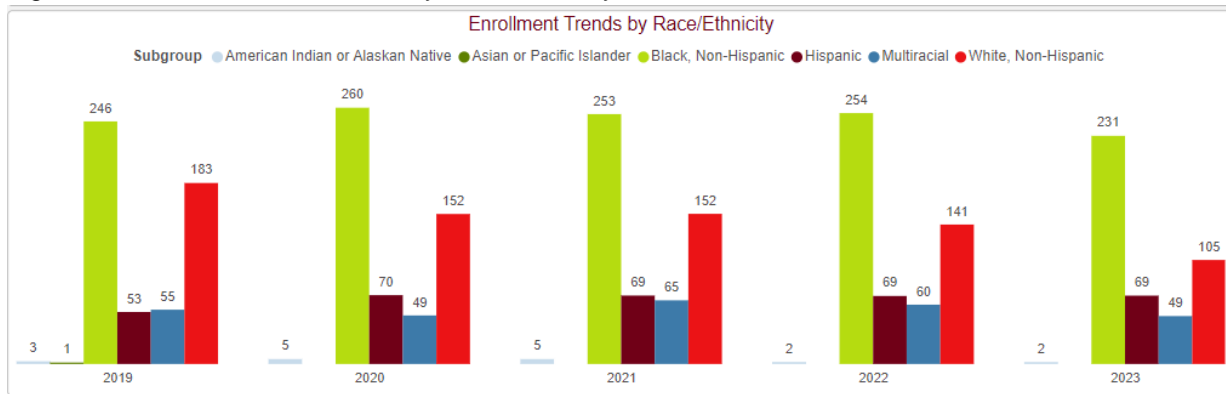
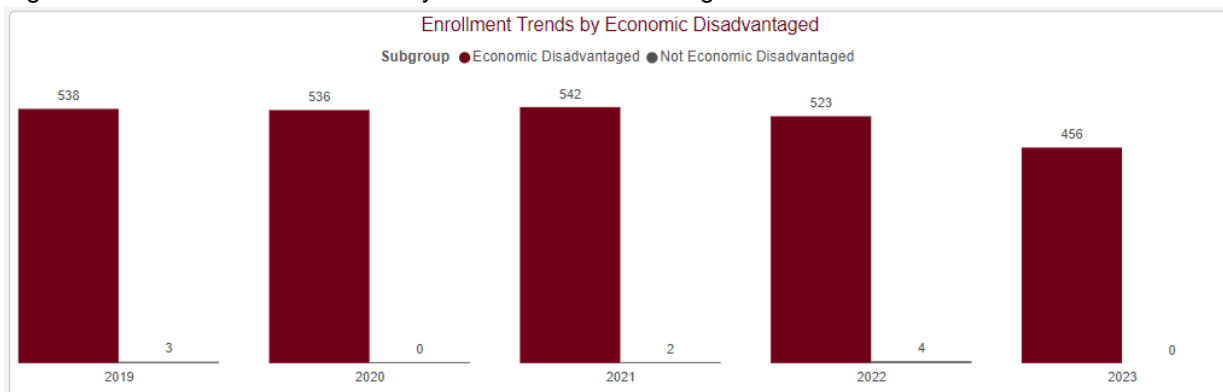


Figure 1.4 Subgroup Enrollment Changes Over the Past Two Decades

Race/Ethnicity	Current Enrollment	2023 – 2024 Percentage	2003-2004 Percentage
American Indian	1	0.21	NC
Asian	1	0.21	NC
Black	227	48.30	28
Hispanic	92	19.57	NC
Multiracial	53	11.28	4.6
White	96	20.43	65.7

Figure 1.5 Enrollment Trend Data by Economic Disadvantaged



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Figure 1.6 Enrollment Trend Data by English Learner

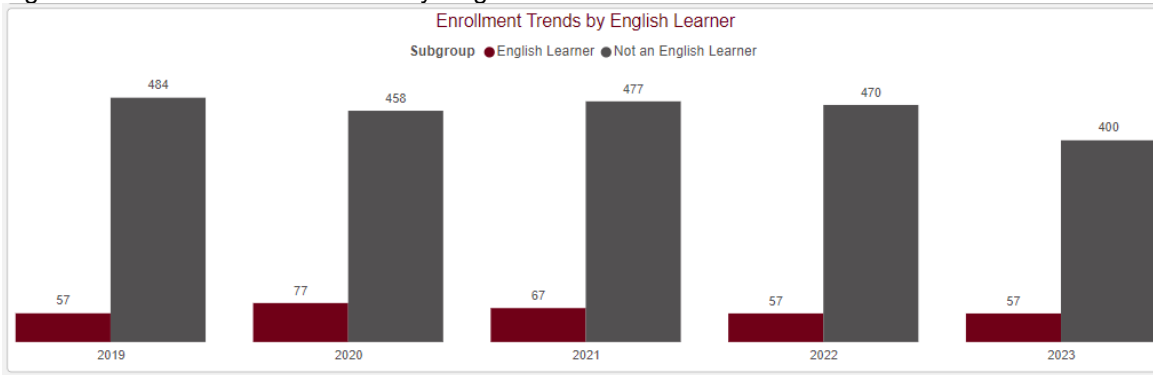


Figure 1.7 Enrollment Data by Students with Disabilities

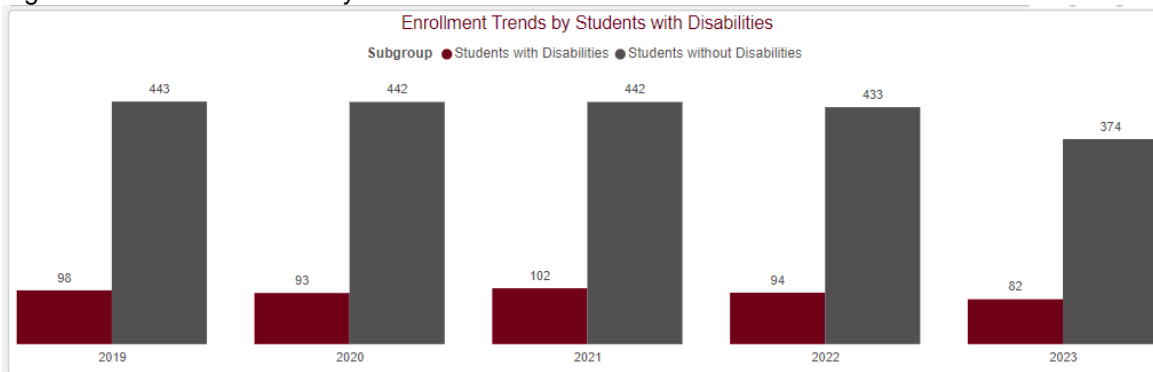


Figure 1.8 Enrollment Data by Homeless Students

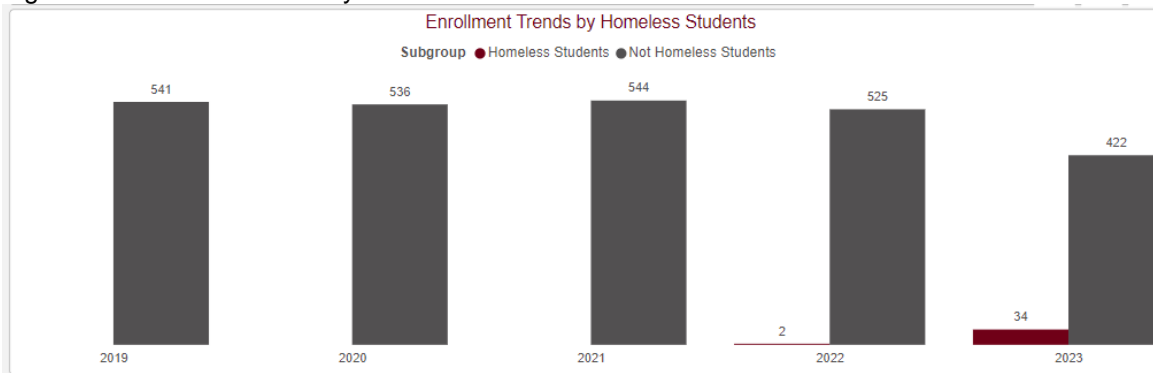


Figure 1.9 Enrollment Data by Migrant Students

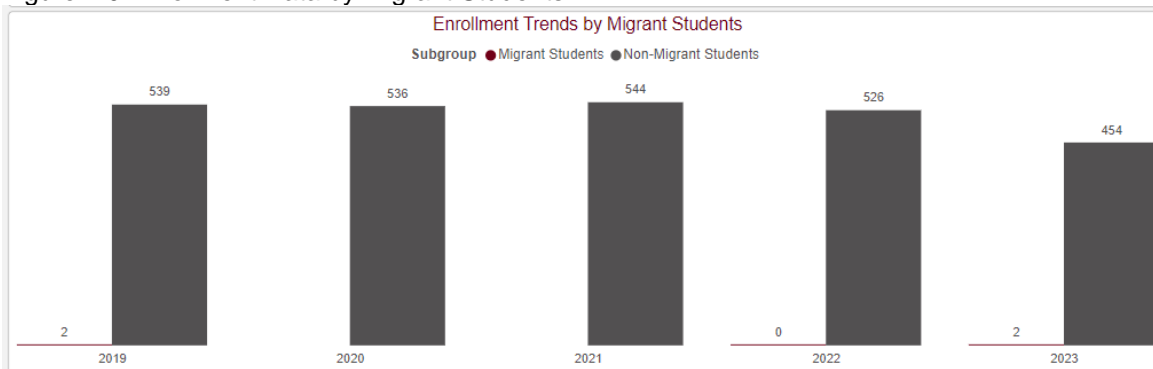


Figure 1.10 Ohio’s Enrollment Trend Data (Infographic from the Department of Education and Workforce)

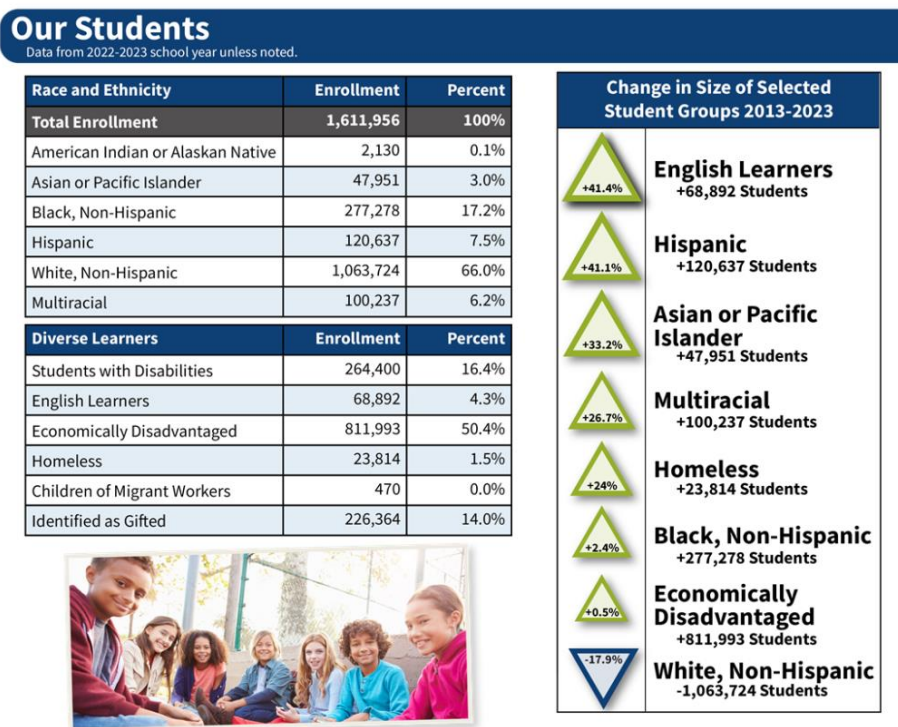


Figure 1.11 Student Mobility Rate Data

Subgroup	2021 2022	2022 2023
All Students	20.7	25.1
American Indian or Alaskan Native	NC	NC
Black, Non-Hispanic	24	26.6
Economic Disadvantage	19.5	25.1
English Learner	23.7	24.1
Hispanic	17.9	20
Multiracial	20.9	23.2
Students with Disabilities	20.2	23.3
White, Non-Hispanic	15.5	26.4

STUDENT ATTENDANCE AND CHRONIC ABSENTEEISM

Attendance is a critical concern as students need to be present to engage with learning. As we analyze factors that contribute to low literacy achievement, we must analyze our attendance data as chronic absenteeism is an obstacle that impedes student learning. “Chronic absenteeism is a leading indicator that predicts success for both literacy and workforce outcomes of students. It is an early warning sign that students are at risk of not reading proficiently by the end of third grade, struggling academically in middle school and dropping out of high school. Research shows that Ohio students who are chronically absent are 65% less

likely to read on grade level by the end of third grade and 89% less likely to graduate on time” (Ohio’s Attendance Guide, 2023, p.3). Both Lockland and Ohio, like the rest of the United States, are experiencing a student attendance crisis. Figure 2.1 shows that Lockland’s attendance rate improved to a three year high of 83.2%. Students who are multiracial, white, and students with disabilities are absent at a rate greater than that of the overall student population.

During the 2021-2022 school year, more than 30% of Ohio’s students were chronically absent, meaning they missed 10% or more of the school year for any reason. Figure 2.2 reveals more than half of the student body were chronically absent during the past three years. This is significantly greater than the average rate of the state. Figure 2.3 shows male students are chronically absent than female students. When analyzing the chronic absenteeism data by race and ethnicity in figure 2.3, the only subgroup in which less than half of the students were chronically absent is the Hispanic subgroup. Figure 2.5 shows that in previous years, students who were not identified as economically disadvantaged were less likely to be chronically absent. Figure 2.6 reveals that a significantly smaller percent of English Learners are chronically absent as compared to students who are not English Learners. Figure 2.7 reveals that our students with disabilities are chronically absent at a rate similar to our students without disabilities. Figure 2.8 reveals a slight decline in the percent of homeless students chronically absent from 100% to 88%, however, this is significantly greater than the percent of all students who are chronically absent indicating a need to examine what can be done to support our students who are homeless with getting to and attending school regularly. Figure 2.9 shows that the chronic absentee rate of migrant students was similar to that of all students last school year. This continues to be a priority within the district and as the district works towards strengthening foundational whole school practices that promote positive conditions for learning, expand prevention and early intervention efforts, and move beyond a focus on individual intervention plans for habitually truant students.

Figure 2.1 Disaggregated Attendance Rate Data

Subgroup	2020 2021	2021 2022	2022 2023
All Students	80.3	79.2	83.6
American Indian or Alaskan Native	NC	NC	NC
Black, Non-Hispanic	81.3	81.6	83.6
Economic Disadvantage	82	79.1	83.6
English Learner	80.8	88.9	92.9
Hispanic	84.9	83.3	90.1
Multiracial	76.7	76.4	82.7
Students with Disabilities	77.9	75.7	81.4
White, Non-Hispanic	79.2	74.1	79.3

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Figure 2.2 Chronic Absenteeism Rate Trend Data

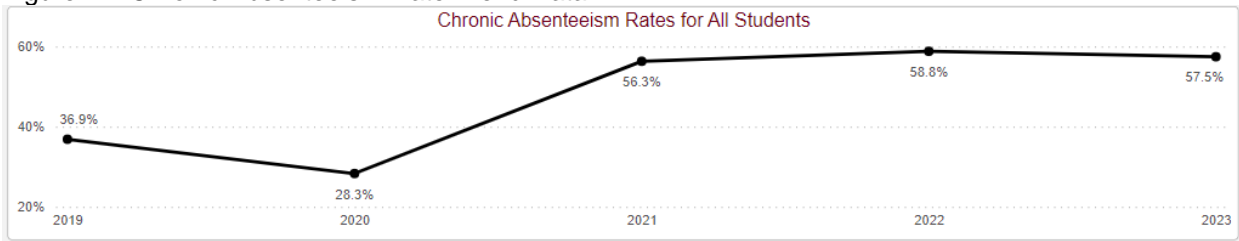


Figure 2.3 Chronic Absenteeism Rate by Gender

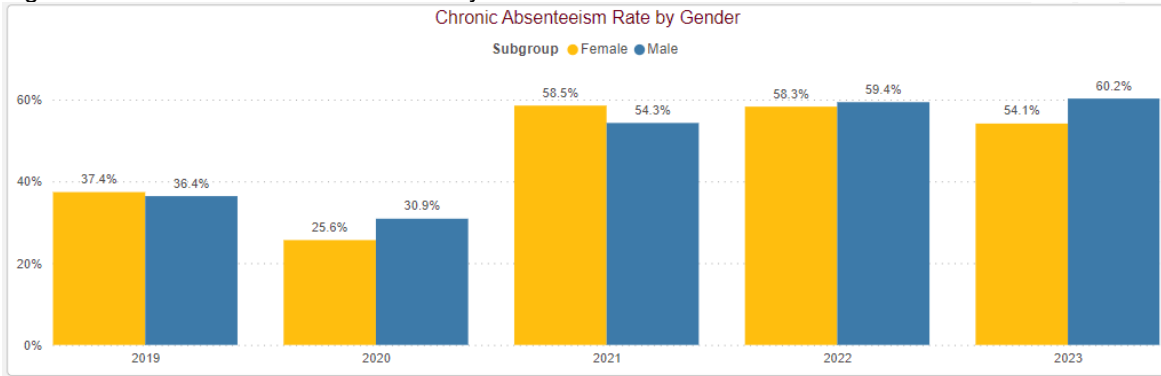


Figure 2.4 Chronic Absenteeism Rate by Race/Ethnicity

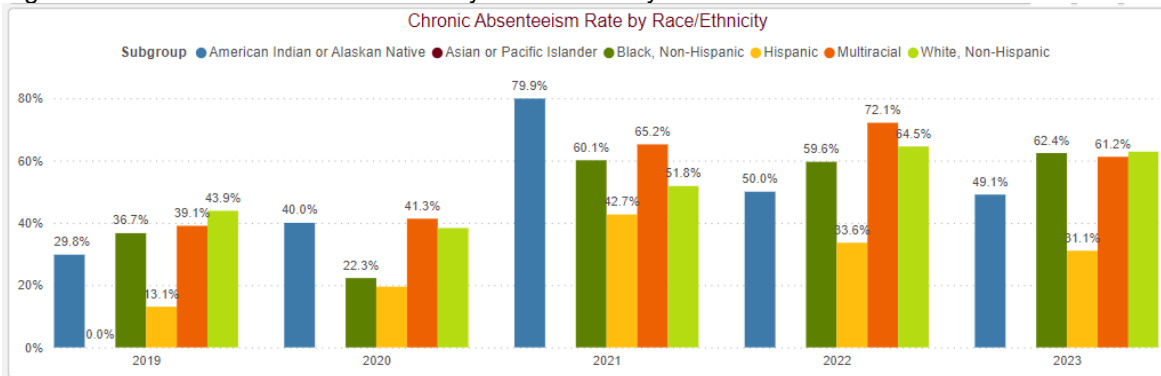


Figure 2.5 Chronic Absenteeism Rate by Economic Disadvantaged

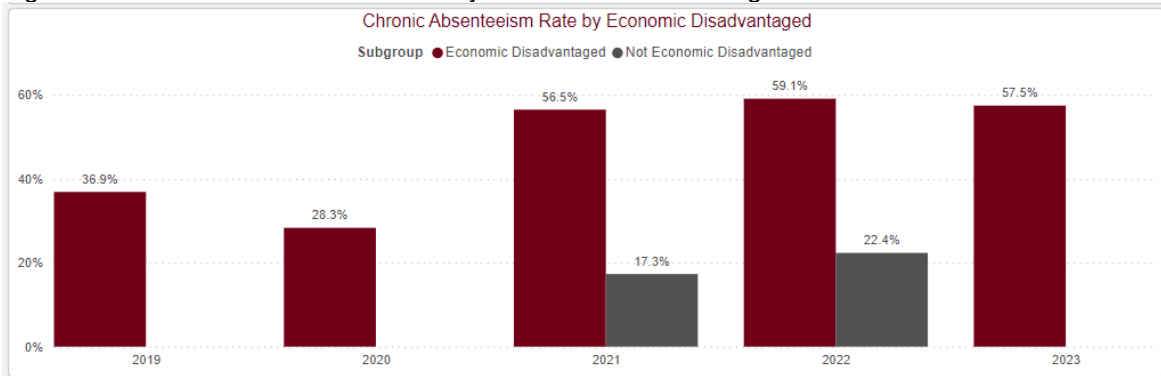


Figure 2.6 Chronic Absenteeism Rate by English Learner

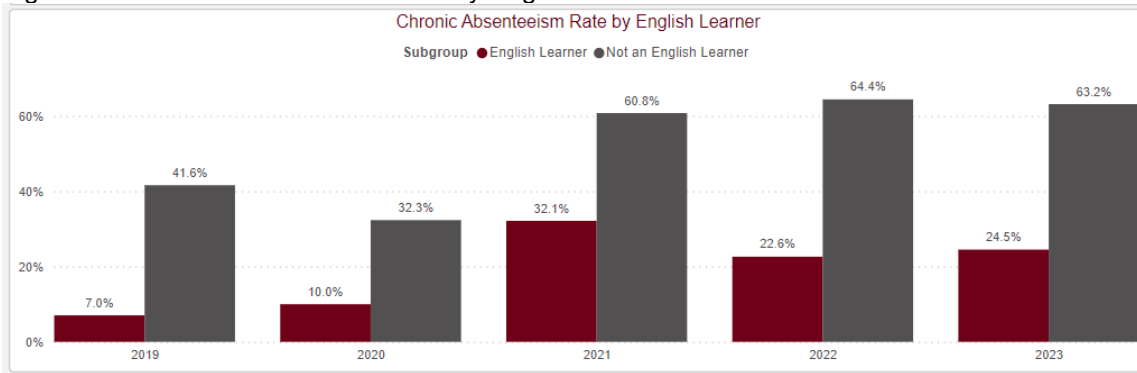


Figure 2.7 Chronic Absenteeism Rate by Students with Disabilities

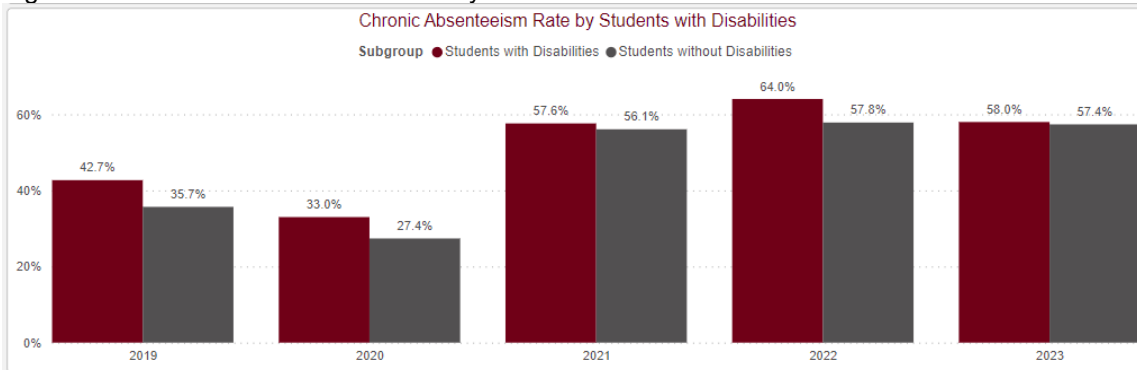


Figure 2.8 Chronic Absenteeism Rate by Homeless Students

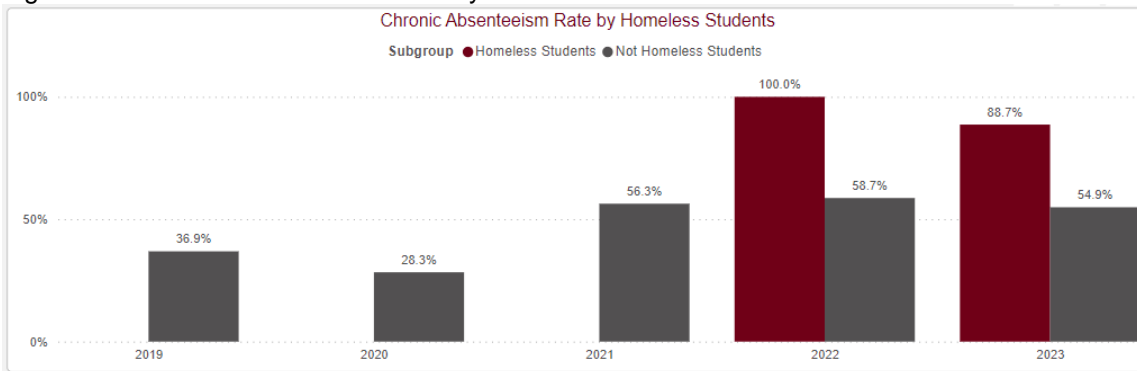
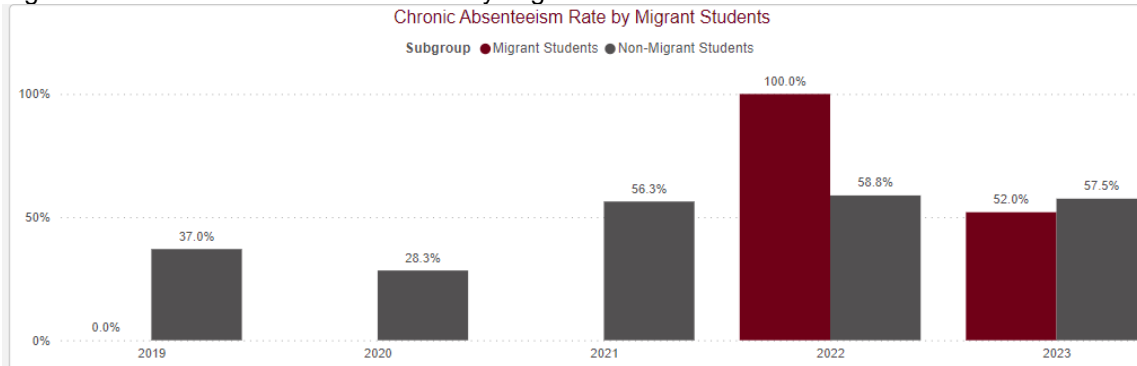


Figure 2.9 Chronic Absenteeism Rates by Migrant Students



POST-HIGH SCHOOL PATHWAYS AND READINESS

The College, Career, Workforce and Military Readiness Component of the report card is made up of 11 separate measures that are used to gauge how prepared the graduating class is to go on to postsecondary education, enter the workforce, or join the armed forces. The readiness of a graduating class is determined by calculating the number of students who achieve one or more of the component measure goals, including advanced coursework, College Credit Plus courses, enlistment in the military, acceptance into or completion of an apprenticeship program and work-based learning. It will not be included in the overall report card rating or rated as an individual component until the 2024-2025 school year. The data in Figure 3.1 shows a decline in the percent of students who participated in the ACT and the percent of students who earned a remediation free score on the ACT. While there were fewer students in the 4-year graduation cohort who completed a pathway and were prepared for college or career success, we expect to see this number increase as students in the Classes of 2023 and beyond must meet the new graduation requirements. The district has not reported students who have earned 12 or more dual credits, completed an apprenticeship, or work-based learning. The district has developed and continues to grow a Student Wellness Department which works to expand student opportunities in these areas.

