

# Marlington Local School District

## One Plan 2024-2027

**Vision Statement:** A tradition of excellence, a commitment to the future.

**Mission Statement:** In collaboration with staff, community, parents, and students, the Marlington Local School District will: Develop lifelong learners who understand and apply knowledge, and demonstrate excellence in pursuing the highest standards, both personal and academic. To this end, we will consistently engage in the thoughtful assessment of student progress toward meeting high standards with effective intervention to challenge every student.

### Goal Area #1: Early Warning Systems

#### SMART Goal

By June 2027, 100% of students at Marlington Local School District will be prepared to be enrolled in post-graduate education, enlisted in the military or gainfully employed as evidenced by our State Report Card Graduation Rate.

#### Student Measures

- Every year, 100% of graduates will complete the post-graduation survey.
- Every year, 100% of Marlington students will graduate high school.
- Quarterly, 100% of K-12 students not on track to graduate will have a RIMP or a Success Plan.

#### Adult Implementation Measure

- Quarterly, 100% of K-12 staff analyze early warning systems data to determine the support needed for students not on track.

#### Strategy #1 College and Career Readiness ESSA Level 2

Marlington Local School District will use an early warning system to determine which students are on-track/off-track to graduate. The teaching staff will review ELA, math, attendance, and behavior data to determine which students need additional interventions and supports. The staff will use a multi-tiered system of supports (MTSS) to meet the needs of the off-track students in order to increase their likelihood to graduate from MLSD prepared for enrollment, employment, or enlistment.

According to AIR, “A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students’ social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.”

<https://www.air.org/our-work/education/multi-tiered-system-supports-formerly-rti>  
<https://www.panoramaed.com/blog/mtss-comprehensive-guide>

#### Action Steps Year 1

Audit current early warning systems data and design a system, including decision rules, for identifying and monitoring students who are not on track in ELA, math, attendance, and behavior.

#### Action Steps Year 2

Use an early warning system to identify and monitor students who are not on track in ELA, math, attendance, and behavior.

#### Action Steps Year 3

Use an early warning system to identify and monitor students who are not on track in ELA, math, attendance, and behavior.

Research other districts' plans and processes for supporting at-risk students through MTSS.	Create a plan to provide support and interventions to at-risk students through MTSS.	Provide support and interventions to at-risk students through MTSS.
Identify students who are not on track and provide RIMPs or Success Plans. Create and monitor Graduation Plans for all high school students. Starting at age 14, develop Transition Plans for students on IEPs.	Identify students who are not on track and provide RIMPs or Success Plans. Create and monitor Graduation Plans for all high school students. Starting at age 14, develop Transition Plans for students on IEPs.	Identify students who are not on track and provide RIMPs or Success Plans. Create and monitor Graduation Plans for all high school students. Starting at age 14, develop Transition Plans for students on IEPs.
Deploy and analyze post-graduation surveys.	Deploy and analyze post-graduation surveys.	Deploy and analyze post-graduation surveys.
Educate staff, students, and community on graduation requirements/pathways.	Educate staff, students, and community on graduation requirements/pathways.	Educate staff, students, and community on graduation requirements/pathways.

**Strategy #2  
Community and Family Engagement  
ESSA Level 2**

Marlington Local School District will use a variety of methods to engage stakeholders, including students, schools, families, and other community partners, in this goal area. MLSD will identify opportunities for stakeholders and community partners to be actively involved in the improvement of outcomes for each child in grades (Preschool-12) in the MLSD.

According to research, parent and community involvement in schools has many benefits for students. These include: improved academic engagement, increased life success, and decreased school dropout. John Hattie's meta-analysis of research shows when there is a positive school climate effect, which means there are positive relationships between parents and school staff, there is a potential to increase student achievement. School climate effect has an effect size of 0.53. When there is a positive school climate effect, school staff are more likely to involve parents and help them gain the skills needed to help their child succeed. Including parents has the potential to positively influence student outcomes. Parental involvement has an effect size of 0.30. Parental expectations has an effect size of 0.50. Parental programs has an effect size of 0.39. Parent/adult tutoring has an effect size of 0.64.