Figure 3.1 College, Career, Workforce Readiness Data

School Year	Number of Students in the 4 year Graduation Cohort who Completed a Pathway and are Prepared for College or Career Success	Graduation Cohort	Percent of Students in the 4 Year Graduation Cohort who Completed a Pathway and are Prepared for College or Career Success	ACT Participation Percent	Percent of Students Remediation Free on ACT or SAT
2021-2022	12	58	20.7	82.8	3.4
2022-2023	5	45	11.1	53.3	0

School Year	Honors Diploma Percent	Percent of Students who earned 3 or more 3+ AP or 4+ IB Tests	Percent of Students who Earned at Least 12 Credential Points in a Single Career Field or a State Recognized License	Percent of Students who Earned 12 or more Dual Enrollment Credits	Percent of Students Enlisted in Military
2021-2022	13.8	0	6.9	0	0
2022-2023	2.2	0	8.9	0	0

School Year	Percent of Students Accepted into an Apprenticeship Program Post High School	Percent of Students Completing a Pre Apprenticeship	Percent of Students Completing an Apprenticeship	Percent of Students Achieving Proficiency on 3 or More Technical Assessments	Percent of Students Earning the Ohio Means Jobs Readiness Seal and 250+ Hours of Work Based Learning
2021-2022	0	1.7	0	0	0
2022-2023	0	0	0	0	0

Data from the National Student Clearinghouse Research Center is used to calculate the percentage of students enrolling in college within 2 years and graduating from college within 6 years. In order to allow sufficient follow-up time, enrollment in college rates are for the Class of 2020 and graduation from college rates are for the class of 2016. 28.9% of students from Lockland entered college within two years compared to 47.0% students in Ohio. 15.7% of students from Lockland graduated within six years compared to 30.4% students in Ohio. Data from the Exiting Student Follow-Up Collection provides additional information on the various paths students take after leaving high school. These data are based on all students who graduated in 2022. 17.2% of students from Lockland are enrolled in post-secondary education compared to 54.6% in Ohio. 10.3% of students from Lockland are enrolled in a 4-year post-secondary institution compared to 40.8% students in Ohio. 27.6% of students from Lockland identified having gainful employment compared to 37.5% in Ohio. 3.4% of students from Lockland enlisted in the military compared to 1.6% in Ohio. The discrepancy between Lockland and the state highlights the need and importance of college and career exploration beginning in middle school. The district’s Wellness Department held a Student Success Fair to support this work.

SPECIAL EDUCATION PROFILE AND RATING

IDEA established a series of special education “indicators” to measure each district’s services and results for students with disabilities. The Department of Education and Workforce sets annual performance goals for these indicators. The Special Education Profile helps districts use data about services and outcomes for students with disabilities to continuously improve special education programming. The Special Education Profile is organized into six areas to assess kindergarten readiness, achievement levels, access to general education environments, preparedness for life beyond high school, services for children with disabilities, and equitable outcomes. These areas highlight the relationships among indicators and assist the district in using indicator data to improve services and results for students with disabilities. Figure 4.1 provides the Special Education Rating results from the past three years at Lockland. Reflecting upon this data, we noted that the proficiency rates of students with disabilities does not meet the performance goals. This is similar to the needs identified in the student performance data. Our teachers and intervention specialists at the secondary level would benefit from additional training in the science of reading. Additionally, we need to improve our intervention system at the secondary system to ensure we are meeting the diverse needs of learners.

Figure 4.1 Special Education Rating: Performance on Results Indicators

Essential Question 1: Are young children with disabilities entering kindergarten ready to learn?			
Special Education Profile Year	2020-2021	2021-2022	2022-2023
Indicator 6a Preschool Least Restrictive Educational Environments – Regular Setting	60% Met	75% Met	62.50% Not Met
Indicator 6b Preschool Least Restrictive Educational Environments – Separate Setting	20% Met	25% Not Met	37.50% Not Met
Indicator 6c Preschool Least Restrictive Educational Environments - Home	N/A	0% Met	0% Met

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Indicator 7a Preschool – Socio-Emotional Skills (Growth)	NR	0% Not Met	100% Met
Indicator 7a Preschool – Socio-Emotional Skills (At Age Level)	NR	0% Not Met	0% Not Met
Indicator 7b Preschool – Acquisition of Knowledge (Growth)	NR	50% Not Met	100% Met
Indicator 7b Preschool – Acquisition of Knowledge (At Age Level)	NR	0% Not Met	0% Not Met
Indicator 7c Preschool – Use of Appropriate Behaviors to Meet Needs (Growth)	NR	50% Not Met	50% Not Met
Indicator 7c Preschool – Use of Appropriate Behaviors to Meet Needs (At Age Level)	NR	50% Not Met	0% Not Met
Indicator 12 Early Childhood Transition from Part C to Part B	NR	NR	NR
Essential Question 2: Are children with disabilities achieving at high levels?			
Special Education Profile Year	2020-2021	2021-2022	2022-2023
Reading/ Language Arts Alternate Assessment Participation	0% Met	0.34% Met	0% Met
Math Alternate Assessment Participation	0% Met	0.34% Met	0% Met
Indicator 3a: Grade 4 Reading/ Language Arts Assessment Participation Rate	95.83% Not Met	80% Not Met	100% Met
Indicator 3a: Grade 8 Reading/ Language Arts Assessment Participation Rate		75% Not Met	91.67% Not Met
Indicator 3a: High School Reading/ Language Arts Assessment Participation Rate		100% Met	100% Met
Indicator 3a: Grade 4 Math Assessment Participation Rate	95.83% Not Met	80% Not Met	100% Met
Indicator 3a: Grade 8 Math Assessment Participation Rate		100% Met	100% Met
Indicator 3a: High School Math Assessment Participation Rate		71.43% Not Met	100% Met
Indicator 3b: Grade 4 Reading/ Language Arts Proficiency Rate - Standard	4.84% Not Met	0% Not Met	14.29% Not Met
Indicator 3b: Grade 8 Reading/ Language Arts Proficiency Rate - Standard		0% Not Met	0% Not Met
Indicator 3b: High School Reading/ Language Arts Proficiency Rate - Standard		40% Met	0% Not Met
Indicator 3b: Grade 4 Math Proficiency Rate - Standard	1.61% Not Met	0% Not Met	14.29% Not Met
Indicator 3b: Grade 8 Math Proficiency Rate - Standard		0% Not Met	0% Not Met
Indicator 3b: High School Math Proficiency Rate - Standard		0% Not Met	0% Not Met
Indicator 3c: Grade 4 Reading/ Language Arts Proficiency Rate - Alternate	N/A	NR	NR
Indicator 3c: Grade 8 Reading/ Language Arts Proficiency Rate - Alternate	N/A	NR	NR
Indicator 3c: High School Reading/ Language Arts Proficiency Rate - Alternate	N/A	NR	NR
Indicator 3c: Grade 4 Math Proficiency Rate – Alternate	N/A	NR	NR
Indicator 3c: Grade 8 Math Proficiency Rate – Alternate	N/A	NR	NR
Indicator 3c: High School Math Proficiency Rate – Alternate	N/A	NR	NR

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Indicator 3d: Grade 4 Reading/ Language Arts Proficiency Rate - Gap	N/A	21.21% Met	0.42% Met
Indicator 3d: Grade 8 Reading/ Language Arts Proficiency Rate - Gap	N/A	21.05% Met	2.13% Met
Indicator 3d: High School Reading/Language Arts Proficiency Rate -Gap	N/A	-5.79% Met	30.19% Met
Indicator 3d: Grade 4 Math Proficiency Rate - Gap	N/A	17.65% Met	-8.23% Met
Indicator 3d: Grade 8 Math Proficiency Rate - Gap	N/A	10% Met	0% Met
Indicator 3d: High School Math Proficiency Rate – Gap	N/A	13.16% Met	0% Met
Essential Question 3: To what extent do students with disabilities have access to the general education environment?			
Special Education Profile Year	2020-2021	2021-2022	2022-2023
Indicator 4a: Discipline Discrepancy	NR	NR	NC
Indicator 4b: Discipline Discrepancy by Race	NR	NR	NC
Indicator 5a: School-age Least Restrictive Educational Environments – Regular Classroom ≥ 80%	76.19% Met	73.63% Met	80.43% Met
Indicator 5b: School-age Least Restrictive Educational Environments – Regular Classroom < 40%	3.57% Met	8.79% Met	4.35% Met
Indicator 5c: School-age Least Restrictive Educational Environments – Separate Facilities	11.90% Not Met	13.19% Not Met	10.87% Not Met
Essential Question 4: Are youth with disabilities prepared for life, work and postsecondary education?			
Special Education Profile Year	2020-2021	2021-2022	2022-2023
Indicator 1 Graduation	66.7% Not Met	88.89% Met	90%
Indicator 2 Dropout	25% Not Met	11.11% Met	0%
Indicator 13 Secondary Transition	100% Met	100% Met	100%
Indicator 14 Postsecondary Outcomes	NR	NR	TBD
Essential Question 5: Does the district implement IDEA to improve services and results for children with disabilities?			
Special Education Profile Year	2020-2021	2021-2022	2022-2023
Indicator 8 Facilitated Parent Involvement	TBD	Met	NR
Indicator 11 Initial Evaluation Timelines	100% Met	100% Met	100% Met
Indicator 15 Timely Correction of Noncompliance Findings	Met	Met	Met
Essential Question 6: Are children receiving equitable services and supports?			
Special Education Profile Year	2020-2021	2021-2022	2022-2023
Disproportionality: Identification for Special Education (Indicators 9 & 10)	≤2.50 Met	≤2.50 Met	≤2.50 Met
Disproportionality: Placement of Students with Disabilities	NR	NR	NC
Disproportionality: Discipline of Students with Disabilities	NR	NR	NC

STAFF MOBILITY

Lockland Local Schools has experienced a high turn-over of teaching staff and administration over the past decade. Historically, 30% or more of Lockland's teaching staff leaves the district each year. This number has slightly declined over the past two years with approximately 20% or less of teachers leaving the district. Multiple administrative changes have occurred each year for the last fourteen years as well. There have been six superintendents within the last fourteen years, 31 different building level administrators within the last twelve years. With turnover comes the need for onboarding training and practices for both teachers and administrators.

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 evidence-based resources and ongoing, job-embedded, high-quality professional development is also needed as research shows these are contributing factors to teacher turnover.

Figure 5.1 Number of Staff Resignations Per Academic Year

Academic School Year	Number of Staff Resignations
2017-18	26
2018-19	14
2019-20	8
2020-21	6
2021-22	5
2022-23	4

DISCIPLINE OCCURRENCES

When all teachers use evidence-based practices to establish, teach, and reinforce classroom routines, procedures, and expectations, they create a safe and effective learning environment. Students who have reading difficulties have an increased risk for behavior problems across a number of indicators. Some children are more likely to display externalizing behaviors while others display internalizing behaviors. Figure 6.1 displays the number of discipline infractions which have occurred in Lockland over the past three years. While there were more students suspended for disobedient/disruptive behavior in 2022-2023, there were no students suspended for violence/ fighting. Continued professional development and implementation of Positive Behavior Intervention Supports (PBIS), Restorative Practices, and culturally responsive practices could yield improvement in the climate and culture.

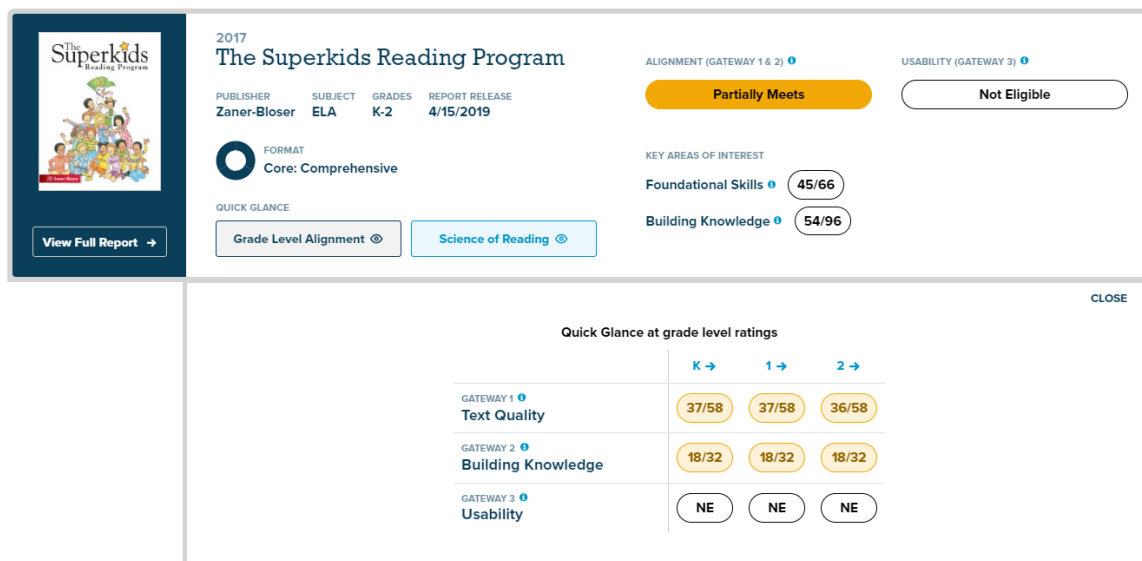
Figure 6.1 Discipline Occurrences

School Year	2020 2021	2021 2022			2022 2023			
Discipline Type Description	Out-of-School Suspension	Emergency Removal by District Personnel	Expulsion	Out-of-School Suspension	Emergency Removal by District Personnel	Expulsion	Out-of-School Suspension	In-school Alternate Discipline Class/ Program/ Building
Disobedient/ Disruptive Behavior	<10	13	<10	47	59	<10	183	<10
False Alarms/ Bomb Threat						<10		
Fighting/ Violence	<10	14	13	103				
Harassment/ Intimidation	<10	<10		21	10	<10	54	<10
Theft (Stealing Personal or School Property)			<10	<10	<10		<10	<10
Truancy					<10	<10	<10	
Use, Possession, Sale or Distribution of a Firearm	<10			<10				
Use, Possession, Sale or Distribution of Drugs Other Than Tobacco or Alcohol			<10	<10				
Use, Possession, Sale or Distribution of Tobacco Products			<10	<10				
Vandalism (Damage to School or Personal Property)				<10				
Total	11	29	19	189	72	18	245	<10

CURRICULUM REVIEW AND ADOPTION

Lockland Local School District utilizes a five-year cycle for curriculum review. The curriculum is the coherent set of high-quality instructional materials, academic lessons, and content that teachers use to lead students toward mastery of the grade-level standards. To adopt high quality instructional materials, the district first forms a committee and then follows the guidance from the Ohio Curriculum Support Guide to develop our lens, identify our priorities, narrow our choices, and investigate materials. As we narrow our choices, we review the EdReports ratings for the instructional materials. The team uses the Instructional Materials Evaluation Tool (IMET) and the Reading League’s Curriculum Evaluation Guidelines for K-5 to support the evaluation of the materials. Figure 7.1 displays the ratings for the material that was previously adopted by the district. When the TBT and BLT identified declining literacy growth scores in the grades this was implemented, the first questions the team asked was whether the teachers had enough instructional time. The team determined the teachers did in fact have enough instructional time for literacy during the school day. The next factor the teams examined was whether the materials were being implemented with fidelity. The team had enough data to conclude the material was being implemented with fidelity. Upon further review of the EdReports ratings, the team was able to identify specific areas of concern with the program. The team reviewed the Core Knowledge Language Arts instructional materials from Figure 7.2 and decided to move forward with this instructional material for the 2023-2024 school year. With the adoption of new instructional materials, teachers will need ongoing professional learning and curriculum guides.

Figure 7.1 EdReports Rating of District Adopted K-2 Core Program Fall 2020 – Spring 2023



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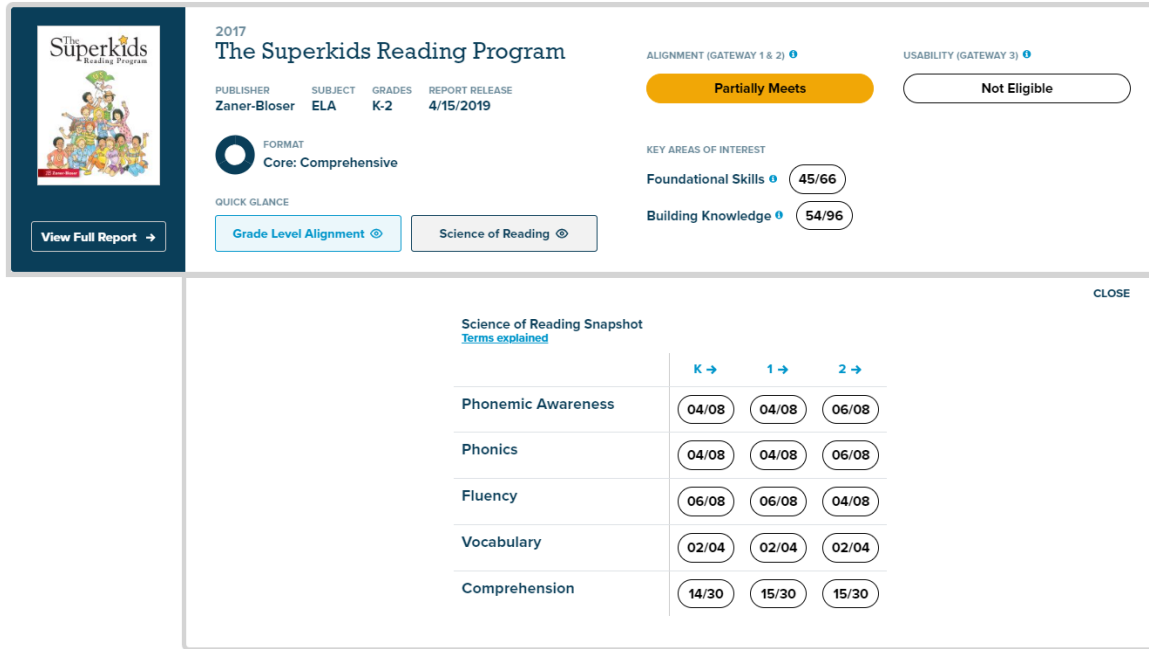
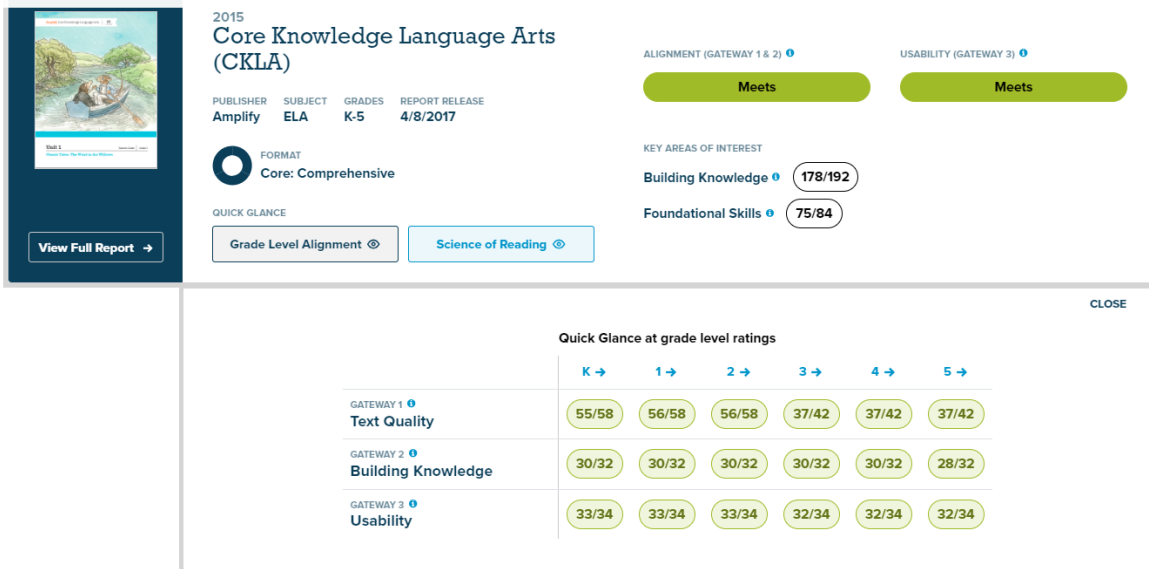


Figure 7.2 EdReports Rating of District Adopted K-2 Core Program Beginning Fall 2023



2015 Core Knowledge Language Arts (CKLA)

PUBLISHER: Amplify | SUBJECT: ELA | GRADES: K-5 | REPORT RELEASE: 4/8/2017

ALIGNMENT (GATEWAY 1 & 2): Meets | USABILITY (GATEWAY 2): Meets

KEY AREAS OF INTEREST: Building Knowledge (178/192), Foundational Skills (75/84)

QUICK GLANCE: Grade Level Alignment, Science of Reading

Science of Reading Snapshot

	K →	1 →	2 →	3 →	4 →	5 →
Phonemic Awareness	08/08	08/08	08/08	NC	NC	NC
Phonics	08/08	08/08	08/08	01/02	01/02	01/02
Fluency	08/08	08/08	08/08	01/02	01/02	01/02
Vocabulary	04/04	04/04	04/04	04/04	04/04	04/04
Comprehension	30/30	30/30	30/30	30/30	30/30	28/30

READING TIERED FIDELITY INVENTORY (RTFI)

Leadership Teams need to know how well their MTSS for reading is implemented in their school. The Reading Tiered Fidelity Inventory (R-TFI) identifies the core features of MTSS. The purpose of the Reading Tiered Fidelity Inventory (R-TFI) is to provide schools with a school level fidelity tool to assess the reading components of a Multi-Tiered System of Supports (MTSS) framework. While the R-TFI does operationalize the reading components of an MTSS framework, the tool does not provide a comprehensive assessment of the school’s reading curriculum. The results are used for planning supports and allocating resources. The R-TFI provides a guide for the leadership team to strengthen reading support for all learners, including students with disabilities. The team uses the results to understand the current level of implementation, prioritize areas for professional learning, and examine progress over time.

The RTFI contains items across four subscales, or components of support, listed below. Each item is rated from 0 (not in place) to 2 (fully in place). The target score for each subscale and overall is 80 percent. The subscales are as follows:

- *Teams* measures established leadership and teacher based teams to support Tier 1 reading systems and effective meeting processes;
- *Implementation* measures planning and instructional time, including school wide expectations and procedures;
- *Resources* measures reading program guidelines, universal screening assessment schedules, and coaching and professional learning availability; and
- *Evaluation* measures fidelity of universal screening, data-based decision-making, school wide reading plans and grade-level instructional plan fidelity.

Figure 8.1 provides the results of the RTFI indicating the overall health of our MTSS framework at the elementary level. The goal for the overall tier 1 score is 80% and we currently have a score of 69% indicating a need to strengthen our tier 1 supports. Evaluation historically is an area of concern as the district needs to improve upon how we collect fidelity data, providing refresher training, and providing status reports to all stakeholders. Teams have improved over the years, however, the 70% score remains below the goals mostly because the reading specialist only attends one grade band TBT. Figure 8.2 indicates we improved the framework for our strategic supports in tier 2 as indicated by the score of 25% in 2022 moving to 82% in 2023. The district improved in all four areas within tier 2. The district should continue to work with staff on implementing the defined process to be used by TBT for supporting students with reading skill deficits. The district needs to also outline the process for professional development and technical assistance with intervention programs for both new interventionists and returning interventionists. Figure 8.3 indicates that the implementation of our tier 3 framework needs additional support. While staff received training on the process during the 2022-2023 school year, ongoing support will be needed during this stage of initial implementation. As the district works to strengthen implementation, the school will also need to monitor the percent of students who are responding to tier 3 supports with fidelity.

Due to time constraints, the Secondary RTFI has not been administered since 2021. As a result, more emphasis has been placed on the MTSS framework in the elementary grades the past two years. As that framework has begun to improve, it is clear that we must work to strengthen our framework at the secondary level. The data in Figure 8.4 shows a decline in scores in 2021. This tends to occur as staff begin to have a deeper understanding of what is being asked in each question. As we begin to gather a more accurate picture of the state of our framework, we see that there is a need to strengthen our tier 1 framework at the secondary level. There is a need for department team meetings and cross-department team meetings and an effective feedback loop established between the two teams. The focus of the cross-department teams should be on supporting students who are not making adequate progress. These teams should be using our Early Warning Indicators to support data-based decision making. Department Teams should develop instructional plans to improve students' understanding of the content area. Content area reading strategies need to be provided to support cross-content area reading instruction. An instructional routine should be available for each content area reading strategy that is adopted for use. Figure 8.5 shows that there is a need to strengthen the tier 2/3 framework at the secondary level across all levels to ensure evidence-based reading interventions are implemented and intensified based upon data.

Figure 8.1 Elementary Reading Tiered Fidelity Inventory (version 1.4) Tier 1 Results

Elementary RTFI	2018	2019	2020	2021	2022	2023
Tier 1 Score	17/54 = 31%	23/54 = 43%	37/54 = 69%	30/54 = 56%	32/54 = 59%	37/54 = 69%
Teams	5/10 = 50%	4/10 = 40%	6/10 = 60%	6/10 = 60%	6/10 = 60%	7/10 = 70%
Implementation	5/12 = 42%	6/12 = 50%	8/12 = 67%	7/12 = 58%	6/12 = 50%	11/12 = 92%
Resources	2/12 = 17%	5/12 = 42%	9/12 = 75%	6/12 = 50%	9/12 = 75%	9/12 = 75%
Evaluation	5/20 = 25%	8/20 = 40%	14/20 = 70%	11/20 = 55%	11/20 = 55%	10/20 = 50%

Figure 8.2 Elementary Reading Tiered Fidelity Inventory (version 1.4) Tier 2 Results

Elementary RTFI	2020	2021	2023
<i>Tier 2 Score</i>	12/28 = 43%	7 / 28 = 25%	23 / 28 = 82%
Teams	2/4 = 50%	1 / 4 = 25%	3 / 4 = 75%
Implementation	6/8 = 75%	2 / 8 = 25%	6 / 8 = 75%
Resources	1/4 = 25%	1 / 4 = 25%	4 / 4 = 100%
Evaluation	3/12 = 25%	3 / 12 = 25%	10 / 12 = 83%

Figure 8.3 Elementary Reading Tiered Fidelity Inventory (version 1.4) Tier 3 Results

Elementary RTFI	2021	2023
<i>Tier 3 Score</i>	3/22 = 14%	9/22 = 41%
Teams	1/8 = 13%	4/8 = 50%
Implementation	1/6 = 17%	3/6 = 50%
Resources	0/2 = 0%	0/2 = 0%
Evaluation	1 / 6 = 17%	2/6 = 33%

Figure 8.4 Secondary Reading Tiered Fidelity Inventory (version 1.4) Tier 1 Results

Secondary RTFI	2018	2019	2020	2021
<i>Tier 1 Score</i>	15/52 = 29%	41/52 = 79%	46/52 = 89%	28/52 = 54%
Teams	4/12 = 33%	8/12 = 67%	8/12 = 67%	7/12 = 58%
Implementation	3/12 = 25%	9/12 = 75%	11/12 = 92%	4/12 = 33%
Resources	3/10 = 30%	9/10 = 90%	9/10 = 90%	5/10 = 50%
Evaluation	5/18 = 28%	15/18 = 83%	18/18 = 100%	12/18 = 67%

Figure 8.5 Secondary Reading Tiered Fidelity Inventory (version 1.4) Tier 2/3 Results

Secondary RTFI	2020	2021
<i>Tier 2/3 Score</i>	18/36 = 50%	1/36 = 3%
Teams	3/8 = 38%	0/8 = 0%
Implementation	6/10 = 60%	0/10 = 0%
Resources	3/4 = 75%	0/4 = 0%
Evaluation	3/14 = 21%	1/14 = 7%

LEAD FOR LITERACY FRAMEWORK NAVIGATOR

During the 2022 – 2023 school year, a literacy leadership team was formed and they participated in the Lead for Literacy cohort three training. During the training, the team completed the Lead for Literacy Framework Navigator. The Lead for Literacy (L4L) Framework Navigator is a tool that can be used formatively with school teams to shed light on areas that are strongly implemented and growth areas that school teams might work toward. This tool can help inform action planning. Figure 9.1 provides the scores for how the team rated the district across following five elements:

1. Standards, priorities, and goals grounded in the essential elements of reading and anchored in evidence-based practices and culturally and linguistically appropriate instructional intervention at every level. Successful implementation of this element ensures that all teachers of reading have an instructional guide. The district has a score of 57.69% due to the need to improve implementation of standards based instruction, and communicating reading goals and priorities with parents and stakeholders in a culturally- and linguistically-appropriate manner through multiple communication outlets.
2. Administration, organization, and communication emphasizes strong instructional leadership and maintaining a focus on high-quality instructional materials and delivery, anchored in culturally and linguistically appropriate practices. Successfully implementing this element will promote stronger fidelity of implementation and better communication among all stakeholders regarding reading programs and practices. The district has a score of 44.74% in this area due to the need to improve monitor implementation of all reading systems and provide guidance and coordination within and across systems, including creating a culture and expectations where there are shared beliefs that our students are capable learners able to learn how to read. Additional factors include, core instruction is not protected, the inability to previously attract and hire high-quality staff who are skilled reading instructors, staff do not have the necessary training, staff are not able to implement interventions with fidelity, and the need to strengthen the Multi-Tiered System of Support in middle and high school. Additionally, the district needs to work towards families receiving regular communication and support around ways they can help their children develop and refine their literacy skills at home.
3. Instruction and intervention includes programs, practices, and materials with documented efficacy, which are drawn from evidence-based findings, and anchored in culturally and linguistically appropriate practices that align with goals and standards. Successfully implementing this element will help support the full range of learners within a multi-tiered system of support. In this area the district earned a score of 56.52% due to a master schedule that does not allow for adequate time/resources for all tiers of instruction, high expectations are not maintained for all students, and the need to improve the Multi-Tiered System of support at the secondary level.
4. Culturally and linguistically appropriate assessments that provide reliable and valid information about student performance and instructional implementation data are used to inform instruction in important, meaningful, and maintainable ways. Successfully implementing this element will promote school wide assessment and analysis of reading

achievement data. In this area, the district earned a score of 57.14% due to the need to improve on how we collect implementation data, how we collect fidelity data, and a lack of use of diagnostic assessments at the secondary level.

5. Professional development (PD) and job-embedded collaborative learning (JEBL) must be adequate, ongoing, available, and accessible to support high-quality reading instruction, intervention, and assessment. Successfully implementing this element promotes a supportive learning environment for all educators in a manner that is responsive to school wide needs and adheres to principles of culturally and linguistically responsive teaching. The district earned a score of 55.88% in this area due to the need to improve upon professional development not including enough modeling of teaching strategies with embedded follow-up and continuous feedback. There is also a lack of professional learning communities (PLCs) at the secondary level that examine best practice and engage in reflective dialogue on instruction, intervention, and assessment.

Figure 9.1 Lead for Literacy Framework Navigator Results

Standards, Priorities, and Goals	57.69%
Administration, Organization, and Communication	44.74%
Instruction and Intervention	56.52%
Assessments	57.14%
Professional Development and Job-Embedded Collaborative Learning	55.88%
Total Average	54.39%

STAFF DATA

Educators and quality instruction are the most fundamental components to student acquisition of literacy skills and knowledge. The following data sets provide additional background regarding our teachers. In Figure 10.1 we see that our teacher attendance rate has not fully recovered to where it was prior to the pandemic, however, we are seeing gains. The staff attendance rate in 2023 of 94.6% was slightly greater than that of the state at 94.3% as noted in Figure 10.4. The average teacher salary has begun to increase which helps with retaining staff. Figure 10.2 shows that the average teacher salary is now much closer to the state average than it was five years ago. We also have fewer inexperienced teachers and principals than we had prior to the pandemic, however, as seen in Figure 10.3, it is greater than it was during the past two school years. Figure 10.5 shows we have 78.7% of our staff properly credentialed. This is largely due to the size of our student body and staff. This occurs most frequently in our secondary classes.

Figure 10.1 Staff and District Trend Data

2019 - 2020	96.7	\$57,526.00	12	0	38
2021 - 2022	92.8	\$65,177.00	14	0	29

Academic Year	Teacher FTE with at least a Bachelors Degree	Percent Teachers with at least a BA	Teacher FTE with at least a Masters Degree	% Teachers with at least a Masters	% Principals with at least a Bachelors Degree	% Principals with at least a Masters Degree
2019 - 2020	38	100.0	18	47.4	100	100
2020 - 2021	37	100.0	17	45.9	100	100
2021 - 2022	29	100.0	12	42.5	100	100
2022 - 2023	30	100	14	47.8	100	100

Academic Year	Number of Inexperienced Teachers (FTE)	Percent of Teachers Inexperienced	Number of Inexperienced Principals (FTE)	Percent of Principals Inexperienced
2019 - 2020	6.2	16.1	3	100.0
2020 - 2021	1	2.7	2	66.7
2021 - 2022	1.3	4.6	0	0
2022 - 2023	2.7	8.9	0	0

Academic Year	Number of District Core Courses	Number of Teachers (FTE) with Courses Outside of Credentialed Area	Percent Teachers with Courses Outside of Credentialed Area	Number of Teachers (FTE) on Temporary/ Conditional Credentials	Percent Teachers on Temporary/ Conditional Credentials
2019 - 2020	250	0.9	2.8	0	0
2020 - 2021	209	0	0	0	0
2021 - 2022	167	3.2	12.6	0	0
2022 - 2023	169	3.2	13	0	0

Academic Year	Number of School Counselors (FTE)	Number of School Nurses FTE	Number of School Psychologists FTE	Number of Special Education Teachers FTE	Number of Teachers of English to Speakers of Other Languages (TESOL)	Number of Speech Language Pathologists FTE
2019 - 2020	1	1	0	6	1	1
2020 - 2021	2	1	0	5	1	1
2021 - 2022	1.5	1	0	3.3	1	1
2022 - 2023	0.8	1	0.4	5.7	1	1

Local Literacy Plan

Academic Year	Percent of Teachers Evaluated as Ineffective	Percent of Teachers Evaluated as Developing	Percent of Teachers Evaluated as Skilled	Percent of Teachers Evaluated as Accomplished	Percent Teachers Whose Evaluations Were Not Completed
2019 - 2020	0	0	39.4	48.5	12.1
2020 - 2021	0	0	65	32.5	2.5
2021 - 2022	0	2.8	61.1	30.6	5.6
2022 - 2023	0	2.9	48.6	37.1	11.4

Figure 10.2 Teacher Salary Comparison

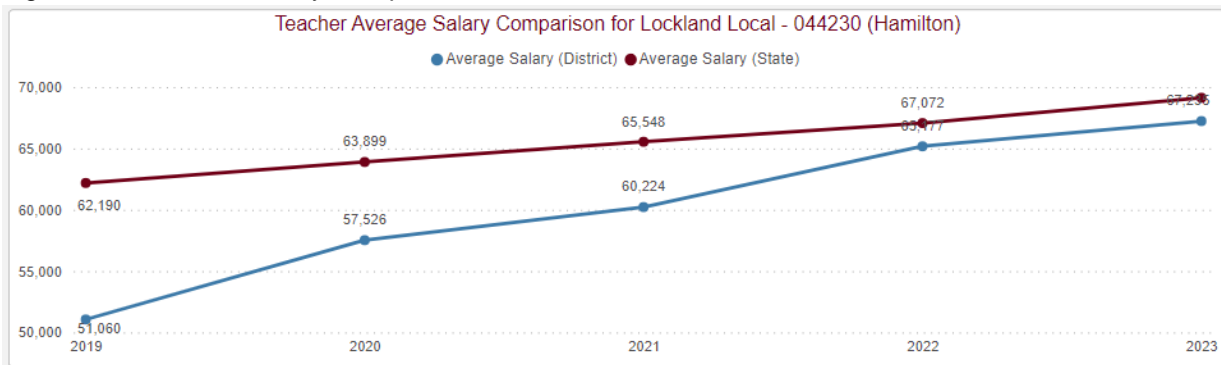


Figure 10.3 Teacher Experience Comparison

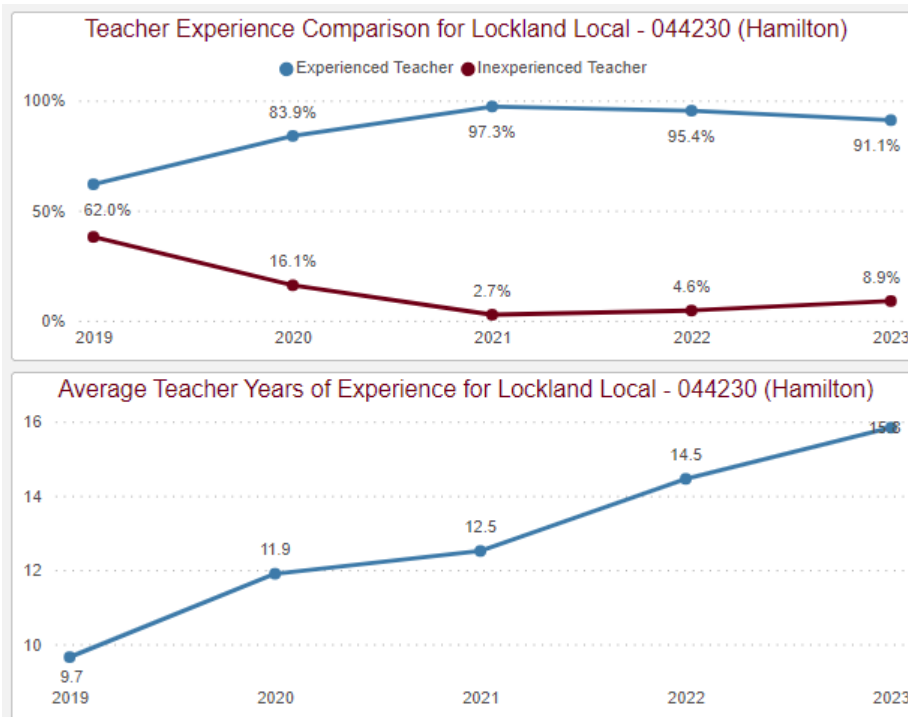


Figure 10.4 Teacher Attendance Rate in Lockland Compared to Ohio

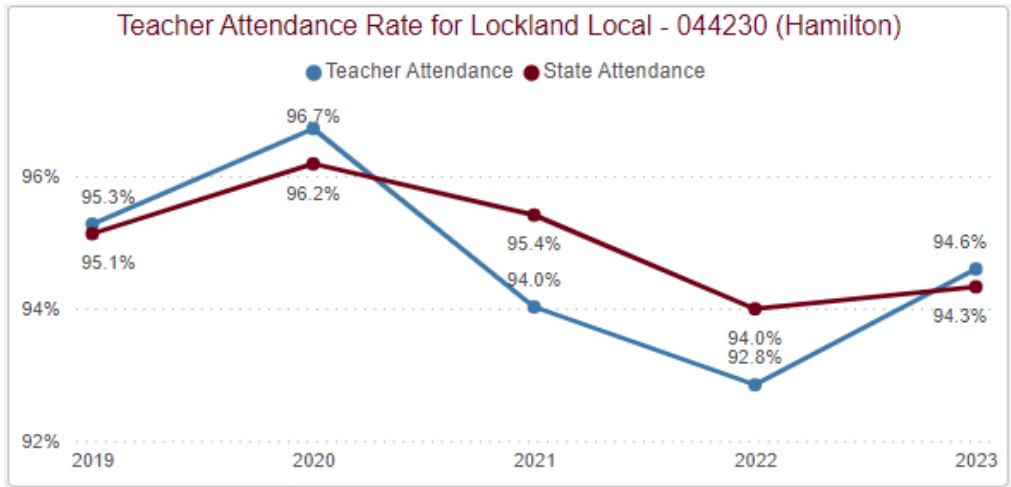
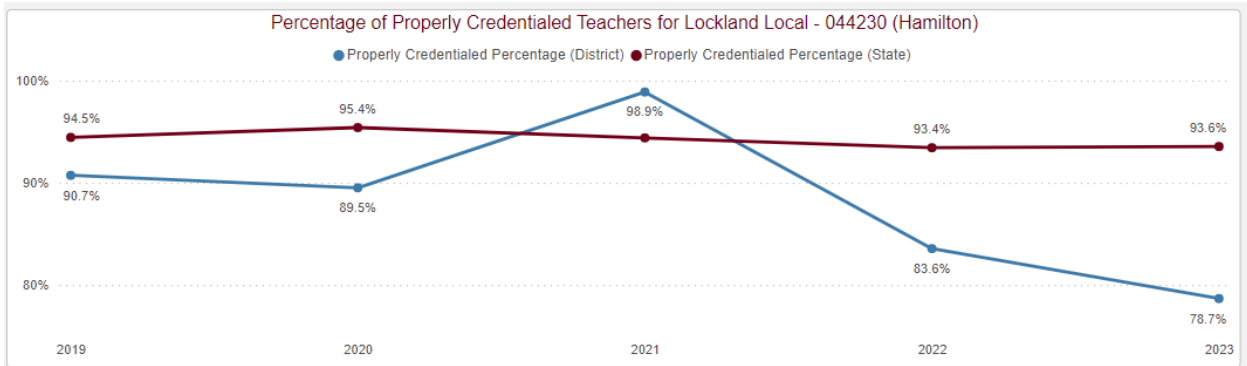


Figure 10.5 Comparison of Properly Credentialed Teachers



SECTION 3 PART C: ROOT CAUSE ANALYSIS

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

A root cause analysis is a structured, facilitated team process designed to engage stakeholders in deeply examining and understanding why a problem exists and what causes the problem. To guide the team in this work, the Root Cause Analysis Facilitator Guide from the University of Maryland College of Education was used to guide the team through the process. The first step in the process was to identify the problem. The team began by analyzing the data from Section 3 Part A, Section 3 Part B, the One Needs Assessment, and the district's current and prior improvement plans. The team used the following guiding questions to support the facilitated process.

- Where are there gaps (specific grades, subjects, subgroups?)
- What data points support this as being a major gap?
- How is our current school improvement status reflected in the data?

The team then worked together to craft a problem statement based on the data which will focus the analysis of root causes. The team agreed that due to the large number of needs across the district, at this point in time, the agreed upon problem statement is the highest ranked problem at this time. The agreed upon problem statement is as follows: Student achievement in English language arts at all grades is persistently lower than the state average on state assessments (TGRG diagnostics, OST, EOC, etc.).

The second step in the process was to brainstorm causal factors contributing to the problem statement. The team then organize the causal factors by themes to drive a deeper investigation of the underlying causes contributing to low achievement in language and literacy. Themes that were generated include the following: insufficient time and effectiveness of professional development; inadequate academic interventions or differentiation for the range of learner needs; inadequate supports and knowledge to address behavioral concerns and the social emotional needs of students; a culture of lower expectations where staff underestimate the abilities of students; and inadequate resources (programs and staff) to support instruction.

The third step in the process was to analyze underlying causes to identify root causes that address the problem of low literacy achievement. To accomplish this, the team used the 5 Whys protocol to arrive at a consensus on a final statement describing the underlying cause. The next step the team took was to prioritize the root causes for the importance of impacting student outcomes and the feasibility of implementation to inform integration into the district's continuous improvement efforts. The following root causes were prioritized: inadequate academic supports, intervention, and differentiation; inconsistent implementation of school wide accountability and expectations; teachers lack the knowledge and skills to differentiate and scaffold their instructional methods to meet diverse learner needs; and instructional and behavioral supports for students are not consistent across content areas.

Finally, the team provided recommendations for improvement for each of the prioritized root causes for intervention. The following is a summary of the recommendations for the identified need: Maximize professional learning focused on planning, instruction, and implementing adopted programs (core and intervention) with a focus on data-based decision making to monitor student progress; provide explicit and systematic literacy instruction in English

Language Arts courses and across the curriculum; and strengthen the district's MTSS framework to ensure there is a comprehensive system to address the varying needs of all students across all grade levels.

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

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

The measurable learner performance goals and adult implementation goals are the same as those within the district's One Plan and are aligned to the analysis of data from section three and the root cause analysis. The district chose to use the same goals to maintain one cohesive continuous improvement plan throughout the district which supports improvement in the prioritized areas of need.

One Plan and RAP Goal #1: By 06/30/2026 we will improve the performance of Student and Family engagement, All Grades students at/in Lockland Local to increase 30.00 % in attendance at school events using participation rates (i.e. sign-in sheets, checklists, permission list, etc.).

Student Measure: Every Semester, family engagement - participation rates (i.e. sign-in sheets, checklists, permission list, etc.) of All Students will be monitored by District Leadership Team, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

Adult Measure: Every Semester, communication - with families of All Staff will be monitored by District Leadership Team, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

Adult Measure: Every Semester, participation at- school events of All Staff will be monitored by District Leadership, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

One Plan and RAP Goal #2: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.a Acadience Reading Benchmark scores of all students in grades K-1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.d iReady Reading Diagnostic scores of all students in grades 3-9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.e Early Warning Indicators for all students in grades 9-12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

ELA Adult Measure: Every 365 days, English Language Arts - Fidelity Instrument of English Language Arts Teachers will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

2.f Every 365 days, English Language Arts – the Elementary Reading Tiered Fidelity Inventory will be facilitated and the results will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

2.g Every 365 days, English Language Arts – the Secondary Reading Tiered Fidelity Inventory will be facilitated and the results will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

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

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

Goal # 1 Action Map

Goal Statement: By 06/30/2026 we will improve the performance of Student and Family engagement, All Grades students at/in Lockland Local to increase 30.00 % in attendance at school events using participation rates (i.e. sign-in sheets, checklists, permission list, etc.).

Student Measure: Every Semester, family engagement - participation rates (i.e. sign-in sheets, checklists, permission list, etc.) of All Students will be monitored by District Leadership Team, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

Adult Measure: Every Semester, communication - with families of All Staff will be monitored by District Leadership Team, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

Adult Measure: Every Semester, participation at- school events of All Staff will be monitored by District Leadership, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Communicate and build trusting relationships with families and community members to support children's language and literacy development.