- [https://www.visiblelearningmetax.com/influences/view/school\\_climate\\_effects](https://www.visiblelearningmetax.com/influences/view/school_climate_effects)
- [https://www.visiblelearningmetax.com/influences/view/parental\\_involvement](https://www.visiblelearningmetax.com/influences/view/parental_involvement)
- [https://www.visiblelearningmetax.com/influences/view/parental\\_expectations](https://www.visiblelearningmetax.com/influences/view/parental_expectations)
- [https://www.visiblelearningmetax.com/influences/view/parental\\_programs](https://www.visiblelearningmetax.com/influences/view/parental_programs)
- [https://www.visiblelearningmetax.com/influences/view/parent-adult\\_tutoring](https://www.visiblelearningmetax.com/influences/view/parent-adult_tutoring)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit current community and family engagement opportunities provided in this goal area and plan for the 2024-2025 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2025-2026 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2026-2027 school year.
Survey stakeholders to enhance opportunities for family involvement in this goal area.	Survey stakeholders to enhance opportunities for family involvement in this goal area.	Survey stakeholders to enhance opportunities for family involvement in this goal area.
Create a feedback form and data monitoring system to track attendance and engagement at family and community events. Monitor the data.	Use feedback forms and data monitoring system to track attendance and engagement at family and community events. Monitor the data.	Use feedback forms and data monitoring systems to track attendance and engagement at family and community events. Monitor the data.

Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.	Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.	Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.
--	--	--

**Strategy #3**  
**Leadership, Administration, and Governance (Shared Leadership)**  
**ESSA Level 2**

Marlington Local School District will use the Ohio Improvement Process and shared leadership structures to implement and monitor their One Plan. These structures will include a focus on building collective efficacy. Collective teacher efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.

According to researcher John Hattie, collective teacher efficacy has an effect size of 1.34. The staff at MLSD will continue to enhance our collective efficacy by tracking our improvement efforts and learning together to positively impact the students, educators, administrators, families, and communities in our district.

<https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>  
[https://www.visiblelearningmetax.com/influences/view/collective\\_teacher\\_efficacy](https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
DLT, BLT, and TBT schedules will be created and followed.	DLT, BLT, and TBT schedules will be created and followed.	DLT, BLT, and TBT schedules will be created and followed.
The district will implement the OIP and shared leadership processes and procedures in DLT and BLT with fidelity and will work to align TBT meetings to the BLT and DLT.	The district will implement the OIP and shared leadership processes and procedures with fidelity in DLT, BLT, and TBTs.	The district will implement the OIP and shared leadership processes and procedures with fidelity in DLT, BLT, and TBTs. During year three, the district will complete Step 5 of the 5-Step process before the new three-year plan is written.
The DLT will create a task timeline for year one action steps.	The DLT will create a task timeline for year two action steps.	The DLT will create a task timeline for year three action steps.
The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.	The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.	The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.

**Strategy #4**  
**Professional Capital/LEAP (Professional Development)**  
**ESSA Level 2**

Marlington Local School District will focus on building the capacity of all of our educators. To build teacher capacity, MLSD will provide opportunities for ongoing professional development and support for teachers. MLSD will provide onboarding and mentoring for new teachers.

According to research, high-quality professional learning: is tied to specific content and standards; incorporates active learning; is job-embedded; is collaborative; provides models; includes coaching; is sustainable and continuous; and is aligned with school goals and other professional learning activities.

<https://files.eric.ed.gov/fulltext/ED606741.pdf>

<https://annenberg.brown.edu/sites/default/files/rppl-dispelling-myths.pdf>  
[https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professiona-l-development\\_FINAL.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professiona-l-development_FINAL.pdf.aspx)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.	The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.	The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.
The district will provide training and mentoring to onboard and support all new teachers to the district.	The district will provide training and mentoring to onboard and support all new teachers to the district.	The district will provide training and mentoring to onboard and support all new teachers to the district.
The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.	The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.	The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.