	Action Step 1	Action Step 2
Implementation Component	The district will offer a variety of family and community literacy engagement opportunities throughout the school year.	Develop a monthly newsletter with activities and tips for parents to take an active role in the development of their student's literacy skills.
Timeline	Beginning 23-24 school year and ongoing through June 2026	Beginning 23-24 school year and ongoing through June 2026
Lead Person(s)	Principal	Reading Specialist
Resources Needed	<p>IES Family Engagement Companion Documents to the Foundational Skills Practice Guide</p> <p>Material to support literacy activities during family engagement programs</p> <p>District calendar</p>	<p>Canva for Educators account (free)</p> <p>Funds for substitute teacher coverage for attendance at the Ohio Statewide Family Engagement Center Annual Summit</p> <p>Funds to cover copy clicks and paper</p>

	Action Step 1	Action Step 2
	<p>Access to laptops</p> <p>Translator for family engagement programs and events</p>	
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Plan annual family literacy night using resources from What Works Clearinghouse</p> <p>Plan literacy activities to embed into additional district family engagement events and programs</p> <p>Develop and distribute communication regarding the family literacy night</p> <p>Ensure sign-in sheets are present at the events and programs</p> <p>Provide onsite opportunities for community members to enroll their children in Dolly Parton's Imagination Library of Ohio (for newborns through children's 5th birthday) during family engagement events and programs</p> <p>Gain feedback from all stakeholders on the quality of the family and community program</p>	<p>Reading specialists attend training for educators on Canva</p> <p>Determine a newsletter format to be used for monthly family engagement newsletters</p> <p>Attend the Ohio Statewide Family Engagement Center Annual Summit</p> <p>Develop a monthly newsletter which includes activities and tips for families to support their student's literacy development</p> <p>Distribute the newsletter to all families of students who receive intervention and post the electronic version on the district website for access by all stakeholders</p>
<p>Measure of Success</p>	List of events and their corresponding sign-in sheets	Copies of newsletters
<p>Description of Funding</p>	Title I - A Improving Basic Programs	Title I - A Improving Basic Programs
<p>Check-in/Review Date</p>	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT

	Action Step 3	Action Step 4
Implementation Component	Increase district communications regarding literacy development, risk factors for dyslexia, and evidence-based practices through the development of a family brochure	Provide families with information about after school tutoring opportunities in the community.
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 23-24 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services Reading Specialist	Student Wellness Department Reading Specialist
Resources Needed	Canva for Educators account (free) Funds for substitute teacher coverage for attendance at the Ohio Statewide Family Engagement Center Annual Summit Funds to cover printing services Funds for translation services Tools and resources from the Ohio Statewide Family Engagement Center	Established meetings with community partners
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Reading specialists and Director of Student Services attend training for educators on Canva Determine format to be used for infographics and pamphlet/brochure Attend the Ohio Statewide Family Engagement Center Annual Summit Develop a monthly newsletter which includes activities and tips for families to support their student's literacy development Distribute the infographic and pamphlet/brochure using Canva Have materials translated into the languages spoken with the community	The district will use data to recommend third grade students for after school tutoring from the Metanoia Center. Staff will collaborate with their liaison to identify students. Staff will distribute flyers and information to families regarding tutoring opportunities available outside of the school during after school hours

	Action Step 3	Action Step 4
	<p>Post the electronic version on the district website for access by all stakeholders</p> <p>Print the resources</p> <p>Distribute the resources to all families who have a student who has a RIMP</p> <p>Have additional copies of resources available in the school office</p>	
Measure of Success	Family brochure, translated district documents	Communication logs, handouts, and newsletters
Description of Funding	<p>Title I - A Improving Basic Programs</p> <p>Title III Language Instruction for English Learners</p>	Title I - A Improving Basic Programs
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT

Goal # 2a Action Map

Goal Statement: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Adult Measure: Every 365 days, English Language Arts - Fidelity Instrument of English Language Arts Teachers will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

2.f Every 365 days, English Language Arts – the Elementary Reading Tiered Fidelity Inventory will be facilitated and the results will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

2.g Every 365 days, English Language Arts – the Secondary Reading Tiered Fidelity Inventory will be facilitated and the results will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Implement a layered continuum of supports with evidence-based practices

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Use the district adoption and selection process for, selecting and prioritizing evidence based universal, targeted, and intensive high-quality instructional material, strategies, and supports for K-12 literacy.	Train and coach staff on the implementation of high quality-instructional materials, evidence-based practices, and intervention programs, including its core features, how delivery occurs, supporting research, and fidelity and impact measures	Development of a district MTSS implementation team (literacy leadership team to address the literacy components of the MTSS framework) and monitor the effectiveness of the framework at meeting the needs of our students, inclusive of students with RIMPs
Timeline	Beginning 23-24 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services District literacy team	Director of Student Services	Director of Student Services
Resources Needed	Professional learning modules on Intensive Intervention in Reading from NCII Webinars from Ohio curriculum Matters on curriculum review, evaluation, and adoption	Sign-in sheets Professional Development from publishers of adopted programs Classroom walkthrough forms District format for curriculum guides	Communication protocols Professional learning modules on Data-Based Individualization form NCII

	Action Step 1	Action Step 2	Action Step 3
	<p>District adopted process for reviewing, evaluating, and adopting material and programs</p> <p>List of programs, materials, and interventions approved for use by the Ohio Department of Education and Workforce</p> <p>Ohio's Plan to Raise Literacy Achievement</p> <p>Ohio Materials Matter: Ohio Curriculum Support Guide</p> <p>Culturally and Linguistically Responsive (CLR)–Response to Intervention (RTI) Fidelity Rubric from Project ELLIPSES</p> <p>Copies of review materials from publishers of programs being evaluated</p> <p>Communication protocols</p>	<p>District instructional framework</p> <p>Data collection tool to maintain records of staff trained on each program</p> <p>Lockland's coaching framework</p> <p>Lockland's professional development plan</p> <p>Adopted programs (teacher editions and student edition when applicable)</p>	<p>Implementing Ohio's Plan to Raise Literacy Achievement (Guides for Leadership)</p> <p>Assessment calendar and data reports</p> <p>District adopted forms for agendas and minutes</p> <p>Meeting schedule</p> <p>List of current teams throughout the district and the purpose of each team</p>
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Establish a curriculum review team and engage in the webinars on curriculum review, evaluation, and adoption</p> <p>Audit current core programs, supplemental material, and intervention programs used by the district</p> <p>Upon release of the list of approved programs and interventions from the Ohio Department and Workforce, cross-reference what is approved with what the district currently implements</p>	<p>Collaborate with the Assistant Superintendent and Treasurer to align fiscal resources to support implementation</p> <p>Schedule initial and follow-up professional development sessions on the adopted programs and interventions provided by the publisher</p> <p>Align walkthrough forms to reflect the key features of implementation of the program</p> <p>Measure the fidelity and impact of implementation through the data collection from walkthrough forms</p>	<p>Conduct a team audit to identify existing teams that can be modified or combined.</p> <p>Create norms by brainstorming traits associated with high-functioning teams.</p> <p>Determine a clear agenda and process for how meetings will proceed.</p> <p>Use adopted forms for note keeping and decisions made during the meeting.</p> <p>Establish communication protocols for the team</p> <p>Establish a team meeting schedule</p>

	Action Step 1	Action Step 2	Action Step 3
	<p>De-select programs and interventions that are not approved for use</p> <p>Use Ohio's Plan to Raise Literacy Achievement and the Simple View of Reading to identify areas where there are gaps in interventions</p> <p>Use the district adopted process for reviewing and adopting curriculum which incorporates the use of the Ohio Materials Matter: Ohio Curriculum Support Guide.</p> <p>Use the Culturally and Linguistically Responsive (CLR)– Response to Intervention (RTI) Fidelity Rubric from Project ELLIPSES to evaluate cultural and linguistic responsiveness</p> <p>Use the FAIR Test to ensure that selected resources are feasible within the existing context, acceptable for stakeholders, likely to be impactful, and relevant for the target population</p> <p>Communicate with the community and school board to ensure resources (e.g., staff, fiscal) are allocated to initial and ongoing implementation</p> <p>Follow the necessary steps within the district for procurement of materials</p> <p>Inventory and distribute materials</p>	<p>Develop a plan to support fidelity of implementation, training new staff, and ongoing job-embedded coaching on the program</p> <p>Develop a district data collection tool to record which staff members have received training on each core program and intervention program</p> <p>Develop curriculum guides which incorporate the newly adopted materials and post them on staff site</p> <p>Develop the scope and sequence and pacing guide for the newly adopted program(s) and post them on staff site</p> <p>Provide coaching for teachers to support the implementation of evidence-based strategies and programs</p> <p>Provide ongoing professional learning on the district's instructional framework and the High-Leverage Practices (HLPs) embedded within the framework</p>	<p>Acadience Reading data analysis professional development for team members provided by the vendor</p> <p>iReady data analysis professional development for team members provided by the vendor</p> <p>RTFI training for team members through EduPaths</p> <p>Utilize Implementing Ohio's Plan to Raise Literacy Achievement to support the team with understanding how to use data to answer questions about systems and students</p> <p>All team members participate in Data-Based Individualization training from NCII</p>
Measure of Success	10% or higher increase in R-TFI score by June 30, 2026 or an RTFI score of 80%	10% or higher increase in R-TFI score by June 30, 2026 or an RTFI score of 80%	10% or higher increase in R-TFI score by June 30, 2026 or an RTFI score of 80%

	Action Step 1	Action Step 2	Action Step 3
Description of Funding	Title I – A Improving Basic Programs General Fund	Title I - A Improving Basic Programs Title II – A Supporting Effective Instruction Title IV – A Student Support and Academic Enrichment	Title I - A Improving Basic Programs Title II – A Supporting Effective Instruction
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each spring monitored by DLT	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each spring monitored by DLT	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each spring monitored by DLT

	Action Step 4	Action Step 5
Implementation Component	Provide Acadience Reading assessment administration and data analysis initial and refresher trainings	Development and implementation of the advanced tiers of the adolescent literacy components of the district's MTSS framework and make any necessary revision to the elementary components
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 25-26 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services Reading Specialist	Director of Student Services Reading Specialist
Resources Needed	Funds for training from Acadience including Acadience Mentor training Acadience Reading professional learning materials and fidelity tool Acadience Learning Online dashboard access Acadience Reading Diagnostic assessments	School schedules Lockland's MTSS framework for elementary literacy Ohio's Plan to Raise Literacy Achievement RIMP template and intervention plan template

	Action Step 4	Action Step 5
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Train additional district staff members to be complete Acadience Mentor training to be qualified to train other staff members to administer Acadience Reading measures</p> <p>Acadience Mentors participate in the training for Acadience Reading diagnostic</p> <p>Acadience Mentors provide annual refresher training to staff</p> <p>Acadience Mentors train new staff members on the administration and data-analysis of Acadience Reading</p> <p>Acadience mentors train interventionists on Acadience Diagnostic</p> <p>Complete fidelity checks on the administration of Acadience Reading to ensure that assessments are administered and used as intended</p> <p>Maintain documentation of staff trained to facilitate the administration of Acadience Reading</p>	<p>Develop a flow chart for guidance on how to use data to match student need to intervention program(s)</p> <p>Develop an intervention grid for each intervention program. Include the decision rules for when to maintain, alter, or fade the intervention based upon data analysis</p> <p>Develop guidance for staff on grouping procedures for interventions</p> <p>Develop guidance for staff on how to use the district's flowchart, intervention grids, and decision rules to support developing and monitoring RIMPs and intervention plans</p> <p>Develop an intervention platform to guide Tier 2 and Tier 3 intervention resource decisions</p> <p>Assure the schedule is designed to support implementation of interventions so they are provided in addition to core instruction</p> <p>Communicate the framework to staff through professional learning, coaching, and posting the resources on the staff site.</p> <p>Train interventionists on Data-Based Individualization from NCII</p>
Measure of Success	10% or higher increase in R-TFI score by June 30, 2026 or an RTFI score of 80%	10% or higher increase in R-TFI score by June 30, 2026 or an RTFI score of 80%
Description of Funding	Title II – A – Supporting Effective Instruction	Title I - A Improving Basic Programs Title II – A – Supporting Effective Instruction Title IV – A Student Support and Academic Enrichment
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each spring monitored by DLT	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each spring monitored by DLT

Goal # 2b Action Map

Goal Statement: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

- 2.a Acadience Reading Benchmark scores of all students in grades K-1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.d iReady Reading Diagnostic scores of all students in grades 3-9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.e Early Warning Indicators for all students in grades 9-12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Explicitly teach students to use the writing process for a variety of purposes.

	Action Step 1	Action Step 2
Implementation Component	Provide staff professional development and coaching on evidence-based writing strategies.	Provide staff training in the gradual release of responsibility model and how to gradually release writing responsibility from the teacher to the student.
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 25-26 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services	Director of Student Services

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

	Action Step 1	Action Step 2
Resources Needed	<p>Fiscal resources for training</p> <p>The Writing Revolution Courses:</p> <ul style="list-style-type: none"> • Advanced Thinking Through Writing K-2 • Advanced Thinking Through Writing 3-12 • Advancing Thinking Through Writing in STEM • Classroom Planning & Implementation Workshop <p>Lockland's coaching framework</p> <p>Lockland's professional development plan</p> <p>District calendar</p> <p>Classroom walkthrough form</p>	<p>Lockland's instructional framework</p> <p>Train the trainer professional development through Corwin on Teacher Clarity and the Gradual Release of Responsibility model</p> <p>Lockland's coaching framework</p> <p>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fischer and Frey (copy for each member of the district literacy team)</p> <p>IES Practice Guides on elementary and secondary writing</p> <p>Classroom walkthrough form</p>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Schedule professional development for all staff in the Advanced Thinking Through Writing course that aligns with their teaching assignment</p> <p>Have reading specialists and administrators attend The Writing Revolution's course on planning and implementation</p> <p>Provide staff with coaching on implementation of evidence-based strategies learned through professional development courses from The Writing Revolution</p> <p>Use classroom walkthrough form to evaluate and monitor the implementation of the writing strategies across content areas</p> <p>Use the data from classroom walkthroughs to select specific strategies that need support for implementation. Use the strategy as a common focus across staff.</p>	<p>Participate in Corwin's Teacher Clarity and success Criteria facilitators training to receive certification to provide initial and refresher training to staff to support implementation of the district's instructional framework inclusive of gradual release of responsibility</p> <p>Create a common language of learning through the district's instructional framework which includes teacher clarity and gradual release of responsibility</p> <p>Provide staff with training and coaching on how to gradually release writing instruction</p> <p>Use classroom walkthrough form to evaluate and monitor the implementation of gradual release of responsibility in writing instruction</p> <p>Use the data analysis from classroom visits to identify progress toward implementation.</p> <p>District literacy team will engage in a book study of Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fischer and Frey</p>

	Action Step 1	Action Step 2
Measure of Success	Writing sub scores from Ohio's State Test in grades 3-8 and ELA II EOC (student measure); data from classroom walkthrough forms (adult measure)	Writing sub scores from Ohio's State Test in grades 3-8 and ELA II EOC (student measure); data from classroom walkthrough forms (adult measure)
Description of Funding	Title I – A Improving Basic Programs	Title I - A Improving Basic Programs
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT, BLT, and TBTs

	Action Step 3	Action Step 4
Implementation Component	Incorporate regular opportunities to practice implementing writing strategies across content areas and tiers of instruction to allow students to practice writing for different topics, audiences, purposes, and tasks across tiers of instruction.	Provide interventionists training on intervening early to prevent writing difficulties inclusive of handwriting, spelling, and composition to support students with RIMPs
Timeline	Beginning 26-27 school year	Beginning 24-25 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services District literacy team	Director of Student Services
Resources Needed	District's instructional framework Template for district's curriculum guides Scope and sequence documents	Intervention program(s) for handwriting Intervention program(s) for composition The Writing Rope by Joan Sedita

	Action Step 3	Action Step 4
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Incorporate writing strategies into the district’s curriculum guides with guidance on when to use each strategy within each content area</p> <p>Within the curriculum guides, include how to use assessment to inform instructional decisions</p> <p>Provide staff training on how to progress monitor writing and report results to stakeholders</p> <p>Provide training for staff of the district adopted writing interventions</p>	<p>Engage in professional development on Joan Sedita’s The Writing Rope</p> <p>Use the Writing Rope to determine if the intervention programs address all essential components of writing instruction</p> <p>Develop guidance within the MTSS framework on how to use writing data to make decisions about writing interventions and how to use the decisions to support the development of RIMPs and intervention plans</p>
Measure of Success	Writing sub scores from Ohio’s State Test in grades 3-8 and ELA II EOC (student measure); data from classroom walkthrough forms (adult measure)	Writing sub scores from Ohio’s State Test in grades 3-8 and ELA II EOC (student measure); data from classroom walkthrough forms (adult measure)
Description of Funding	Title I - A Improving Basic Programs	Title II – A – Supporting Effective Instruction
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT, BLT, and TBTs

Goal # 2c Action Map

Goal Statement: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.a Acadience Reading Benchmark scores of all students in grades K-1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Implement explicit and systematic phonological awareness instruction across all tiers of instruction.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to recognize and manipulate segments of sound in speech	Teach students letter–sound relations	Determine whether older students who have a RIMP in Grades 2 and up need phonemic awareness instruction through the use of diagnostic assessments of phonemic awareness skills
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services	Director of Student Services Reading Specialists	Director of Student Services Reading Specialists
Resources Needed	Heggerty Phonemic Awareness program and core curriculum Approved K-2 intervention(s) for phonological awareness Access to LMS courses Manipulatives for use when teaching phonemic awareness (i.e., mirrors, Elkonin boxes, magnetic chips and wands, etc.)	Tools 4 Reading Kid Lips and phoneme grapheme cards Professional development on how to use a sound wall Manipulatives for use when teaching phonemic awareness (i.e., mirrors, Elkonin boxes, magnetic chips and wands, etc.) Core reading program	Equipped for Reading Success by Kilpatrick Phonological Awareness Screening Test Acadience Reading Diagnostic Approved intervention for phonological awareness in kindergarten through second grade

	Action Step 1	Action Step 2	Action Step 3
	<p>Walkthrough tool for phonemic awareness</p> <p>Lockland’s coaching framework</p> <p>Professional Learning Communities Participant’s Activities: For the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p>	<p>Access to LMS courses</p> <p>Walkthrough tool for phonemic awareness</p> <p>Lockland’s coaching framework</p> <p>Professional Learning Communities Participant’s Activities: For the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p>	<p>Walkthrough tool for phonemic awareness</p> <p>Tool to monitor fidelity of administration of diagnostics for phonemic awareness</p>
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>The district literacy team will evaluate whether the current district resources to support phonemic awareness instruction are on the approved list or if the district needs to review and adopt new material and programs</p> <p>Provide staff with ongoing professional learning in this area, the topic will be further discussed through TBT meetings by using the Professional Learning Communities Participant’s Activities: For the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Reinforce that phonemic-awareness instruction should begin by demonstrating how to isolate individual sounds in words and segment words into their component sounds with modeling (inclusive of using manipulatives) and guided practice</p>	<p>The district literacy team will evaluate whether the current district resources to support phonemic awareness instruction are on the approved list or if the district needs to review and adopt new material and programs</p> <p>Provide staff with ongoing professional learning in this area, the topic will be further discussed through TBT meetings by using the Professional Learning Communities Participant’s Activities: For the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Review key words for sound production from the core program. Keywords need to connect directly to the individual phoneme (sound). For example, for short e we want to avoid using “elephant” because students could associate the letter L, as that is what they hear when we say the keyword</p>	<p>The district literacy team will evaluate whether the current district intervention programs and materials to support phonemic awareness instruction are on the approved list or if the district needs to review and adopt new intervention material and programs</p> <p>Train staff members on the facilitation of the diagnostic tools and how to analyze the data from the diagnostic assessment (PAST and Acadience Reading Diagnostic) to plan for instruction</p> <p>Provide interventionists coaching on implementation of intervention program(s) and administration of diagnostic assessments</p> <p>Develop a document to provide staff with guidance on when to use diagnostic assessments of phonemic awareness skills</p>

	Action Step 1	Action Step 2	Action Step 3
	<p>Observe phonological awareness instruction and capture insights on a classroom walkthrough tool specific to phonological awareness instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)</p>	<p>Observe phonological awareness instruction and capture insights on a classroom walkthrough tool specific to phonological awareness instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)</p> <p>Provide staff with training on how to use a sound wall for instruction</p>	<p>Provide staff with guidance on how phonemic awareness should be integrated with other interventions for students in 2nd grade and above (the intervention should not only address phonemic awareness)</p> <p>Gather and evaluate implementation data from walkthrough forms</p> <p>Collect data on the fidelity of administering diagnostic assessment for phonemic awareness</p>
Measure of Success	Acadience Reading FSF and PSF scores (student measure); data from classroom walkthrough forms (adult measure)	Acadience Reading FSF and PSF scores (student measure); data from classroom walkthrough forms (adult measure)	Acadience Reading FSF and PSF scores (student measure); data from classroom walkthrough forms (adult measure)
Description of Funding	Title I – A Improving Basic Programs	Title I - A Improving Basic Programs	Title I - A Improving Basic Programs Title II – A Supporting Effective Instruction
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs

Goal # 2d Action Map

Goal Statement: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Use explicit and systematic instruction to teach students to decode words, analyze word parts, read complex multisyllabic words, and write and recognize words across all three tiers of instruction.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.	Teach students a routine they can use to decode multisyllabic words.	Make intensive and individualized interventions by trained specialists available for struggling readers, including students with RIMPs.
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services	Director of Student Services	Director of Student Services Reading Specialists District Leadership Cabinet
Resources Needed	Manipulatives for use when teaching phonemic awareness (i.e., mirrors, Elkonin boxes, magnetic chips and wands, etc.) Access to LMS courses	Access to LMS courses Walkthrough tool for decoding Lockland’s coaching framework	Funds for substitute teachers for coverage for training School and classroom schedules Professional learning opportunities

	Action Step 1	Action Step 2	Action Step 3
	Walkthrough tool for decoding Lockland's coaching framework		Access to LMS courses
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>The district literacy team will evaluate whether the current district resources to support basic decoding are on the approved list or if the district needs to review and adopt new material and programs</p> <p>Provide staff with ongoing professional learning in this area, the topic will be further discussed through TBT meetings by using the Professional Learning Communities Participant's Activities: For the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</p> <p>Observe basic decoding instruction and capture insights on a classroom walkthrough tool specific to basic decoding instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the</p>	<p>The district literacy team will evaluate whether the current district resources to support advanced word study are on the approved list or if the district needs to review and adopt new material and programs</p> <p>Provide staff with ongoing professional learning in this area, the topic will be further discussed through TBT meetings</p> <p>Observe advanced word study instruction and capture insights on a classroom walkthrough tool specific to advanced decoding instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)</p>	<p>Interventionists will attend State Support Team 13's Literacy Leaders Network</p> <p>Interventionists will participate in the various professional learning opportunities offered by the SST to support language and literacy instruction.</p> <p>Interventionists will have the option to attend to Ohio's Literacy Academy.</p> <p>Interventionists will receive job-embedded coaching throughout the school year from the Director of Student Services.</p> <p>Interventionists will engage in a book study aligned to this practice and the science of reading that they have self-selected from recommendations from SST 13.</p> <p>Training on district adopted intervention programs.</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)</p>

	Action Step 1	Action Step 2	Action Step 3
	science of reading will participate in the state developed course(s)		
Measure of Success	Acadience Reading NWF and ORF scores (student measure); data from classroom walkthrough forms (adult measure)	Acadience Reading NWF and ORF scores (student measure); data from classroom walkthrough forms (adult measure)	Acadience Reading NWF and ORF scores (student measure); data from classroom walkthrough forms (adult measure)
Description of Funding	Title I – A Improving Basic Programs	Title I - A Improving Basic Programs Title II – A – Supporting Effective Instruction	Title I - A Improving Basic Programs Title II – A – Supporting Effective Instruction
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs

	Action Step 4	Action Step 5	Action Step 6
Implementation Component	Provide students with multiple opportunities to practice reading decodable words in text.	Instruct students in common sound–spelling patterns.	Teach students to recognize common word parts.
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services	Director of Student Services	Director of Student Services
Resources Needed	Access to LMS courses Walkthrough tool for decoding	Access to LMS courses Walkthrough tool for decoding	Access to LMS courses Walkthrough tool for decoding

	Action Step 4	Action Step 5	Action Step 6
	Lockland's coaching framework	Lockland's coaching framework	Lockland's coaching framework
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>The district literacy team will evaluate whether the current district resources to support advanced decoding are on the approved list or if the district needs to review and adopt new material and programs</p> <p>Provide staff with ongoing professional learning in this area, the topic will be further discussed through TBT meetings</p> <p>Observe advanced decoding instruction and capture insights on a classroom walkthrough tool specific to advanced decoding instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)</p>	<p>The district literacy team will evaluate whether the current district resources to support advanced decoding are on the approved list or if the district needs to review and adopt new material and programs</p> <p>Provide staff with ongoing professional learning in this area, the topic will be further discussed through TBT meetings</p> <p>Observe advanced decoding instruction and capture insights on a classroom walkthrough tool specific to advanced decoding instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)</p>	<p>The district literacy team will evaluate whether the current district resources to support advanced decoding are on the approved list or if the district needs to review and adopt new material and programs</p> <p>Provide staff with ongoing professional learning in this area, the topic will be further discussed through TBT meetings</p> <p>Observe advanced decoding instruction and capture insights on a classroom walkthrough tool specific to advanced decoding instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)</p>
Measure of Success	Acadience Reading NWF and ORF scores (student measure); data from classroom walkthrough forms (adult measure)	Acadience Reading NWF and ORF scores (student measure); data from classroom walkthrough forms (adult measure)	Acadience Reading NWF and ORF scores (student measure); data from classroom walkthrough forms (adult measure)

	Action Step 4	Action Step 5	Action Step 6
Description of Funding	Title I – A Improving Basic Programs	Title I - A Improving Basic Programs	Title I - A Improving Basic Programs
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs

Goal # 2e Action Map

Goal Statement: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

- 2.a Acadience Reading Benchmark scores of all students in grades K-1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.d iReady Reading Diagnostic scores of all students in grades 3-9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.e Early Warning Indicators for all students in grades 9-12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Routinely use a set of comprehension-building practices to help students make sense of the text across all three tiers of instruction.

	Action Step 1	Action Step 2
Implementation Component	Build students' world and word knowledge so they can make sense of the text.	Consistently provide students with opportunities to ask and answer questions to better understand the text they read.
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services	Director of Student Services

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

	Action Step 1	Action Step 2
Resources Needed	<p>Professional development and resources on strategies and activities to support comprehension strategy instruction</p> <p>Ohio Department of Education and Workforce's approved list of core programs and intervention programs</p> <p>Classroom walkthrough tool for comprehension instruction</p> <p>Lockland's coaching framework</p> <p>Funds for substitute teachers for coverage and training</p> <p>Scope and sequence documents for district adopted programs</p> <p>District adopted format for curriculum guides</p>	<p>Professional development on comprehension strategy instruction</p> <p>Professional development and resources on strategies and activities to support comprehension strategy instruction</p> <p>Classroom walkthrough tool for vocabulary instruction</p> <p>Lockland's coaching framework</p> <p>Professional learning resources inclusive of Rigor by Design, Not Chance by Karin Hess</p> <p>Funds for substitute teachers for coverage and intervention programs</p>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>The district literacy team will evaluate whether the current district resources to support comprehension are on the approved list or if the district needs to review and adopt new material and programs</p> <p>The district literacy team will evaluate the instructional materials to determine if they build background knowledge</p> <p>Provide staff with ongoing professional learning in this area, the topic will be further discussed through TBT meetings</p> <p>Observe advanced comprehension strategy instruction and capture insights on a classroom walkthrough tool specific to comprehension strategy instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p> <p>Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will</p>	<p>Deepen the district literacy team's knowledge of comprehension instruction by engaging in training and book studies with books such as Text-Dependent Questions: Pathways to Close and Critical Reading by Fischer and Frey, Understanding and Teaching Reading Comprehension by Oakhill, and The Reading Comprehension Blueprint: Helping Students Make Meaning from Text by Hennessey</p> <p>Provide sufficient opportunities to use comprehension strategy instruction in a variety of contexts through activities such as discussion, writing, and extended reading.</p> <p>Observe advanced comprehension strategy instruction and capture insights on a classroom walkthrough tool specific to comprehension strategy instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p>

	Action Step 1	Action Step 2
	<p>participate in the LMS course facilitated within the district by the district's trained facilitators</p> <p>Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)</p>	
Measure of Success	Acadience Reading MAZE scores and iReady Reading Diagnostic comprehension scores (student measure); data from classroom walkthrough forms (adult measure)	Acadience Reading MAZE scores and iReady Reading Diagnostic comprehension scores (student measure); data from classroom walkthrough forms (adult measure)
Description of Funding	Title I – A Improving Basic Programs	Title I - A Improving Basic Programs
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs

	Action Step 3	Action Step 4
Implementation Component	Teach reading comprehension strategies by using gradual release of responsibility.	Implement comprehension strategy interventions for students needing Tier 2 and 3 interventions as identified by screening data which will inform RIMPs
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services	Director of Student Services
Resources Needed	<p>Lockland's instructional framework</p> <p>Lockland's coaching framework</p> <p>Train the trainer PD through Corwin on Teacher Clarity and Gradual Release of Responsibility model</p>	<p>Funds for substitute teachers for coverage for training</p> <p>School and classroom schedules</p> <p>Professional learning opportunities on intervention programs</p>

	Action Step 3	Action Step 4
	<p>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fischer and Frey (copies for district literacy team)</p> <p>Classroom walkthrough form</p>	<p>Approved interventions for comprehension strategy instruction</p> <p>Intervention walkthrough tool for comprehension</p> <p>Lockland's coaching framework</p>
<p>Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)</p>	<p>Participate in Corwin's Teacher Clarity and success Criteria facilitators training to receive certification to provide initial and refresher training to staff to support implementation of the district's instructional framework inclusive of gradual release of responsibility</p> <p>Create a common language of learning through the district's instructional framework which includes teacher clarity and gradual release of responsibility</p> <p>Provide staff with training and coaching on how to gradually release comprehension instruction</p> <p>Use classroom walkthrough form to evaluate and monitor the implementation of gradual release of responsibility in comprehension instruction</p> <p>Use the data analysis from classroom visits to identify progress toward implementation.</p> <p>Engage in a book study of Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fischer and Frey</p>	<p>The district literacy team will evaluate whether the current district intervention programs and materials to support vocabulary instruction are on the approved list or if the district needs to review and adopt new intervention material and programs</p> <p>Provide interventionists coaching on implementation of intervention program(s)</p> <p>Develop flowcharts, intervention grids, decision rules, and grouping procedures for comprehension strategy interventions</p> <p>Observe comprehension strategy interventions being taught and capture insights on a classroom walkthrough tool specific to comprehension strategy instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations</p>
<p>Measure of Success</p>	<p>Acadience Reading MAZE scores and iReady Reading Diagnostic comprehension scores (student measure); data from classroom walkthrough forms (adult measure)</p>	<p>Acadience Reading MAZE scores and iReady Reading Diagnostic comprehension scores (student measure); data from classroom walkthrough forms (adult measure)</p>
<p>Description of Funding</p>	<p>Title I – A Improving Basic Programs</p>	<p>Title I - A Improving Basic Programs</p>
<p>Check-in/Review Date</p>	<p>Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs</p>	<p>Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs</p>

Goal # 2f Action Map

Goal Statement: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.d iReady Reading Diagnostic scores of all students in grades 3-9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.e Early Warning Indicators for all students in grades 9-12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Provide explicit vocabulary instruction throughout the day across all content areas and all tiers of instruction.

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Dedicate a portion of the regular classroom lesson to explicit vocabulary instruction	Teach academic vocabulary in the context of other reading activities using multiple modalities (writing, speaking, listening).	Implement explicit vocabulary interventions for students needing Tier 2 and 3 interventions in this area as identified by screening data which will inform RIMPs
Timeline	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026	Beginning 24-25 school year and ongoing through June 2026
Lead Person(s)	Director of Student Services	Director of Student Services	Director of Student Services

	Action Step 1	Action Step 2	Action Step 3
Resources Needed	<p>Professional development on explicit vocabulary instruction</p> <p>Professional development and resources on strategies and activities to support vocabulary instruction</p> <p>Classroom walkthrough tool for vocabulary instruction</p> <p>Lockland's coaching framework</p> <p>Funds for substitute teachers for coverage and training</p> <p>Scope and sequence documents for district adopted programs</p> <p>District adopted format for curriculum guides</p>	<p>Professional development on explicit vocabulary instruction</p> <p>Professional development and resources on strategies and activities to support vocabulary instruction</p> <p>Classroom walkthrough tool for vocabulary instruction</p> <p>Lockland's coaching framework</p> <p>Professional learning resources inclusive of Keys to Literacy Vocabulary manual, The Vocabulary Playbook, and CORE's Vocabulary Handbook</p> <p>Funds for substitute teachers for coverage and intervention programs</p>	<p>Academic Vocabulary Guide: Vocabulary Development Strategies created by The Vanderbilt University English Language Center</p> <p>Funds for substitute teachers for coverage for training</p> <p>School and classroom schedules</p> <p>Professional learning opportunities on intervention programs</p> <p>SIOP training</p> <p>Approved interventions for vocabulary</p> <p>Intervention walkthrough tool for vocabulary instruction</p> <p>Lockland's coaching framework</p>
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>Adopt an evidence-based approach to vocabulary instruction</p> <p>Professional development on the essential components and delivery of explicit vocabulary instruction</p> <p>Professional development on how to implement and use vocabulary strategies and resources to support explicit vocabulary instruction</p> <p>Observe explicit vocabulary instruction and capture insights on a classroom walkthrough tool specific to vocabulary instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations with the teachers</p>	<p>Deepen the district literacy team's knowledge of vocabulary instruction by engaging in training and book studies of Keys to Literacy Vocabulary manual, The Vocabulary Playbook, and CORE's Vocabulary Handbook</p> <p>Identify the essential vocabulary to be taught in each unit of district adopted curriculum in each discipline and incorporate it into the curriculum guides for each content area</p> <p>Provide sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.</p>	<p>The district literacy team will evaluate whether the current district intervention programs and materials to support vocabulary instruction are on the approved list or if the district needs to review and adopt new intervention material and programs</p> <p>Provide interventionists coaching on implementation of intervention program(s) and administration of diagnostic assessments</p> <p>Develop flowcharts, intervention grids, decision rules, and grouping procedures for vocabulary interventions</p> <p>Observe explicit vocabulary interventions and capture insights</p>

	Action Step 1	Action Step 2	Action Step 3
		Use a variety of explicit instructional strategies to expose students to vocabulary numerous times either in one lesson or over a series of lessons	<p>on a classroom walkthrough tool specific to vocabulary instruction</p> <p>Use the data obtained from the observation and walkthrough tool as the basis for coaching conversations</p> <p>Provide SIOP training to all staff members for use in all tiers of instruction</p>
Measure of Success	iReady Reading Diagnostic vocabulary scores (student measure); data from classroom walkthrough forms (adult measure)	iReady Reading Diagnostic vocabulary scores (student measure); data from classroom walkthrough forms (adult measure)	iReady Reading Diagnostic vocabulary scores (student measure); data from classroom walkthrough forms (adult measure)
Description of Funding	Title I – A Improving Basic Programs	Title I - A Improving Basic Programs	Title I - A Improving Basic Programs
Check-in/Review Date	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs	Ongoing check-in quarterly specific to implementation bullets noted above, review of progress toward goal each semester by DLT; monitor progress after each benchmark assessment by district literacy team, BLT, and TBTs

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES. *

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

Goal Statement #1

By 06/30/2026 we will improve the performance of Student and Family engagement, All Grades students at/in Lockland Local to increase 30.00 % in attendance at school events using participation rates (i.e. sign-in sheets, checklists, permission list, etc.).

Evidence-Based Strategy or Strategies: Communicate and build trusting relationships with families and community members to support children's language and literacy development.

How Progress will be Measured - Progress toward the goal is measured through staff and family participation rates through sign-in sheets, checklists, and feedback surveys. This data will be collected by the principals and Student Wellness Department. Progress toward meeting the goal of improved communication is measured through newsletters, flyers, translated documents, and communication logs. This data will be collected through the reading specialists, Director of Student Services, and Student Wellness Department. Progress toward implementation of the steps in the action plan are measured through the status of each action step and the specifics of implementation. Data regarding implementation is collected by the Director of Student Services and the district literacy team.

How Progress will be Monitored – Data used to monitor participation rates (sign-in sheets, checklists, feedback surveys, etc.) are collected by the principals and Student Wellness Department during and after each family and community event. The communication data are collected through the reading specialists, Director of Student Services, and Student Wellness Department each month. Both data sets are analyzed using Ohio's five step process during the District Leadership (DLT) Team meetings in January and June of each school year. Implementation is measured through the status of the action steps. The data is collected by the Director of Student Services and the district literacy team. The district literacy team uses Ohio's five step process to analyze the data quarterly during team meetings.

How Progress will be Reported – The DLT communicates with BLT progress toward meeting the goal based upon the progress monitoring data analyzed in the DLT meetings. This information is communicated with the TBTs through the team leads who are also members of the BLT through the established feedback loops. A summary of the progress is captured in the DLT minutes which are shared with all staff members the day after the DLT meeting. Meeting minutes are also accessible through the staff Google site. The district literacy team will communicate progress of implementation of the action steps through meeting minutes and feedback loops with the DLT. The will communicate the progress through the established feedback loops with the BLT. This information is communicated with the TBTs through the team leads who are also members of the BLT through the established feedback loops. Meeting minutes from each district literacy team meeting will also be posted on the staff Google site for future reference.

Goal Statement #2a

By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

Evidence-Based Strategy or Strategies: Implement a layered continuum of supports with evidence-based practices

How Progress will be Measured - Progress toward the goal is measured through the results of the Elementary and Secondary Reading Tiered Fidelity Inventory (R-TFI) which measures the health of the district's multi-tiered system of supports for literacy. Student performance data from the fall reading diagnostic (Acadience and iReady) are compared from year to year to monitor if the tiered system of supports is improving literacy outcomes from point A to point B for students. Acadience Reading Summative Growth Reports and iReady Growth Reports are used to measure the health of tier one literacy instruction. The Acadience Reading Levels of Effectiveness are an additional measure of the effectiveness of all tiers of instruction. Intervention fidelity data is used to measure whether the district is implementing the advanced tiers of support as intended. This measure is one data set providing insight into how the advanced tiers of support are being implemented. Progress toward implementation of the steps in the action plan are measured through the status of each action step and the specifics of implementation.

How Progress will be Monitored – The data from the RTFI is collected in the spring of each school year by the Director of Student Services and the district literacy team. The Director of Student Services facilitates the administration of the RTFI to the district literacy team during the spring. The data is then analyzed using Ohio's five step process during the following district literacy team meeting and the June DLT meeting. The Acadience Reading fall reading diagnostic is administered by a district team consisting of reading specialists, reading tutors, and intervention specialists who have been trained to administer the assessment. The reading specialists enter the data into the data dashboard. The fall data reports are collected from the dashboard by the Director of Student Services and the district literacy team to compare results from year to year to monitor if the district is improving literacy outcomes from year to year. The district literacy team uses Ohio's five step process to analyze these reports each fall. iReady Growth, Acadience Reading Summative Growth, and Acadience Reading Levels of Effectiveness are reports collected by the Director of Student Services and the district literacy team after the winter administration and after the spring administration. The district literacy team and BLT use Ohio's five step process to analyze the data in January and June of each school year. Intervention providers collect intervention fidelity data daily and report it to building and district administration weekly. Intervention providers collect when the intervention was actually provided, student attendance, and whether the intervention was delivered as intended. Intervention fidelity data is analyzed by the district literacy team in January and June from a systems perspective and at the individual student level when a student's progress monitoring data indicates a need for the intervention to be altered (3 data points below the aim line). When analyzing data at the student level, the reading specialist collects the data to be analyzed by the Student Support Team. Data regarding implementation of the action plan and the status of the specifics of implementation are collected by the Director of Student Services and the district literacy team quarterly.

How Progress will be Reported – The DLT communicates with BLT progress toward meeting the goal based upon the progress monitoring data analyzed in the DLT meetings. This information is communicated with the TBTs through the team leads who are also members of the BLT through the established feedback loops. A summary of the progress is captured in the DLT minutes which are shared with all staff members the day after the DLT meeting. Meeting minutes are also accessible through the staff Google site. The district literacy team will communicate progress of implementation of the action steps through meeting minutes and feedback loops with the DLT. They will communicate the progress through the established feedback loops with the BLT. This information is communicated with the TBTs through the team leads who are also members of the BLT through the established feedback loops. Meeting minutes from each district literacy team meeting will also be posted on the staff Google site for future reference.

Goal Statement #2b

By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00% resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

- 2.a Acadience Reading Benchmark scores of all students in grades K-1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.d iReady Reading Diagnostic scores of all students in grades 3-9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.
- 2.e Early Warning Indicators for all students in grades 9-12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Explicitly teach students to use the writing process for a variety of purposes.

How Progress will be Measured - Progress toward the goal is measured through walkthrough data collected on writing instruction in the classroom. Writing has a direct impact on student performance in reading, therefore, data from ELA screeners (Acadience, iReady, and Early Warning Indicators) is used to measure progress towards the goal. Progress toward implementation of the steps in the action plan are measured through the status of each action step and the specifics of implementation.

How Progress will be Monitored – The data from the classroom walkthroughs is collected throughout the school year by the Director of Student Services. The district literacy team uses Ohio’s five step process to analyze the walkthrough data every six weeks. Acadience Reading is administered in the fall, winter, and spring by a district team consisting of reading specialists, reading tutors, and intervention specialists who have been trained to administer the assessment. The reading specialists enter the data into the data dashboard. The Acadience Reading data reports are collected from the dashboard by the Director of Student Services. In the fall, winter, and spring, the district literacy team, DLT, BLT, and TBTs analyze the data using Ohio’s five step process to monitor progress towards the goal. iReady Reading Diagnostic is administered in the fall, winter, and spring by the content area teacher. The data reports are collected from the dashboard by the Director of Student Services. In the fall, winter, and spring, the district literacy team, DLT, BLT, and TBTs analyze the data using Ohio’s five step process to monitor progress towards the goal. Early Warning Indicators are collected by the Assistant Superintendent and the Student Wellness Department after the first twenty days of school and after each quarter. After the first twenty days and after the end of each quarter, the district literacy team, DLT, BLT, and TBTs analyze the Early Warning Indicators using Ohio’s five step process to monitor progress towards the goal. Data regarding implementation of the action plan and the status of the action steps and specifics of implementation are collected by the Director of Student Services and the district literacy team quarterly.

How Progress will be Reported – The DLT communicates with BLT the analysis of the student performance data based from the DLT meetings. This information is communicated with the TBTs through the team leads who are also members of the BLT through the established feedback loops. A summary of the progress is captured in the DLT minutes which are shared with all staff members the day after the DLT meeting. Meeting minutes are also accessible through the staff Google site. The analysis of data from the BLT meetings is communicated through feedback loops with both the DLT and TBTs. TBTs analyze the impact of the evidence-based strategy through student data. The district literacy team will communicate progress of implementation of the action steps through meeting minutes and feedback loops with the DLT. They will communicate the progress through the established feedback loops with the BLT. This information is communicated with the TBTs through the team leads who are also members of the BLT through the established feedback loops. Meeting minutes from each district literacy team meeting will also be posted on the staff Google site for future reference. The data collection and analysis across teams allows course corrections to be made based on evidence and whether the strategy is having the intended impact. If the strategy is not having the intended impact, corrections based on the identified need are made to the plan.

Goal Statement #2c

By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.a Acadience Reading Benchmark scores of all students in grades K-1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Implement explicit and systematic phonological awareness instruction across all tiers of instruction.

How Progress will be Measured – The impact of implementing the evidence-based strategy on adult data is measured through walkthrough data collected on phonemic awareness instruction in the classroom. The results of the universal screener provide us with insight on how many students are on track to meet future reading outcomes. This is an indicator of the overall health of our Tier 1 instruction. Progress monitoring on the skills that are the focus of intervention provides teachers with an indicator of the effectiveness of that instruction. The impact of implementing the evidence-based strategy on student performance is measured through Acadience Reading phonemic awareness progress monitoring and Acadience Reading fall, winter, and spring universal screening scores. Progress toward implementation of the steps in the action plan are measured through the status of each action step and the specifics of implementation.

How Progress will be Monitored – The data from the classroom walkthroughs is collected throughout the school year by the Director of Student Services. The district literacy team uses Ohio's five step process to analyze the walkthrough data every six weeks. Acadience Reading is administered in the fall, winter, and spring by a district team consisting of reading specialists, reading tutors, and intervention specialists who have been trained to administer the assessment. The reading specialists enter the data into the data dashboard. The Acadience Reading data reports are collected from the dashboard by the Director of Student Services. In the fall, winter, and spring, the district literacy team, DLT, BLT, and TBTs analyze the data using Ohio's five step process. Acadience Reading phonemic awareness progress monitoring data will be collected by classroom teachers and interventionists. Students who score well above and above benchmark in phoneme segmentation on the universal screener will be progress monitored once a month. Students who score below and well below benchmark in phoneme segmentation on the universal screener will be progress monitored every other week. Progress monitoring data will be analyzed at regular intervals during TBT meetings using Ohio's five step process. If three consecutive data points fall below the aim line, the Student Support Team will meet and use data-based individualization (DBI) to intensify the intervention and develop an intervention plan.

Before increasing the intensity of instruction, easy explanations for lack of progress will be considered and ruled out, such as student or instructor absence or lack of instructional fidelity. Data regarding implementation of the action plan and the status of the action steps and specifics of implementation are collected by the Director of Student Services and the district literacy team quarterly.

How Progress will be Reported – The TBTs will communicate with BLT the impact of the evidence-based strategy on student data and progress toward meeting the goal based upon the universal screening and progress monitoring data analyzed in TBTs. This information is communicated through the team leads who are also members of the BLT. An analysis of the adult practices and student data will be captured in the BLT minutes which are shared with all staff members the day after the BLT meeting. BLT will communicate the monitoring of implementation to the DLT through the established feedback loops. DLT will analyze data using Ohio's five step process in DLT meetings to determine if more district or building supports are needed, such as coaching, professional learning and resources. A summary of the analysis is reported in the DLT minutes which are shared with all staff members the day after the DLT meeting. Meeting minutes are also accessible through the staff Google site. This information is communicated with the BLT and TBTs through established feedback loops. Meeting minutes from each district literacy team meeting will also be posted on the staff Google site for future reference. The data collection and analysis across teams allows for data-based course corrections to be made based on whether the strategy is having the intended impact. If the strategy is not having the intended impact, corrections are made to the plan based upon the identified need.

Goal Statement #2d

By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Use explicit and systematic instruction to teach students to decode words, analyze word parts, read complex multisyllabic words, and write and recognize words across all three tiers of instruction.

How Progress will be Measured – The impact of implementing the evidence-based strategy on adult data is measured through walkthrough data collected on basic and advanced decoding instruction in the classroom. The results of the universal screener provide us with insight on how many students are on track to meet future reading outcomes. This is an indicator of the overall health of our Tier 1 instruction. Progress monitoring on the skills that are the focus of intervention provides teachers with an indicator of the effectiveness of the instruction. The impact of implementing the evidence-based strategy on student performance is measured through Acadience Reading Oral Reading Fluency (words correct per minute and accuracy) progress monitoring and Acadience Reading fall, winter, and spring universal screening scores. Progress toward implementation of the steps in the action plan are measured through the status of each action step and the specifics of implementation.

How Progress will be Monitored – The data from the classroom walkthroughs is collected throughout the school year by the Director of Student Services. The district literacy team uses Ohio's five step process to analyze the walkthrough data every six weeks. Acadience Reading is administered in the fall, winter, and spring by a district team consisting of reading specialists, reading tutors, and intervention specialists who have been trained to administer the assessment. The reading specialists enter the data into the data dashboard. The Acadience Reading data reports are collected from the dashboard by the Director of Student Services. In the fall, winter, and spring, the district literacy team, DLT, BLT, and TBTs analyze the data using Ohio's five step process. Acadience Reading Oral Reading Fluency progress monitoring data will be collected by classroom teachers and interventionists. Students who score well above and above benchmark in ORF Words Correct Per Minute and Oral Reading Fluency Accuracy on the universal screener will be progress monitored once a month. Students who score below and well below benchmark will be progress monitored every other week. Progress monitoring data will be analyzed at regular intervals during TBT meetings using Ohio's five step process. If three consecutive data points fall below the aim line, the Student Support Team will meet and use data-based individualization (DBI) to intensify the intervention and develop an intervention plan. When an intervention is intensified, progress monitoring data is collected weekly. Before intensifying the instruction, easy explanations for lack of progress will be considered and ruled out, such as student or instructor absence or lack of instructional fidelity. Data regarding implementation of the action plan and the status of the action steps and specifics of implementation are collected by the Director of Student Services and analyzed by the district literacy team quarterly.