**Goal Area #2: Instruction**

**SMART Goal**  
 By June 2027, 100% of students at Marlington Local School District will meet or exceed their expected growth projections in English Language Arts and Mathematics as evidenced by local and state assessment data.

- Student Measure**
- Every semester, 100% of students will meet their expected growth in MAP Growth for ELA.
  - Every semester, 100% of students will meet their expected growth in MAP Growth for Math.

- Adult Implementation Measure**
- Quarterly, 100% of staff will use data to guide instruction, intervention, and enrichment as evidenced by district-created monitoring tools.
  - Quarterly, 100% of staff will use evidence-based strategies and district-approved curriculum as evidenced by adult implementation walkthroughs.

**Strategy #1  
 Curriculum, Instruction, and Assessment  
 ESSA Level 2**

Marlington Local School District will build the capacity of teachers to analyze and use data to guide their instruction, intervention, and enrichment. The district will provide training and coaching to teachers and administrators on evidence-based teaching strategies. The staff will implement the high-quality evidence-based teaching strategies that they are trained on to meet the needs of each learner.

Overall, the evidence suggests that using data to guide instruction can be an effective approach to improving student achievement, teacher effectiveness, and collaboration among educators. According to key findings from the Gates Foundation, “Data that matter include rich information about students’ academic, social, behavioral, and cultural experiences that can help strengthen the connection between teachers and students and shape how learning takes place.” According to researchers Hornbyb and Greaves, “Successful implementation of evidence-based practice requires that teachers use instructional strategies that have proven effectiveness and avoid those that do not.”

[https://link.springer.com/chapter/10.1007/978-3-030-96229-6\\_1#chapter-info](https://link.springer.com/chapter/10.1007/978-3-030-96229-6_1#chapter-info)  
<https://s3.amazonaws.com/edtech-production/reports/Gates-TeachersKnowBest-MakingDataWork.pdf>

Action Step Year 1	Action Step Year 2	Action Step Year 3
Give the MAP Growth assessment in ELA and math three times per year and analyze the data.	Give the MAP Growth assessment in ELA and math three times per year and analyze the data.	Give the MAP Growth assessment in ELA and math three times per year and analyze the data.
Audit data analysis practices to guide instruction, intervention, and enrichment to meet the needs of all subgroups (students with disabilities, gifted, EL, ED, etc.) of students.	Determine data analysis protocols to guide instruction, intervention, and enrichment to meet the needs of all subgroups (students with disabilities, gifted, EL, ED, etc.) of students.	Implement data analysis protocols to guide instruction, intervention, and enrichment to meet the needs of all subgroups (students with disabilities, gifted, EL, ED, etc.) of students.
Audit curriculum and evidence-based instructional strategies in ELA and math (K-12).	Develop, align, and train on curriculum and evidence-based instructional strategies in ELA and math (K-12).	Implement curriculum and evidence-based instructional strategies in ELA and math (K-12).
Audit high-quality student data (HQSD) assessment measures and protocols for testing across the district.	Ensure consistent implementation of agreed-upon HQSD assessment measures and testing protocols.	Monitor consistent implementation of agreed-upon HQSD assessment measures and testing protocols.
Administration and teachers will use appropriate technology to analyze data and to provide instruction, intervention, and enrichment.	Administration and teachers will use appropriate technology to analyze data and to provide instruction, intervention, and enrichment.	Administration and teachers will use appropriate technology to analyze data and to provide instruction, intervention, and enrichment.

**Strategy #2  
Community and Family Engagement  
ESSA Level 2**

Marlington Local School District will use a variety of methods to engage stakeholders, including students, schools, families, and other community partners, in this goal area. MLSD will identify opportunities for stakeholders and community partners to be actively involved in the improvement of outcomes for each child in grades (Preschool-12) in the MLSD.