How Progress will be Reported – The TBTs will communicate with BLT the impact of the evidence-based strategy on student data and progress toward meeting the goal based upon the universal screening and progress monitoring data analyzed in TBTs. This information is communicated through the team leads who are also members of the BLT. An analysis of the adult practices and student data will be captured in the BLT minutes which are shared with all staff members the day after the BLT meeting. BLT will communicate the data from monitoring implementation to the DLT through the established feedback loops. DLT will analyze data

using Ohio's five step process in DLT meetings to determine if more district or building supports are needed, such as coaching, professional learning and resources. A summary of the analysis is reported in the DLT minutes which are shared with all staff members the day after the DLT meeting. Meeting minutes are also accessible through the staff Google site. This information is communicated with the BLT and TBTs through established feedback loops. Meeting minutes from each district literacy team meeting will also be posted on the staff Google site for future reference. The data collection and analysis across teams allows for data-based course corrections to be made based on whether the strategy is having the intended impact. If the strategy is not having the intended impact, corrections are made to the plan based upon the identified need.

Goal Statement #2e

By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.a Acadience Reading Benchmark scores of all students in grades K-1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.d iReady Reading Diagnostic scores of all students in grades 3-9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.e Early Warning Indicators for all students in grades 9-12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Routinely use a set of comprehension-building practices to help students make sense of the text across all three tiers of instruction.

How Progress will be Measured – The impact of implementing the evidence-based strategy on adult data is measured through walkthrough data collected on explicit instruction of comprehension-building practices in the classroom. The results of the universal screener provide us with insight on how many students are on track to meet future reading outcomes. This is an indicator of the overall health of our Tier 1 instruction. Progress monitoring on the skills that are the focus of intervention provides teachers with an indicator of the effectiveness of the instruction. The impact of implementing the evidence-based strategy on student performance is measured through Acadience Reading Oral Reading Fluency Retell and MAZE progress monitoring measures and the Acadience Reading fall, winter, and spring universal screening scores. The iReady Reading Diagnostic and the Early Warning Indicators also measure the impact of implementing the evidence-based strategy on student performance. Progress toward implementation of the steps in the action plan are measured through the status of each action step and the specifics of implementation.

How Progress will be Monitored – The data from the classroom walkthroughs is collected throughout the school year by the Director of Student Services. The district literacy team uses Ohio's five step process to analyze the walkthrough data every six weeks. Acadience Reading is administered in the fall, winter, and spring by a district team consisting of reading specialists, reading tutors, and intervention specialists who have been trained to administer the assessment. The reading specialists enter the data into the data dashboard. The Acadience Reading data reports are collected from the dashboard by the Director of Student Services. In the fall, winter, and spring, the district literacy team, DLT, BLT, and TBTs analyze the data using Ohio's five step process. iReady Reading Diagnostic is administered in the fall, winter, and spring by the content area teacher. The data reports are collected from the dashboard by the Director of Student Services. In the fall, winter, and spring, the district literacy team, DLT, BLT, and TBTs analyze the data using Ohio's five step process. Early Warning Indicators are collected by the Assistant Superintendent and the Student Wellness Department after the first twenty days of school and after each quarter. After the first twenty days and after the end of each quarter, the district literacy team, DLT, BLT, and TBTs analyze the Early Warning Indicators using Ohio's five step process. Acadience Reading Oral Reading Fluency Retell and MAZE progress monitoring data will be collected by classroom teachers and interventionists. Students who score well above and above benchmark in ORF Words Correct Per Minute and Oral Reading Fluency Accuracy and/or the MAZE on the universal screener will be progress monitored once a month. Students who score below and well below benchmark will be progress monitored every other week. Progress monitoring data will be analyzed at regular intervals during TBT meetings using Ohio's five step process. If three consecutive data points fall below the aim line, the Student Support Team will meet and use data-based individualization (DBI) to intensify the intervention and develop an intervention plan. When an intervention is intensified, progress monitoring data is collected weekly. Before intensifying the instruction, easy explanations for lack of progress will be considered and ruled out, such as student or instructor absence or lack of instructional fidelity. Data regarding implementation of the action plan and the status of the action steps and specifics of implementation are collected by the Director of Student Services and analyzed by the district literacy team quarterly.

How Progress will be Reported – The TBTs will communicate with the BLT the impact of the evidence-based strategy on student data and progress toward meeting the goal based upon the universal screening and progress monitoring data analyzed in TBTs. This information is communicated through the team leads who are

also members of the BLT. An analysis of the adult practices and student data will be captured in the BLT minutes which are shared with all staff members the day after the BLT meeting. BLT will communicate the data from monitoring the implementation to the DLT through the established feedback loops. DLT will analyze data using Ohio's five step process in DLT meetings to determine if more district or building supports are needed, such as coaching, professional learning and resources. A summary of the analysis is reported in the DLT minutes which are shared with all staff members the day after the DLT meeting. Meeting minutes are also accessible through the staff Google site. This information is communicated with the BLT and TBTs through established feedback loops. Meeting minutes from each district literacy team meeting will also be posted on the staff Google site for future reference. The data collection and analysis across teams allows for data-based course corrections to be made based on whether the strategy is having the intended impact. If the strategy is not having the intended impact, corrections are made to the plan based upon the identified need.

Goal Statement #2f

By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i-Ready, Acadience, SSIS CoLab, etc.).

ELA Student Measure: Every Semester, English Language Arts - Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.b Acadience Reading Benchmark scores of all students in grades 2-3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4-6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.d iReady Reading Diagnostic scores of all students in grades 3-9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.e Early Warning Indicators for all students in grades 9-12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence-Based Strategy or Strategies: Provide explicit vocabulary instruction throughout the day across all content areas and all tiers of instruction

How Progress will be Measured - The impact of implementing the evidence-based strategy on adult data is measured through walkthrough data collected on explicit instruction of comprehension-building practices in the classroom. The results of the universal screener provide us with insight on how many students are on track to meet future reading outcomes. This is an indicator of the overall health of our Tier 1 instruction. Progress monitoring on the skills that are the focus of intervention provides teachers with an indicator of the effectiveness of the instruction. The impact of implementing the evidence-based strategy on student performance is measured through the iReady Reading Diagnostic fall, winter, and spring universal screening scores. The Early Warning Indicators also measure the impact of implementing the evidence-based strategy on student performance. Progress toward implementation of the steps in the action plan are measured through the status of each action step and the specifics of implementation.

How Progress will be Monitored – The data from the classroom walkthroughs is collected throughout the school year by the Director of Student Services. The district literacy team uses Ohio's five step process to analyze the walkthrough data every six weeks. iReady Reading Diagnostic is administered in the fall, winter, and spring by the content area teacher. The data reports are collected from the dashboard by the Director of Student Services. In the fall, winter, and spring, the district literacy team, DLT, BLT, and TBTs analyze the data using Ohio's five step process. Early Warning Indicators are collected by the Assistant Superintendent and the Student Wellness Department after the first twenty days of school and after each quarter. After the first twenty days and after the end of each quarter, the district literacy team, DLT, BLT, and TBTs analyze the Early Warning Indicators using Ohio's five step process. Data regarding implementation of the action plan and the status of the action steps and specifics of implementation are collected by the Director of Student Services and analyzed by the district literacy team quarterly.

How Progress will be Reported – The TBTs will communicate with the BLT the impact of the evidence-based strategy on student data and progress toward meeting the goal based upon the universal screening and progress monitoring data analyzed in TBTs. This information is communicated through the team leads who are also members of the BLT. An analysis of the adult practices and student data will be captured in the BLT minutes which are shared with all staff members the day after the BLT meeting. BLT will communicate the data from monitoring the implementation to the DLT through the established feedback loops. DLT will analyze data using Ohio's five step process in DLT meetings to determine if more district or building supports are needed, such as coaching, professional learning and resources. A summary of the analysis is reported in the DLT minutes which are shared with all staff members the day after the DLT meeting. Meeting minutes are also accessible through the staff Google site. This information is communicated with the BLT and TBTs through established feedback loops. Meeting minutes from each district literacy team meeting will also be posted on the staff Google site for future reference. The data collection and analysis across teams allows for data-based course corrections to be made based on whether the strategy is having the intended impact. If the strategy is not having the intended impact, corrections are made to the plan based upon the identified need.

SECTION 7: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS*

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

***Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

The evidence-based practices and interventions identified within the Reading Achievement Plan support the district's framework for a multi-tiered system of support and are embedded across all tiers of instruction. Key features of MTSS include a continuum of supports with increasing intensity matched to student need, the use of evidence-based practices, and data-based decision making. The evidence-based strategies bring coherence to instruction across all three tiers by providing a set of common instructional practices that all teachers can use. Implementation of a comprehensive multi-tiered system of supports (MTSS) requires school infrastructure and support mechanisms which need to be regularly monitored for continuous improvement. The Center on Multi-Tiered System of Supports at the American Institutes for Research (2022) identifies the following as recommendations to support the development of the school infrastructure and support mechanisms:

- Shared leadership – improvement plans and decisions by school and district leaders support the components of MTSS and make it more effective. Support for implementation is a high priority.
- Focus on prevention - screening uses a systematic process for identifying students who may be at risk for future reading difficulties and identifies students who need additional support. Progress monitoring data is used for decision making about intensity of interventions. General education teachers, special education teachers, and interventionists, work together to design instruction and ensure its alignment across tiers.
- Professional development – focus is on improving instructional practice, data-based decision making, and delivery of interventions and supports.
- Resources – funds, programs, and staffing support implementation of the MTSS framework.
- Schedules - schedules support multiple levels of intervention by ensuring adequate instructional time is built in for core programming and interventions.
- Cultural and linguistic responsiveness - culturally and linguistically relevant instructional practices, assessments, and intervention programs have been adopted by the district.

- Communication with Families – families are updated on the progress of their child and are involved during decision making regarding their child's progress.
- Communication with Staff - staff are informed of data-based decisions and teacher teams collaborate regularly.
- MTSS Team - the team is representative of key stakeholders. Structures and clear processes are in place to guide decision making, and regular meetings are scheduled.
- Fidelity – the district monitors the fidelity of MTSS implementation, the fidelity of instruction and interventions, and the processes of administering and analyzing assessments.

The RTFI measures the health of our MTSS framework. The target score of 80% in each tier indicates whether the infrastructure and mechanisms to support the MTSS framework across that tier are effective. Our RTFI scores (Elementary Tier 1 score of 69%, Elementary Tier 2 score of 82%, Elementary Tier 3 score of 41%, Secondary Tier 1 score of 54%, and Secondary Tier 2/3 score of 3%) show a need to strengthen our district's MTSS across all three tiers. The needs assessment and root cause analysis led to the following evidence-based strategy in the Reading Achievement Plan which is focused on implementing a layered continuum of supports inclusive of evidence-based practices. The IES Practice Guide, *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention for Primary Grades*, provides the following recommendations for implementation. Recommendation number one is to screen all students for potential reading problems at the beginning of the year and again in the middle of the year and regularly monitor the progress of students at risk for developing reading difficulties. Across the district, we will improve the fidelity of administering our universal screeners by having additional staff members attend Acadience Reading Mentor training to ensure the district's ability to train new staff members, provide refresher training, and complete fidelity checks on the administration of the assessments. Recommendation number three from the IES Practice Guide is to 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. The district is committed to training and coaching our staff on the district adopted interventions, creating a schedule that provides time for intervention in addition to core instruction, and data-based decision making. Fidelity, resources, MTSS team, cultural and linguistic responsiveness, and professional development are the specific areas in need of strengthening as identified from the data analysis. The Center on Multi-Tiered System of Supports at the American Institutes for Research (2022) offers the following tips for implementation of the infrastructure and mechanisms for implementing a MTSS:

Fidelity

- Utilize a MTSS Fidelity of Implementation Rubric to self-evaluate and monitor fidelity of implementation.
- Measure fidelity of instruction and interventions by using self-report or observation of implementation.
- Measure fidelity in a variety of ways; for example, through student engagement, program specificity, quality of delivery, adherence, and exposure.
- Provide adequate training and follow-up coaching to staff to ensure that assessments are used as intended, including administration and scoring.

The district will facilitate the Elementary and Secondary RTFI each spring to monitor the health of the MTSS framework and fidelity of implementation. Reading specialists and intervention specialists will continue to self-report fidelity of instruction and interventions through the district self-reporting form. All self-reports are expected to be kept up-to-date each week. The literacy leadership team will analyze the data to determine if there are system-level barriers that need to be addressed. TBTs and the Student Support Team will use the data to determine if a student's lack of response to an intervention could be attributed to fidelity of instruction and support the team when making data-based decisions regarding intensification. To support this work, guiding questions have been embedded within the district forms for these meetings and teachers have received training on the process to support implementation and sustainability of the practices. The district will also track which interventionists have received training in each intervention program. Prior to an intervention being delivered by a staff member, the district will provide training on implementation of the intervention. Fidelity of instruction will be monitored through the use of classroom walkthrough forms for intervention. This data will be collected by the Director of Student Services and the feedback from the observations will be used to drive coaching conversations with the teacher. Strengthening the fidelity of implementation and instruction will support students with Reading Improvement and Monitoring Plans (RIMPs) by ensuring they are receiving the interventions as intended and so that changes can be made by the school if the data reveals the intervention has not been provided as intended.

Teams

- Conduct a team audit to identify existing teams that can be modified or combined.
- Create norms by brainstorming traits associated with high-functioning teams.
- Determine a clear agenda and process for how meetings will proceed, such as the team initiative problem-solving method.
- Use an easily accessible platform for note keeping and decisions made during the meeting.

The district will create a literacy team to monitor the health of the literacy portion of the district's framework for MTSS. The team will be responsible for developing detailed action steps for each year, reporting on the progress of each action step, monitor student and adult performance related to literacy, and maintain effective communication loops with other teams across the district. To support this work, the team will create norms, adopt a format for the meeting agendas and minutes, establish an effective feedback loop, and provide staff with training on data analysis. Team members will participate in the vendor training for Acadience Reading, iReady, and the RTFI. The team will also participate in training on Data-Based Individualization (DBI) through the online modules from the National Center on Intensive Intervention. Establishing a district literacy team with effective and efficient meeting processes will support students with Reading Improvement and Monitoring Plans (RIMPs) by ensuring timely action when changes need to be made to the interventions they are receiving.

Resources

- Align federal, state, and local fiscal resources to proactively support MTSS implementation.
- Prioritize resources to ensure that there are adequately trained and supported staff.

- Use the FAIR Test to ensure that selected resources are feasible within the existing context, acceptable for stakeholders, likely to be impactful, and relevant for the target population.
- Regularly communicate with community stakeholders and the school board to ensure that resources (e.g., staff, fiscal) are allocated to initial and ongoing MTSS implementation.

To support this work, the district will prioritize adopting, purchasing, and implementing high-quality instructional materials. Beginning in the 2024-2025 school year, districts are required to use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Ohio Department of Education and Workforce’s approved lists of materials. The list is expected to be released in February 2024. The district will prepare for this by first auditing the core curriculum, instructional materials, and intervention programs currently used by the district. The district will use the Simple View of Reading to guide the team in identifying where current gaps exist in programming across tiers of instruction and grade levels. Upon release of the approved list of materials, the team will review and select materials from the list of high-quality instructional materials for core instruction and intervention. To support this work, the district will utilize the district adopted process for reviewing and adopting curriculum which incorporates the use of the Ohio Materials Matter: Ohio Curriculum Support Guide. The literacy leadership team will guide this work while gaining regular feedback from staff, families, and community members. This will support students with Reading Improvement and Monitoring Plans (RIMPs) by ensuring the interventions are aligned to the science of reading and the students’ individual needs.

Professional Development

- Training for initial implementation of the essential components of MTSS.
- Training to sustain implementation of the MTSS framework.
- Coaching for initial and sustained implementation.
- Measure the fidelity and impact of implementation of the school-based professional development.

Professional development and job-embedded coaching occurs through ongoing training and support for reading assessment and instruction. Each school year, the district provides refresher training to all staff members on the district’s MTSS framework. After resources from the state approved list have been reviewed and adopted by the district, training will be secured for each program to ensure staff has knowledge how to implement the program. Implementation will be monitored through the use of classroom walkthrough forms and data collected by the Director of Student Services. The feedback from the observations will be used to drive coaching conversations with the teacher to strengthen implementation within the classroom. Strengthening the implementation of adopted programs will support students with Reading Improvement and Monitoring Plans (RIMPs) by ensuring interventions are provided as intended.

Cultural and Linguistic Responsiveness

- Use professional development to help teachers examine bias and learn ways to use culturally responsive instruction and assessment.
- Focus on relationship building between students and staff with programming and instruction.

- Adopt curricula and instruction that supports learning practices and knowledge from students’ home cultures and communities.
- Incorporate linguistic scaffolds into instruction to ensure student access to instruction.
- Use assessment practices that consider students’ primary languages and cultures, English language proficiency, and ongoing linguistic, academic, or behavior progress.

The district is committed to meeting the needs of all students by focusing on cultural and linguistic responsiveness (CLR) so staff use more equitable and appropriate approaches for their students’ cultural and linguistic needs. As our student population becomes more diverse and there are discrepancies in performance across student subgroups, we are committed to encouraging teachers’ self-awareness of their own biases, culture, and identity that they bring to the classroom, which enables them to improve the school climate and teacher-student relationships. To support this work, the superintendent leads the staff annually in professional learning to examine bias and learn ways to use culturally responsive instruction and assessment. The district’s instructional framework includes scaffolding instruction and teacher-student relationships. To support the district’s commitment to cultural and linguistic responsiveness, the district literacy team will complete the Culturally and Linguistically Responsive (CLR)–Response to Intervention (RTI) Fidelity Rubric from Project ELLIPSES and develop specific action steps based upon the results of the rubric. By embedding CLR as part of implementing MTSS, we will support students with Reading Improvement and Monitoring Plans (RIMPs) by creating an environment where students feel safe, valued, and seen.

“Student learning is cumulative by nature. Ohio students who enter kindergarten on track in language and literacy are seven times more likely to go on to score proficient on Ohio’s third grade English language arts assessment. Students who are not proficient in reading by third grade are three times more likely than their proficient peers to not graduate on time” (Ohio’s Plan to Raise Literacy Achievement, p.13). Ohio’s Third Grade Reading Guarantee legislation is designed to proactively address student needs beginning in kindergarten. For students who are not on track, Reading Improvement and Monitoring Plans (RIMPs) are collaboratively developed to accelerate learning for the student. The RIMP continues throughout the student’s K-12 academic career until the student is reading on grade level. Students’ universal screening and progress monitoring data is central to data-based decision making and use of the district’s decision rules. Decision rules are used to help teams make standardized decisions about student progress in the following areas:

- Which students should receive an intervention
- Which intervention students should receive
- How frequently to progress monitor students receiving interventions
- When to review progress monitoring data
- Whether to continue the intervention, intensify, or exit the student from the intervention

There is overwhelming evidence that in order to maximize struggling readers’ access to reading curriculum, teachers must provide systematic and explicit instruction in each area. Vague and ambiguous instruction proves to be confusing to struggling readers (National Center on Improving Literacy, 2023). The needs assessment from section 3 informs us of the need to further develop and strengthen this work for students in 5th – 12th grade. The first step the district will take is to review, evaluate, and adopt interventions approved by

the Ohio Department of Education and Workforce. The district will adopt intervention programs to address both sides of the Simple View of Reading in order to address the reading needs of all learners. The district will expand upon the decision rules which have already been developed and implemented to ensure these standardized decisions can be made to support the needs of students in 5th – 12th grade. Once the decision rules have been developed, staff will receive training on how to use the decision rules and how they connect to students' RIMPs and interventions. Staff will also receive training on Data-Based Individualization (DBI) from the National Center on Intensive Intervention to gain a deeper understanding of intensifying interventions when the data indicates a need.

The district needs to implement a comprehensive Family and Community Engagement plan with fidelity in order to improve family and community engagement. Prior to the 2023-2024 school year, the only formal data collected regarding communication with families was from regular Possip surveys sent to gain family and community feedback. To strengthen our family and community engagement, the evidence-based strategy the district is focusing on implementing is communicating and building trusting relationships with families and community members to support children's language and literacy development. The Center on Multi-Tiered System of Supports at the American Institutes for Research (2022) offers the following tips for implementation:

- Distribute an MTSS informational sheet or infographic to families that summarizes the intervention process in an easy-to-understand manner. Reference this when/if their child receives an intervention.
- Host MTSS informational sessions as part of "back to school" or "meet the teacher" programming.
- Have materials available in various languages so that all families can access them.

The district will build upon family and community engagement by facilitating a district literacy night and embedding literacy activities and supports into family engagement activities. The district literacy team will use the tools from the Ohio Statewide Family Engagement Center to develop informational sheets and infographics to share with families regarding interventions and indicators for risk of dyslexia. The documents will be made available in various languages so all families within the district can access them. The IES Practice Guide companion documents, Supporting Family Involvement in foundational Reading Skills, will be an additional tool used by the district to support implementation of this strategy.

The MTSS framework is built upon the premise that all students have access to grade level core instruction, classrooms are inclusive and heterogeneously grouped, data-based instruction for all students is utilized across all tiers of instruction, and all students have access to high-quality evidence-based instruction with research-based curriculum. Essential features of Tier 1 instruction include articulated teaching and learning objectives, core curriculum aligned with state standards, instruction which is accessible by all learners, evidence-based materials and strategies, and data used to address students' needs, including evaluating the health of Tier 1 instruction. High leverage practices (HLPs) are used in combination with the evidence-based strategies and materials. HLPs provide educators with efficient and effective instructional practices to address the needs of struggling readers and students with disabilities across all tiers of instruction. These practices should be integrated into each phase of a teacher's instruction including planning, delivery, guided practice and assessment. Teachers will receive ongoing professional development and coaching on HLPs as the

district implements the instructional framework. The district's instructional framework includes the following HLPs:

- Explicit instruction
- Provide positive and constructive feedback to guide students' learning and behavior
- Provide oral and written feedback to students
- Student engagement
- Multiple opportunities for practice and feedback
- Build respectful relationships with students
- Systematically design and scaffold instruction

The additional five evidence-based strategies in the Reading Achievement Plan are implemented across all tiers of instruction in addition to the HLPs. The first evidence-based strategy is to explicitly teach students to use the writing process for a variety of purposes. The analysis of student performance data and the root cause analysis revealed that students in Lockland are consistently performing below their peers in Ohio on state assessments. The root cause analysis revealed a need for further professional development in the area of writing for a deeper understanding of effective strategies to address foundational writing skills and writing composition skills across content areas. Due to the fact that writing is a complex process, the steps needed to carry out this strategy are numerous. The IES Practice Guide, *Teaching Elementary School Students to Be Effective Writers*, provides the following recommendations for implementation:

- Teach students strategies for the various components of the writing process.
- Gradually release writing responsibility from the teacher to the student.
- Guide students to select and use appropriate writing strategies.
- Encourage students to be flexible in their use of the components of the writing process.
- Help students understand the different purposes of writing.
- Expand students' concept of audience.
- Teach students to emulate the features of good writing.
- Teach students techniques for writing effectively for different purposes.

The IES Practice Guide, *Teaching Students to Write Effectively*, provides the following recommendations for implementation:

- Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing.
- Instruct students on how to choose and apply strategies appropriate for the audience and purpose.
- Model strategies for students.
- Provide students with opportunities to apply and practice modeled strategies.
- Engage students in evaluating and reflecting upon their own and peers' writing and use of modeled strategies.

The district's efforts to improve writing instruction across content areas will begin by enrolling all staff members in their corresponding Advancing Thinking Through Writing (ATTW) course facilitated by The Writing

Revolution (TWR). The course will provide staff with the foundational knowledge of an explicit set of sequenced strategies for teaching writing that can be integrated into any content. The district literacy team will also enroll in the Classroom Planning & Implementation Workshop by The Writing Revolution to support peer coaching on effectively incorporating the TWR strategies learned in the ATTW course in their classroom instruction, including best practices for planning and implementing TWR into classroom instruction, how to use assessment to inform instructional decisions, and ways to create an engaging and motivating writing environment. The strategies learned will then be incorporated into the district's curriculum guides. Improving writing instruction across content areas supports students with Reading Improvement and Monitoring Plans (RIMPs) by ensuring all learners have equitable opportunities to access discipline-specific text, discourse and writing.

Early readers must master the skill of being able to hear the sounds in words and recognize letters on a page and connecting a sound with the letter. A learner's ability to perceive individual phonemes is often the most difficult component of learning to decode and the reason learners struggle to read. "Phonemic awareness activities strengthen and sharpen phonological processing and, therefore, are crucial for many students who are beginning to read as well as struggling readers. Phonemic awareness instruction helps readers perceive the sound sequences in words accurately, which is necessary for learning the letter-sound patterns in phonics and for remembering decoded words" (Ashby, McBride, Naftel, O'Brien, Paulson, Kilpatrick, & Moats, 2023). Lockland's kindergarten and first grade Acadience Reading data for first sound fluency and phoneme segmentation both show that less than 80% of our students are at benchmark indicating a need to strengthen phonemic awareness instruction across all tiers of instruction (Fall 2023, 19% of kindergarten students were at benchmark on FSF; Fall 2023, 46% of first grade students were at benchmark for PSF). The following evidence-based strategy has been identified to address the area of need: implement explicit and systematic phonological awareness instruction across all tiers of instruction. The IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, provides the following recommendations for implementation:

- Teach students to recognize and manipulate segments of sound in speech.
- Teach students letter-sound relations.
- Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.

To implement explicit and systematic phonological awareness instruction across all tiers of instruction, the district uses the Heggerty Phonemic Awareness curriculum for Tier 1 instruction in kindergarten, first, and second grade. When the approved list of core programs and interventions is released by the Ohio Department of Education and Workforce, the district literacy team will evaluate whether the current district resources to support phonemic awareness instruction are on the approved list or if the district needs to review and adopt new material and programs. The Director of Student Services will observe phonological awareness instruction and capture insights on a classroom walkthrough tool specific to phonological awareness instruction. The data gleaned from the observation and the walkthrough tool will be used as the basis for coaching conversations with the teachers. To provide staff with ongoing professional learning in this area, the topic will be further

discussed through TBT meetings by using the Professional Learning Communities Participant's Activities: For the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. To determine whether older students in grades 2 and up need phonemic awareness instruction, the district will develop a document to provide staff with guidance on when to use diagnostic assessments of phonemic awareness skills. Staff members will also be trained on the facilitation of the diagnostic tools and how to analyze the data from the diagnostic assessment. By providing staff with guidance on when to administer diagnostic assessments of phonemic awareness, we will support students with Reading Improvement and Monitoring Plans (RIMPs) by equipping staff with the tools and skills needed to accurately identify all areas in need as part of a student's reading profile.

Application of letter-sound knowledge to decode and read words in connected text is an essential component of teaching reading in the primary grades as evident in the Changing Emphasis of Instruction (ODE, 2020). The continuum 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). When analyzing the Acadience Reading NWF-WWR, NWF-CLS, ORF-WCPM, and ORF-Accuracy data across first grade through sixth grade, 50% or less of our students are performing at benchmark. This demonstrates a need to improve basic and advanced decoding instruction across all three tiers in all elementary and intermediate grade levels. 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 across grade levels based on the number of students scoring below benchmark on basic phonics measures (nonsense word fluency) and advanced phonics measures (oral reading fluency words correct per minute and accuracy). To address this area of concern, the following evidence-based strategy has been included in the district's Reading Achievement Plan: use explicit and systematic instruction to teach students to decode words, analyze word parts, read complex multisyllabic words, and write and recognize words across all three tiers of instruction. The IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, provides the following recommendations for implementation:

- 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.

The IES Practice Guide, Providing Reading Interventions for Students in Grades 4–9, provides the following recommendations for implementation:

- Identify the level of students' word-reading skills and teach vowel and consonant letter-sounds and combinations, as necessary.
- Teach students a routine they can use to decode multisyllabic words.
- Embed spelling instruction in the lesson.

- Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.

At Lockland we are focused on basic and advanced phonics instruction through teaching students to decode words, analyze word parts, and write and recognize words. Through direct, explicit, systematic instruction, we will teach students to blend letter sounds and sound–spelling patterns, instruct students in common sound–spelling patterns, teach students to recognize common word parts, have students read decodable words in isolation and in decodable text, teach regular and irregular high-frequency words so students can recognize them efficiently, and introduce non-decodable words that are essential to the meaning of the text. As students develop their word-reading skills, we explicitly teach students to decode multisyllabic words, reading and spelling common prefixes, Greek roots, and Latin roots, and practice accurately reading text with prosody to build automaticity. This will be supported across the advanced tiers of support by ensuring students have access to trained specialists. Specialists will receive training in the intervention programs as well as the state required training on identification of characteristics of dyslexia as well as the science of reading. Reading specialists also attend State Support Team 13’s Literacy Leaders Network and participate in the various professional learning opportunities offered by the SST to support language and literacy instruction. They also have the option to attend Ohio’s Literacy Academy. The reading specialists receive job-embedded coaching throughout the school year from the Director of Student Services. The reading specialists have also identified books aligned to this practice and the science of reading that they would like to engage in a book study with. The district is committed to providing our interventionists with ongoing training to deepen their knowledge of the science of reading and the district adopted programs and practices. By providing staff with the training and tools they need to address the needs of struggling readers, we support accelerating learning for students with Reading Improvement and Monitoring Plans (RIMPs) by providing individualized interventions that include explicit instructional focus that meet the student’s needs.

Developing background knowledge and vocabulary across grade levels and subjects will enable children to exhibit inferential and narrative language skills and to produce coherent writing which addresses the demands of the content. The greater a learner’s background knowledge, the more he or she will be able to understand and discuss topics beyond the immediate context. Ohio’s Plan to Raise Literacy Achievement (2020) highlights the importance of “ensuring learners have adequate background knowledge to make necessary connections in text and continue to comprehend and learn through text as they progress through school requires building children’s knowledge (Willingham, 2017)” (p.29). Lockland’s needs assessment demonstrates a need to strengthen comprehension strategy instruction. The iReady Reading data shows when analyzing the data of cohorts of students, comprehension of literary and informational text is a glaring concern as more students are performing below grade level than this time last year and more the three fourths of each grade level are performing below grade level. Similarly, the results from Ohio’s State Tests reveals more than 75% of students at any grade level assessed is demonstrating near or below proficient in comprehension skills.

This need across grade-levels aligns to the Changing Emphasis of the Subskills of the Five Components of Reading. Specifically, emphasis will be placed on explicit instruction in the areas of teaching students to apply the strategies they are learning to complex texts and text sets, providing opportunities for guided practice, and

teaching students strategies to determine when to use each strategy. To address the need to improve comprehension strategy instruction, the following evidence-based practice has been selected and included in the Reading Achievement Plan: Routinely use a set of comprehension-building practices to help students make sense of the text across all three tiers of instruction. The IES Practice Guide, *Improving Reading Comprehension in Kindergarten Through 3rd Grade*, provides the following recommendations for implementation:

- Teach students how to use several research-based reading comprehension strategies.
- Teach reading comprehension strategies individually or in combination.
- Teach reading comprehension strategies by using a gradual release of responsibility.

The IES Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, provides the following recommendations for implementation:

- 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 to one text.
- Ensure that the text is appropriate for the reading level of students.
- 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.

The IES Practice Guide, *Providing Reading Interventions for Students in Grades 4–9*, provides the following recommendations for implementation:

- Develop world knowledge that is relevant for making sense of the passage.
- Teach the meaning of a few words that are essential for understanding the passage.
- Teach students how to derive meanings of unknown words using context.
- Teach prefixes and suffixes to help students derive meanings of words.
- Teach the meaning of Latin and Greek roots.
- Explicitly teach students how to find and justify answers to different types of questions.
- Provide ample opportunities for students to collaboratively answer questions.
- Teach students to ask questions about the text while reading.
- Model how to use a routine to generate gist statements.
- Teach students how to use text structures to generate gist statements.
- Work collaboratively with students to generate gist statements.
- Help students determine when they do not understand the text.
- Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.
- Provide opportunities for students to reflect on what they have learned.

The Simple View of Reading tells us reading comprehension is the outcome of word recognition and language comprehension. A deficit in one or both of the two areas will impact a student's reading comprehension. Students must master a number of key skills, like decoding, to fully understand what they're reading. We routinely use comprehension-building practices to help students extract meaning from text across all three tiers of instruction. Teaching these strategies requires a gradual release of responsibility. Staff will receive training on the gradual release of responsibility framework throughout the school year as it is embedded within the district's instructional framework. We will work to develop students' word and world knowledge by adopting programs and materials that are knowledge building. Comprehension strategy instruction must be used consistently across content areas to support learners in acquiring knowledge" (ODE, 2020, p.33). Each school year the district will take a deeper dive into a different strategy which can be used across content areas. Staff will receive training on the strategy, how to implement it within the classroom, and feedback on their implementation from classroom walkthroughs. The consistent use of comprehension strategies across content areas and tiers of instruction support students with Reading Improvement and Monitoring Plans (RIMPs) by providing them with consistent distributed practice in multiple contexts. While the comprehension strategies are applicable across content areas, academic disciplines also contain their own specialized vocabularies, text genres, and warrants for arguments linked to the knowledge unique to the discipline. To support this, the district will provide staff with professional development in disciplinary literacy and the specific strategies used to convey knowledge within specific disciplines.

Vocabulary includes the words that are spoken (expressive vocabulary) and words in listening (receptive vocabulary). As noted in Ohio's Plan to Raise Literacy Achievement (2020), "strong vocabulary instruction includes explicit instruction of new words with multiple examples and using new words in a variety of contexts. Learners must be taught how to use context, such as parts of speech, to determine word meaning. Morphology (the study of the forms of words) must be taught to ensure learners have access to moderately challenging reading material to build and develop vocabulary in addition to the vocabulary being explicitly taught" (p.28). Students learn vocabulary directly when they are explicitly taught individual words and word-learning strategies. Integrating explicit vocabulary instruction into the content-area curriculum across all content areas also enhances students' ability to acquire textbook vocabulary. A lack of vocabulary skill development is evident and continues to be glaring area of concern in all grade levels participating in the iReady Reading Diagnostic. The data reveals fewer students are demonstrating grade level vocabulary skills than last year and less than 25% of students in any grade level are demonstrating vocabulary skills at grade level. To address the need to strengthen vocabulary instruction, the following evidence-based practice has been selected and included in the Reading Achievement Plan: Provide explicit vocabulary instruction throughout the day across all content areas and all tiers of instruction. The IES Practice Guide, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, provides the following recommendations for implementation:

- Engage students in conversations that support the use and comprehension of inferential language.
- Explicitly engage students in developing narrative language skills.
- Teach academic vocabulary in the context of other reading activities.

The IES Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*, provides the following recommendations for implementation:

- 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.

The IES Practice Guide, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, provides the following recommendations for implementation:

- Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
- Choose a small set of academic vocabulary for in-depth instruction.
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
- Teach word-learning strategies to help students independently figure out the meaning of words.

The IES Practice Guide, *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades*, provides the following recommendations for implementation:

- Adopt an evidence-based approach to vocabulary instruction.
- Develop districtwide lists of essential words for vocabulary instruction. These words should be drawn from the core reading program and from the textbooks used in key content areas, such as science and history.
- Vocabulary instruction for English learners should also emphasize the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum.

The greater a learner's academic vocabulary, the more he or she will be able to comprehend words in text and use words in formal writing. Promoting the development of knowledge and academic language skills is critical for learners in all content areas and must be supported across the continuum of literacy development for all learners (Browder, et al. 2008; Spooner, et al., 2011). The district will support this by identifying the essential vocabulary to be taught in each unit in each discipline and incorporate it into the curriculum guides for each content area. Staff will receive professional development on how vocabulary can be introduced both before and during reading to help students identify real-life connections and how the word is used in a variety of semantic contexts. Staff will also receive training on an instructional routine for specific word instruction and the activities that can be used following the instruction for distributed practice. Vocabulary plays an important role in learning to read. Instruction and intervention in language, vocabulary, and listening comprehension, begin in preschool and continue throughout the early elementary grades. To meet the needs of all learners in 4th – 12th grade, the district and school must implement explicit vocabulary instruction across content areas,

provide literacy instruction and support that is discipline-specific, and provide individualized intensive intervention in reading, as needed. The consistent use of an explicit instructional routine for vocabulary instruction supports students with Reading Improvement and Monitoring Plans (RIMPs) by providing them with consistent distributed practice in multiple contexts.

To support this work, the district will prioritize adopting, purchasing, and implementing high-quality instructional materials. Beginning in the 2024-2025 school year, districts are required to use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Ohio Department of Education and Workforce's approved lists of materials. The list is expected to be released in February 2024. The district will prepare for this by first auditing the core curriculum, instructional materials, and intervention programs currently used by the district. The district will use the Simple View of Reading to guide the team in identifying where current gaps exist in programming across tiers of instruction and grade levels. Upon release of the approved list of materials, the team will review and select materials from the list of high-quality instructional materials for core instruction and intervention. To support this work, the district will utilize the district adopted process for reviewing and adopting curriculum which incorporates the use of the Ohio Materials Matter: Ohio Curriculum Support Guide. The literacy leadership team will guide this work while gaining regular feedback from staff, families, and community members.

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

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

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

When determining the evidence-based strategies and practices incorporated in the Reading Achievement Plan, the district was focused on ensuring the strategies and practices were effective and both sides of the Simple View of Reading were addressed. The leadership team began by adopting the ESSA definition for evidence-based as “an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes based on strong, moderate, or promising evidence from at least one well-designed and well-implemented experimental or quasi-experimental study, or a rationale based on high-quality research findings or a positive evaluation that suggests the intervention is likely to improve outcomes” (Lam, Mercer, Podolsky, & Darling-Hammond, 2016). The goal of adopting evidence-based strategies is to increase the likelihood that instruction will succeed in raising student performance and closing gaps in learning. “The main indicator of quality for EBPs (including specific interventions, activities and strategies implemented at the school or district levels) should be clear evidence of impact based on rigorous research” (U.S. Department of Education, 2020). To determine the corresponding tier of evidence for each strategy, the district first used the Institute of Education Science (IES) Practice Guides. The practices selected to address phonemic awareness,

basic and advanced decoding, reading comprehension strategies, and writing fell into the Tier 1, Strong Evidence. The evidence-based strategy for vocabulary fell into Tier 3, Promising Evidence.

Lockland is committed to the implementation of the Reading Achievement Plan and the evidenced-based strategies within the plan. To ensure the identified evidence-based strategies are effective within the district, both student progress and adult implementation of the strategies will be monitored. As described within the Ohio Improvement Process, implementation requires changes in adult behaviors and practices, whereas, monitoring is collaborative learning through observing implementation of adult practices and the impact on student outcomes. The change in adult practices will occur through a multi-faceted approach. Staff will receive professional learning in the science of reading and identifying risk indicators of dyslexia which will serve as the foundational knowledge needed to gain a deeper understanding of the evidence-based practices. Teachers will receive ongoing professional learning on the evidence-based strategies through district professional development days, instructional coaching, peer coaching, feedback from walkthroughs, and TBT meetings. To observe the implementation of the adult practices, the district will use walkthrough tools that are inclusive of practices to effectively implement the evidence-based strategies in the classroom. The Director of Student Services and building principals conduct walkthroughs to observe, gather, and analyze classroom instructional practices. Feedback from the observations is shared with the observed teacher and used as a discussion prompt in follow-up conversations. The aggregated data is analyzed using Ohio's five step process for trends in implementation and instruction. The impact these strategies have on student outcomes is monitored through data-based decision making within Ohio's Improvement Process.

Interventionists (reading specialists and intervention specialists) record implementation fidelity so we are able to analyze if we are implementing the intervention programs and practices the way it is written, with consideration to the research is behind it, and if we are considering the specific needs of the student and using a program that is matched to the need. One way we collect this data is through intervention delivery logs where the interventionist records when the intervention was administered, the student's attendance status, and if the intervention was delivered as intended or if the interventionist used the time with the student for something else. Another data source of implementation fidelity is classroom walkthroughs. To observe the implementation of the adult practices, the district will use an intervention classroom walkthrough tool. The Director of Student Services and building principals conduct walkthroughs to observe, gather, and analyze classroom instructional practices. Feedback on implementation of the intervention from the observation is used to drive coaching conversations with the interventionists. It is important interventionists have been trained on the administration of the intervention, therefore, we ensure they receive training on the intervention and coaching on the implementation of the intervention. Progress monitoring measures aligned to the student needs and the skills taught through the intervention inform our TBTs, district leadership team, and Student Support Team if the student is progressing and what might need to be changed.

To improve upon the strategies utilized during the prior two consecutive school years, the district has addressed barriers within the system to support implementation fidelity. Interventionists now keep fidelity checks and logs which are used as part of the data-based decision making. Scheduling has been adjusted to ensure staff an adequate amount of time to teach the adopted curriculum, inclusive of using high-quality

instructional materials. Intervention times have been designed so students are not pulled out of core instruction and the intervention is provided in addition to Tier 1 instruction. The district has also worked to create a culture that recognizes the importance of language and literacy skills in all disciplines across content areas.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

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

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

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

Educators and quality instruction are fundamental components to student acquisition of language and literacy skills and knowledge. Professional development and coaching tied to evidence-based language and literacy instructional practices are key to building the capacity of teachers to maximize their impact. Professional development and job-embedded professional learning must be adequate, ongoing, and available to support reading instruction. Effective professional development is collaborative, sustained over a period of time (between 14 and 100 hours with an average of 49 hours), deepens teachers' content knowledge and instructional practices, and is supported by coaching. Successfully implementing this element promotes dynamic coaching and professional development support that is responsive to school wide needs. The following professional development plan has been developed to support implementation of the Reading Achievement Plan.

Goal #1: By 06/30/2026 we will improve the performance of Student and Family engagement, All Grades students at/in Lockland Local to increase 30.00 % in attendance at school events using participation rates (i.e. sign in sheets, checklists, permission list, etc.).

Student Measure: Every Semester, family engagement participation rates (i.e. sign in sheets, checklists, permission list, etc.) of All Students will be monitored by District Leadership Team, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

Adult Measure: Every Semester, communication with families of All Staff will be monitored by District Leadership Team, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

Adult Measure: Every Semester, participation at school events of All Staff will be monitored by District Leadership, with an annual improvement of increase 10.00 % resulting in an overall improvement of increase 30.00 % by the end of the plan.

Evidence Based Practice or Intervention: Communicate and build trusting relationships with families and community members to support children’s language and literacy development.

PD Description	Begin/End Dates
1. Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district’s trained facilitators	Beginning during the 2022-2023 school and ongoing each year
	Beginning 2024-2025 school year when guidance and course is released from Ohio Department of Education and Workforce
3. Reading specialists attend the Ohio Statewide Family Engagement Center Annual Summit	Fall of each school year beginning in the Fall of 2024
4. Reading specialists attend training for educators on Canva	Spring 2024 webinar and follow-up training during Fall 2024
Resources Required	
1. Dyslexia LMS courses; copies of handouts; manipulatives for participant activities; funds for substitute teacher for coverage	
2. Science of Reading LMS course(s); funds for substitute teachers for coverage; guidance documents from the Ohio Department of Education and Workforce	
3. Funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions; room reservation for reading specialists to be able to virtually participate in the summit	
4. Canva courses, Getting Started as a Canva Teacher training, and Delivering Engaging Instructional Resources training; Canva account; funds for additional copy clicks; funds to pay for district training materials, presenters and sub costs for teachers to attend training sessions	

Outcomes/Evaluation

Evaluating professional development requires that the assessment includes an analysis of multiple data points, including the participants' reactions; participant learning; the organization's support of the learning; participants' use of knowledge and skills; and student learning outcomes (Guskey, 2000). The assessment of the professional development will include the following: evidence of the knowledge and skills demonstrated through newsletters and family engagement activities and programs; and sign-in sheets, participation/attendance rates, and surveys.

The staff's reactions and perceptions of the professional development is gathered through surveys sent by the Superintendent to determine initial satisfaction with the professional learning. The surveys inform the leadership team if staff perceived the professional learning as a good use of their time, if the material/content was useful, and if the content was easy to understand. This will support the leadership team improve the professional development delivery and design overtime.

Participants' learning and use of their new knowledge and skills is measured through the newsletters sent home and implementation of the literacy activities during family engagement events. The data collected is used to drive coaching, improve upon the organization of the professional learning, and measure how much additional professional learning is needed to support implementation.

The organization support and change is measured through coaching cycles, feedback, newsletters, TBT minutes, and staff pulse check surveys. The district's support for implementation is analyzed using these data sources to help determine the level of implementation support staff actually received, the resources that were available, how successes are recognized and shared, and the impact the professional learning has on the organization.

Goal #2: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i Ready, Acadience, SSIS CoLab, etc.).

ELA Adult Measure: Every 365 days, English Language Arts Fidelity Instrument of English Language Arts Teachers will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

2.f Every 365 days, English Language Arts the Elementary Reading Tiered Fidelity Inventory will be facilitated and the results will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

2.g Every 365 days, English Language Arts the Secondary Reading Tiered Fidelity Inventory will be facilitated and the results will be monitored by District Leadership Team, with an overall improvement of increase 10.00 % by the end of the plan.

Evidence Based Practice or Intervention: Implement a layered continuum of supports with evidence based practices

PD Description	Begin/End Dates
1. Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators	Beginning during the 2022-2023 school and ongoing each year
2. Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)	Beginning 2024-2025 school year when guidance and course is

	released from Ohio Department of Education and Workforce
3. Webinars from Ohio Materials Matter on curriculum review, evaluation, and adoption for curriculum review team	Beginning January 2024 through April 2024
4. Professional Development from publishers of adopted programs for all staff	Beginning 2024-2025 school year and ongoing for new staff
5. Professional learning modules on Data-Based Individualization form NCII for interventionists and the district's literacy team	Beginning 2024-2025 for curriculum review team and Fall 2024 for interventionists of all grade levels and ongoing for new staff thereafter
6. District literacy team meetings and TBT meetings to support implementation	TBT meetings monthly beginning during the 2023-2024 school year and literacy team meetings monthly beginning during the 20224-2025 school year
7. Coaching from administrators in the district and peer coaching based upon data collected form the walkthrough tool which is aligned to the professional learning	Coaching from administrators beginning 2023-2024 school year and peer coaching beginning 2024-2025 school year
8. Provide ongoing professional learning for all staff on the district's instructional framework and the High-Leverage Practices (HLPs) embedded within the framework	Beginning 2024-2025 school year and ongoing after
9. Acadience Reading data analysis professional development for team members; mentor training for reading specialists; refresher training for all staff; and administration training for new staff	Summer and Fall 2024 and ongoing each year for new staff
10. iReady data analysis professional development for team members provided by the vendor	Fall of each school year
11. RTFI training for team members through EduPaths	Spring 2024 training and administration during the spring of each school year
Resources Required	
1. Dyslexia LMS courses; copies of handouts; manipulatives for participant activities; funds for substitute teacher for coverage; PD calendar with training dates (three district staff are trained to facilitate this)	
2. Science of Reading LMS course(s); funds for substitute teachers for coverage; guidance documents from the Ohio Department of Education and Workforce	
3. PD calendar with training dates; funds for substitute teachers for coverage; webinars from Ohio Materials Matters; district curriculum review and adoption process and documents; materials from publishers to review	
4. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool	
5. PD calendar with training dates; funds for substitute teachers for coverage; webinars from NCII	

6. Agenda and minutes document; meeting schedule; funds for teachers to attend the literacy team meetings; meeting location(s) secured; problem solving guide for data analysis
7. Meeting calendar; Lockland's coaching framework; walkthrough tool; funds for substitute teachers for coverage so teachers can observe instruction in other classrooms and model practices; books on coaching written by Jim Knight to strengthen coaching (i.e., Instructional Playbook, Instructional Coaching, Better Conversations, The Impact Cycle, High-Impact Instruction, and Evaluating Instructional Coaching) ; Peer Coaching for Literacy and Instructional Coaching for Literacy LMS courses
8. Lockland's instructional framework; PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; classroom walkthrough tool; staff members who have participated in train the trainer sessions to support training all staff members
9. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; Acadience fidelity tool
10. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts
11. PD calendar with training dates; funds to pay for substitute teacher costs for teachers to attend training sessions; print copies of the RTFI

Outcomes/Evaluation

Evaluating professional development requires that the assessment includes an analysis of multiple data points, including the participants' reactions; participant learning; the organization's support of the learning; participants' use of knowledge and skills; and student learning outcomes (Guskey, 2000). The assessment of the professional development will include the following: evidence of the knowledge and skills in classroom walk-throughs by administrators and coaches; student achievement and student progress data; and surveys conducted after the professional development sessions regarding the value of professional development.

The staff's reactions and perceptions of the professional development is gathered through surveys sent by the Superintendent to determine initial satisfaction with the professional learning. The surveys inform the leadership team if staff perceived the professional learning as a good use of their time, if the material/content was useful, and if the content was easy to understand. This will support the leadership team improve the professional development delivery and design overtime.

Participants' learning and use of their new knowledge and skills is measured through classroom observations. Classroom observations provide us with data on the acquisition of the intended knowledge and skills and the degree and quality of implementation of the new knowledge and skills. The data from the observations is used to not only drive coaching but to also improve upon the organization of the professional learning and as a measuring point as to how much additional professional learning is needed to support implementation.

The organization support and change is measured through coaching cycles, feedback, newsletters, TBT minutes, and staff pulse check surveys. The district's support for implementation are analyzed using these data sources to help determine the level of implementation support staff actually received, the resources that were available, how successes are recognized and shared, and the impact the professional learning has on the organization.

Student learning outcomes are used to determine the impact the professional learning has on student performance and achievement. Universal screeners, benchmark data, progress monitoring data, Early Warning Indicators, and state assessments are all used as student learning outcomes data sources.

Goal #2: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i Ready, Acadience, SSIS CoLab, etc.). ELA Student Measure: Every Semester, English Language Arts Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.a Acadience Reading Benchmark scores of all students in grades K 1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.b Acadience Reading Benchmark scores of all students in grades 2 3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4 6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.d iReady Reading Diagnostic scores of all students in grades 3 9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.e Early Warning Indicators for all students in grades 9 12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence Based Practice or Intervention: Explicitly teach students to use the writing process for a variety of purposes.

PD Description	Begin/End Dates
1. Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators	Beginning during the 2022-2023 school and ongoing each year
	Beginning 2024-2025 school year when guidance and course is released from Ohio Department of Education and Workforce
3. The Writing Revolution Courses: Advanced Thinking Through Writing K-2, Advanced Thinking Through Writing 3-12, Advancing Thinking Through Writing in STEM, Classroom Planning & Implementation Workshop	Beginning 2024-2025 school year (all courses will be provided over the course of multiple sessions throughout the school year)
4. Train the trainer professional development through Corwin on Teacher Clarity and the Gradual Release of Responsibility model	Spring/Summer 2024
5. Book study of Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fischer and Frey and The Writing Rope by Joan Sedita with the district literacy team	Beginning 2024-2025 school year and ongoing throughout the 2025-2026 school year

6. Coaching based on the data from the classroom walkthrough form to evaluate and monitor the implementation of the writing strategies across content areas	Beginning 2024-2025 school year and ongoing thereafter
7. Train staff on Gradual Release of Responsibility (training by district trainers and participants are all staff members)	Beginning 2024-2025 school year
8. Provide training for staff of the district adopted writing interventions	Beginning 2024-2025 school year and ongoing thereafter

Resources Required

1. Dyslexia LMS courses; copies of handouts; manipulatives for participant activities; funds for substitute teacher for coverage; PD calendar with training dates (three district staff are trained to facilitate this)
2. Science of Reading LMS course(s); funds for substitute teachers for coverage; guidance documents from the Ohio Department of Education and Workforce
3. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool
4. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool
5. PD calendar with training dates; funds to pay for books and substitute teacher costs or extended time pay for teachers to attend sessions
6. Meeting calendar; Lockland’s coaching framework; walkthrough tool; funds for substitute teachers for coverage so teachers can observe instruction in other classrooms and model practices; books on coaching written by Jim Knight to strengthen coaching (i.e., Instructional Playbook, Instructional Coaching, Better Conversations, The Impact Cycle, High-Impact Instruction, and Evaluating Instructional Coaching) ; Peer Coaching for Literacy and Instructional Coaching for Literacy LMS courses
7. PD calendar with training dates; funds to pay for training materials and substitute teacher costs for teachers to attend training sessions; classroom walkthrough tool
8. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool

Outcomes/Evaluation

Evaluating professional development requires that the assessment includes an analysis of multiple data points, including the participants’ reactions; participant learning; the organization’s support of the learning; participants’ use of knowledge and skills; and student learning outcomes (Guskey, 2000). The assessment of the professional development will include the following: evidence of the knowledge and skills in classroom walk-throughs by administrators and coaches; student achievement and student progress data; and surveys conducted after the professional development sessions regarding the value of professional development.

The staff’s reactions and perceptions of the professional development is gathered through surveys sent by the Superintendent to determine initial satisfaction with the professional learning. The surveys inform the leadership team if staff perceived the professional learning as a good use of their time, if the material/content was useful, and if the content was easy to understand. This will support the leadership team improve the professional development delivery and design overtime.

Participants' learning and use of their new knowledge and skills is measured through classroom observations. Classroom observations provide us with data on the acquisition of the intended knowledge and skills and the degree and quality of implementation of the new knowledge and skills. The data from the observations is used to not only drive coaching but to also improve upon the organization of the professional learning and as a measuring point as to how much additional professional learning is needed to support implementation.

The organization support and change is measured through coaching cycles, feedback, newsletters, TBT minutes, and staff pulse check surveys. The district's support for implementation are analyzed using these data sources to help determine the level of implementation support staff actually received, the resources that were available, how successes are recognized and shared, and the impact the professional learning has on the organization.

Student learning outcomes are used to determine the impact the professional learning has on student performance and achievement. Universal screeners, benchmark data, progress monitoring data, Early Warning Indicators, and state assessments are all used as student learning outcomes data sources.

Goal #2: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i Ready, Acadience, SSIS CoLab, etc.). ELA Student Measure: Every Semester, English Language Arts Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.a Acadience Reading Benchmark scores of all students in grades K 1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence Based Practice or Intervention: Implement explicit and systematic phonological awareness instruction across all tiers of instruction.

PD Description	Begin/End Dates
1. Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators	Beginning during the 2022-2023 school and ongoing each year
2. Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)	Beginning 2024-2025 school year when guidance and course is released from Ohio Department of Education and Workforce
3. Professional development for K-3 staff on how to use a sound wall	Beginning the 2024-2025 school year
4. Train specialists on Phonological Awareness Screening Test from Equipped for Reading success by Kilpatrick	Beginning the 2024-2025 school year
5. TBT meetings to support implementation and professional learning communities	Beginning Fall 2023 and continuing monthly through the plan
6. Coaching based on the data from the classroom walkthrough form to evaluate and monitor the implementation of the phonemic awareness strategies and programs	Beginning 2024-2025 school year and ongoing thereafter

7. Provide training for staff of the district adopted phonemic awareness interventions	Beginning 2024-2025 school year and ongoing thereafter
Resources Required	
1. Dyslexia LMS courses; copies of handouts; manipulatives for participant activities; funds for substitute teacher for coverage; PD calendar with training dates (three district staff are trained to facilitate this)	
2. Science of Reading LMS course(s); funds for substitute teachers for coverage; guidance documents from the Ohio Department of Education and Workforce	
3. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; classroom walkthrough tool	
4. PD calendar with training dates; funds to pay for books and substitute teacher costs or extended time pay for teachers to attend sessions	
5. Agenda and minutes document; meeting schedule; funds for teachers to attend the literacy team meetings; meeting location(s) secured; problem solving guide for data analysis; Professional Learning Communities Participant's Activities: For the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade	
6. Meeting calendar; Lockland's coaching framework; walkthrough tool; funds for substitute teachers for coverage so teachers can observe instruction in other classrooms and model practices; books on coaching written by Jim Knight to strengthen coaching (i.e., Instructional Playbook, Instructional Coaching, Better Conversations, The Impact Cycle, High-Impact Instruction, and Evaluating Instructional Coaching) ; Peer Coaching for Literacy and Instructional Coaching for Literacy LMS courses	
7. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool	
Outcomes/Evaluation	
<p>Evaluating professional development requires that the assessment includes an analysis of multiple data points, including the participants' reactions; participant learning; the organization's support of the learning; participants' use of knowledge and skills; and student learning outcomes (Guskey, 2000). The assessment of the professional development will include the following: evidence of the knowledge and skills in classroom walk-throughs by administrators and coaches; student achievement and student progress data; and surveys conducted after the professional development sessions regarding the value of professional development.</p>	
<p>The staff's reactions and perceptions of the professional development is gathered through surveys sent by the Superintendent to determine initial satisfaction with the professional learning. The surveys inform the leadership team if staff perceived the professional learning as a good use of their time, if the material/content was useful, and if the content was easy to understand. This will support the leadership team improve the professional development delivery and design overtime.</p>	
<p>Participants' learning and use of their new knowledge and skills is measured through classroom observations. Classroom observations provide us with data on the acquisition of the intended knowledge and skills and the degree and quality of implementation of the new knowledge and skills. The data from the observations is used to not only drive coaching but to also improve upon the organization of the professional learning and as a measuring point as to how much additional professional learning is needed to support implementation.</p>	
<p>The organization support and change is measured through coaching cycles, feedback, newsletters, TBT minutes, and staff pulse check surveys. The district's support for implementation are analyzed using these data sources to help</p>	

determine the level of implementation support staff actually received, the resources that were available, how successes are recognized and shared, and the impact the professional learning has on the organization.

Student learning outcomes are used to determine the impact the professional learning has on student performance and achievement. Universal screeners, benchmark data, progress monitoring data, Early Warning Indicators, and state assessments are all used as student learning outcomes data sources.

Goal #2: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i Ready, Acadience, SSIS CoLab, etc.). ELA Student Measure: Every Semester, English Language Arts Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.b Acadience Reading Benchmark scores of all students in grades 2 3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4 6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence Based Practice or Intervention: Use explicit and systematic instruction to teach students to decode words, analyze word parts, read complex multisyllabic words, and write and recognize words across all three tiers of instruction.

PD Description	Begin/End Dates
1. Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators	Beginning during the 2022-2023 school and ongoing each year
2. Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)	Beginning 2024-2025 school year when guidance and course is released from Ohio Department of Education and Workforce
3. TBT meetings to support implementation and professional learning communities	Beginning Fall 2023 and continuing monthly through the plan
4. Coaching based on the data from the classroom walkthrough form to evaluate and monitor the implementation of the decoding and advanced word study strategies and programs	Beginning 2024-2025 school year and ongoing thereafter
5. Provide training for staff of the district adopted phonemic awareness intervention strategies	Beginning 2024-2025 school year and ongoing thereafter
6. Interventionists will participate in the various professional learning opportunities offered by the SST 13 to support language and literacy instruction and will have the option to attend to Ohio's Literacy Academy	Beginning Fall 2023 and continuing monthly through the plan

Resources Required
1. Dyslexia LMS courses; copies of handouts; manipulatives for participant activities; funds for substitute teacher for coverage; PD calendar with training dates (three district staff are trained to facilitate this)
2. Science of Reading LMS course(s); funds for substitute teachers for coverage; guidance documents from the Ohio Department of Education and Workforce
3. Agenda and minutes document; meeting schedule; funds for teachers to attend the literacy team meetings; meeting location(s) secured; problem solving guide for data analysis; Professional Learning Communities Participant's Activities: For the What Works Clearinghouse Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
4. Meeting calendar; Lockland's coaching framework; walkthrough tool; funds for substitute teachers for coverage so teachers can observe instruction in other classrooms and model practices; books on coaching written by Jim Knight to strengthen coaching (i.e., Instructional Playbook, Instructional Coaching, Better Conversations, The Impact Cycle, High-Impact Instruction, and Evaluating Instructional Coaching) ; Peer Coaching for Literacy and Instructional Coaching for Literacy LMS courses
5. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool
6. PD calendar with training dates; funds to pay for registration and substitute teacher costs for teachers to attend training sessions
Outcomes/Evaluation
<p>Evaluating professional development requires that the assessment includes an analysis of multiple data points, including the participants' reactions; participant learning; the organization's support of the learning; participants' use of knowledge and skills; and student learning outcomes (Guskey, 2000). The assessment of the professional development will include the following: evidence of the knowledge and skills in classroom walk-throughs by administrators and coaches; student achievement and student progress data; and surveys conducted after the professional development sessions regarding the value of professional development.</p> <p>The staff's reactions and perceptions of the professional development is gathered through surveys sent by the Superintendent to determine initial satisfaction with the professional learning. The surveys inform the leadership team if staff perceived the professional learning as a good use of their time, if the material/content was useful, and if the content was easy to understand. This will support the leadership team improve the professional development delivery and design overtime.</p> <p>Participants' learning and use of their new knowledge and skills is measured through classroom observations. Classroom observations provide us with data on the acquisition of the intended knowledge and skills and the degree and quality of implementation of the new knowledge and skills. The data from the observations is used to not only drive coaching but to also improve upon the organization of the professional learning and as a measuring point as to how much additional professional learning is needed to support implementation.</p> <p>The organization support and change is measured through coaching cycles, feedback, newsletters, TBT minutes, and staff pulse check surveys. The district's support for implementation are analyzed using these data sources to help determine the level of implementation support staff actually received, the resources that were available, how successes are recognized and shared, and the impact the professional learning has on the organization.</p>

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

Student learning outcomes are used to determine the impact the professional learning has on student performance and achievement. Universal screeners, benchmark data, progress monitoring data, Early Warning Indicators, and state assessments are all used as student learning outcomes data sources.

Goal #2: By 06/30/2026 we will improve the performance of All Students, All Grades students at/in Lockland Local to increase 15.00 % in ELA, Math, Behavior, and Graduation using Screeners (i.e. EWIMS, i Ready, Acadience, SSIS CoLab, etc.). ELA Student Measure: Every Semester, English Language Arts Screeners of All Students will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan. The following are the Reading Achievement Plan subgoals for the ELA student measure:

2.a Acadience Reading Benchmark scores of all students in grades K 1 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.b Acadience Reading Benchmark scores of all students in grades 2 3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4 6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.d iReady Reading Diagnostic scores of all students in grades 3 9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.e Early Warning Indicators for all students in grades 9 12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

Evidence Based Practice or Intervention: Routinely use a set of comprehension building practices to help students make sense of the text across all three tiers of instruction.

PD Description	Begin/End Dates
1. Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators	Beginning during the 2022-2023 school and ongoing each year
2. Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)	Beginning 2024-2025 school year when guidance and course is released from Ohio Department of Education and Workforce
3. TBT meetings to support implementation and professional learning communities	Beginning Fall 2023 and continuing monthly through the plan

4. Coaching based on the data from the classroom walkthrough form to evaluate and monitor the implementation of strategies and programs	Beginning 2024-2025 school year and ongoing thereafter
5. Provide training for staff of the district adopted comprehension strategies	Beginning 2024-2025 school year and ongoing thereafter
Resources Required	
1. Dyslexia LMS courses; copies of handouts; manipulatives for participant activities; funds for substitute teacher for coverage; PD calendar with training dates (three district staff are trained to facilitate this)	
2. Science of Reading LMS course(s); funds for substitute teachers for coverage; guidance documents from the Ohio Department of Education and Workforce	
3. Agenda and minutes document; meeting schedule; funds for teachers to attend the literacy team meetings; meeting location(s) secured	
4. Meeting calendar; Lockland’s coaching framework; walkthrough tool; funds for substitute teachers for coverage so teachers can observe instruction in other classrooms and model practices; books on coaching written by Jim Knight to strengthen coaching (i.e., Instructional Playbook, Instructional Coaching, Better Conversations, The Impact Cycle, High-Impact Instruction, and Evaluating Instructional Coaching) ; Peer Coaching for Literacy and Instructional Coaching for Literacy LMS courses	
5. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool	
Outcomes/Evaluation	
<p>Evaluating professional development requires that the assessment includes an analysis of multiple data points, including the participants’ reactions; participant learning; the organization’s support of the learning; participants’ use of knowledge and skills; and student learning outcomes (Guskey, 2000). The assessment of the professional development will include the following: evidence of the knowledge and skills in classroom walk-throughs by administrators and coaches; student achievement and student progress data; and surveys conducted after the professional development sessions regarding the value of professional development.</p> <p>The staff’s reactions and perceptions of the professional development is gathered through surveys sent by the Superintendent to determine initial satisfaction with the professional learning. The surveys inform the leadership team if staff perceived the professional learning as a good use of their time, if the material/content was useful, and if the content was easy to understand. This will support the leadership team improve the professional development delivery and design overtime.</p> <p>Participants’ learning and use of their new knowledge and skills is measured through classroom observations. Classroom observations provide us with data on the acquisition of the intended knowledge and skills and the degree and quality of implementation of the new knowledge and skills. The data from the observations is used to not only drive coaching but to also improve upon the organization of the professional learning and as a measuring point as to how much additional professional learning is needed to support implementation.</p> <p>The organization support and change is measured through coaching cycles, feedback, newsletters, TBT minutes, and staff pulse check surveys. The district’s support for implementation are analyzed using these data sources to help determine the level of implementation support staff actually received, the resources that were available, how successes are recognized and shared, and the impact the professional learning has on the organization.</p>	

Student learning outcomes are used to determine the impact the professional learning has on student performance and achievement. Universal screeners, benchmark data, progress monitoring data, Early Warning Indicators, and state assessments are all used as student learning outcomes data sources.

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2.b Acadience Reading Benchmark scores of all students in grades 2 3 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.c Acadience Reading Benchmark scores of all students in grades 4 6 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.d iReady Reading Diagnostic scores of all students in grades 3 9 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan.

2.e Early Warning Indicators for all students in grades 9 12 will be monitored by District Leadership Team, with an annual improvement of increase 5.00 % resulting in an overall improvement of increase 15.00 % by the end of the plan

Evidence Based Practice or Intervention: Provide explicit vocabulary instruction throughout the day across all content areas and all tiers of instruction.

PD Description	Begin/End Dates
1. Staff who have not completed the 18 hours of approved professional development for the identification of characteristics of dyslexia will participate in the LMS course facilitated within the district by the district's trained facilitators	Beginning during the 2022-2023 school and ongoing each year
2. Staff who have not met the requirements for training in the science of reading will participate in the state developed course(s)	Beginning 2024-2025 school year when guidance and course is released from Ohio Department of Education and Workforce
3. TBT meetings to support implementation and professional learning communities	Beginning Fall 2023 and continuing monthly through the plan
4. Coaching based on the data from the classroom walkthrough form to evaluate and monitor the implementation of strategies and programs	Beginning 2024-2025 school year and ongoing thereafter
5. Provide training for staff of the district adopted comprehension strategies	Beginning 2024-2025 school year and ongoing thereafter

6. SIOP training for all staff members	Repeat first session and continue with professional learning series beginning the 2025-2026 school year
Resources Required	
1. Dyslexia LMS courses; copies of handouts; manipulatives for participant activities; funds for substitute teacher for coverage; PD calendar with training dates (three district staff are trained to facilitate this)	
2. Science of Reading LMS course(s); funds for substitute teachers for coverage; guidance documents from the Ohio Department of Education and Workforce	
3. Agenda and minutes document; meeting schedule; funds for teachers to attend the literacy team meetings; meeting location(s) secured	
4. Meeting calendar; Lockland’s coaching framework; walkthrough tool; funds for substitute teachers for coverage so teachers can observe instruction in other classrooms and model practices; books on coaching written by Jim Knight to strengthen coaching (i.e., Instructional Playbook, Instructional Coaching, Better Conversations, The Impact Cycle, High-Impact Instruction, and Evaluating Instructional Coaching) ; Peer Coaching for Literacy and Instructional Coaching for Literacy LMS courses	
5. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool	
6. PD calendar with training dates; funds to pay for training materials, presenters and substitute teacher costs for teachers to attend training sessions; vendor contracts; classroom walkthrough tool	
Outcomes/Evaluation	
<p>Evaluating professional development requires that the assessment includes an analysis of multiple data points, including the participants’ reactions; participant learning; the organization’s support of the learning; participants’ use of knowledge and skills; and student learning outcomes (Guskey, 2000). The assessment of the professional development will include the following: evidence of the knowledge and skills in classroom walk-throughs by administrators and coaches; student achievement and student progress data; and surveys conducted after the professional development sessions regarding the value of professional development.</p> <p>The staff’s reactions and perceptions of the professional development is gathered through surveys sent by the Superintendent to determine initial satisfaction with the professional learning. The surveys inform the leadership team if staff perceived the professional learning as a good use of their time, if the material/content was useful, and if the content was easy to understand. This will support the leadership team improve the professional development delivery and design overtime.</p> <p>Participants’ learning and use of their new knowledge and skills is measured through classroom observations. Classroom observations provide us with data on the acquisition of the intended knowledge and skills and the degree and quality of implementation of the new knowledge and skills. The data from the observations is used to not only drive coaching but to also improve upon the organization of the professional learning and as a measuring point as to how much additional professional learning is needed to support implementation.</p> <p>The organization support and change is measured through coaching cycles, feedback, newsletters, TBT minutes, and staff pulse check surveys. The district’s support for implementation are analyzed using these data sources to help determine the level of implementation support staff actually received, the resources that were available, how successes are recognized and shared, and the impact the professional learning has on the organization.</p>	

Student learning outcomes are used to determine the impact the professional learning has on student performance and achievement. Universal screeners, benchmark data, progress monitoring data, Early Warning Indicators, and state assessments are all used as student learning outcomes data sources.

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.

The professional development aligned to each goal and evidence-based strategy is sustained in that occurs over the course of the next three years and consists of four or more learning opportunities on each topic of focus. There are three modes of delivery for professional development which are all used in the scope and sequence of the professional learning for each topic of focus. First, staff receive professional development from trained experts who deliver content to groups of staff members based upon core concepts or shared need. These professional development sessions are workshops, classes, or webinars and are facilitated by publishers or trained trainers. These trainings occur across two to five sessions that are held over the course of several months. Staff then receive additional professional development through a number of coaching cycles throughout the year which focuses on implementation of the practice in the classroom. Data from the observations drive the coaching cycle which can include modeling, co-planning, demonstration, and regular feedback. Staff also receive peer coaching through observing one another model practice and engagement in dialogue about the practices during TBT meetings which are held each month.

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

When we train staff on a broad range of topics that may or may not have clear relationships, it can be difficult to synthesize the learning and apply it in the classroom. When the team engaged in the root cause analysis, this was in fact discussed as barrier. It is only feasible to be intensive in a few key areas which is why the professional development is aligned to the goals of Reading Achievement Plan which are the same goals as the district's One Plan. It is recommended that 49 hours or more are devoted exclusively to a topic as the minimum requirement for developing competency. To support this, staff will receive a combination of professional learning sessions from an expert, coaching from administrators within the district, and peer coaching. To ensure coaching is focused, each observation of teaching and coaching cycle is focused on one competency and the feedback is specific to that area. This provides teachers with an adequate amount of time allows teachers to hone their craft as they focus on improving implementation of the content learned.

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 and content area(s) to receive professional development and engage in professional learning opportunities focused on evidence-based strategies and aligned resources. The development and implementation of teaching, intervention, and planning schedules are developed to ensure that adequate time is allocated to addressing the comprehensive components of literacy instruction, as determined by data and research. Peer coaching is also utilized to achieve a shared understanding of the practice and to provide multiple opportunities for staff to prioritize learning within the context of the classroom.

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.

Job-embedded PD activities include workshops, trainings, webinars, coaching sessions, professional learning communities, and other opportunities offered during work hours that provide relevant learning and support. In addition to the staff professional development days designated within the district calendar, the district has also allocated funds for substitute teachers throughout the course of the school year to support job-embedded professional learning of staff. Teachers are also provided instructional coaching on the evidence-based strategies, High Leverage Practices, and implementation of the district adopted core curriculum, and interventions learned throughout professional development. This coaching occurs within the classroom throughout the course of each school year in this three-year plan. Through the coaching, the teachers can also observe the practice modeled by the coach. Teachers will be able to discuss with their colleagues how to best apply the evidence-based strategies learned through the collaborative learning structures in TBT meetings throughout the course of the three years. This will be further applied through the development of grade-level instructional plans which address all three tiers of instruction. TBTs will 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 Reading Achievement Plan. Furthermore, the professional learning opportunities align with the goals and evidence-based practices which are the priorities of the district's One Plan and continuous improvement efforts. All evidence-based instructional strategies, resources, and instruction will be progress monitored through classroom walkthroughs and student growth and achievement data to determine the fidelity of implementation and the results of the teams' efforts with implementation. The data from walkthroughs is then used to drive the coaching cycle with the teacher, ensuring the coaching is focused on their individualized need.

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

The evidence-based strategies contained within the Reading Achievement 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. Coaching supports staff with implementing the strategies and resources within the classroom. Walkthrough tools aligned with strategy are used when observing the staff implement the strategy in their classroom. The data collected with the walkthrough tool is then used to drive the coaching cycle with the teacher to support their specific needs with implementation in their classroom.

APPENDICES

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

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