According to research, parent and community involvement in schools has many benefits for students. These include: improved academic engagement, increased life success, and decreased school dropout. John Hattie’s meta-analysis of research shows when there is a positive school climate effect, which means there are positive relationships between parents and school staff, there is a potential to increase student achievement. School climate effect has an effect size of 0.53. When there is a positive school climate effect, school staff are more likely to involve parents and help them gain the skills needed to help their child succeed. Including parents has the potential to positively influence student outcomes. Parental involvement has an effect size of 0.30. Parental expectations has an effect size of 0.50. Parental programs has an effect size of 0.39. Parent/adult tutoring has an effect size of 0.64.

[https://www.visiblelearningmetax.com/influences/view/school\\_climate\\_effects](https://www.visiblelearningmetax.com/influences/view/school_climate_effects)  
[https://www.visiblelearningmetax.com/influences/view/parental\\_involvement](https://www.visiblelearningmetax.com/influences/view/parental_involvement)  
[https://www.visiblelearningmetax.com/influences/view/parental\\_expectations](https://www.visiblelearningmetax.com/influences/view/parental_expectations)  
[https://www.visiblelearningmetax.com/influences/view/parental\\_programs](https://www.visiblelearningmetax.com/influences/view/parental_programs)  
[https://www.visiblelearningmetax.com/influences/view/parent-adult\\_tutoring](https://www.visiblelearningmetax.com/influences/view/parent-adult_tutoring)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
---------------------	---------------------	---------------------

Audit current community and family engagement opportunities provided in this goal area and plan for the 2024-2025 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2025-2026 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2026-2027 school year.
Survey stakeholders to enhance opportunities for family involvement in this goal area.	Survey stakeholders to enhance opportunities for family involvement in this goal area.	Survey stakeholders to enhance opportunities for family involvement in this goal area.
Create a feedback form and data monitoring system to track attendance and engagement at family and community events. Monitor the data.	Use feedback form and data monitoring system to track attendance and engagement at family and community events. Monitor the data.	Use feedback form and data monitoring system to track attendance and engagement at family and community events. Monitor the data.
Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.	Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.	Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.

**Strategy #3  
Leadership, Administration, and Governance (Shared Leadership)  
ESSA Level 2**

Marlington Local School District will use the Ohio Improvement Process and shared leadership structures to implement and monitor their One Plan. These structures will include a focus on building collective efficacy. Collective teacher efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.

According to researcher John Hattie, collective teacher efficacy has an effect size of 1.34. The staff at MLSD will continue to enhance our collective efficacy by tracking our improvement efforts and learning together to positively impact the students, educators, administrators, families, and communities in our district.

<https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>  
[https://www.visiblelearningmetax.com/influences/view/collective\\_teacher\\_efficacy](https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
DLT, BLT, and TBT schedules will be created and followed.	DLT, BLT, and TBT schedules will be created and followed.	DLT, BLT, and TBT schedules will be created and followed.
The district will implement the OIP and shared leadership processes and procedures in DLT and BLT with fidelity and will work to align TBT meetings to the BLT and DLT.	The district will implement the OIP and shared leadership processes and procedures with fidelity in DLT, BLT, and TBTs.	The district will implement the OIP and shared leadership processes and procedures with fidelity in DLT, BLT, and TBTs. During year three, the district will complete Step 5 of the 5-Step process before the new three-year plan is written.
The DLT will create a task timeline for year one action steps.	The DLT will create a task timeline for year two action steps.	The DLT will create a task timeline for year three action steps.
The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.	The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.	The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.

**Strategy #4**  
**Professional Capital/LEAP (Professional Development)**  
**ESSA Level 2**

Marlington Local School District will focus on building the capacity of all of our educators. To build teacher capacity, MLSD will provide opportunities for ongoing professional development and support for teachers. MLSD will provide onboarding and mentoring for new teachers.

According to research, high-quality professional learning: is tied to specific content and standards; incorporates active learning; is job-embedded; is collaborative; provides models; includes coaching; is sustainable and continuous; and is aligned with school goals and other professional learning activities.

<https://files.eric.ed.gov/fulltext/ED606741.pdf>

<https://annenberg.brown.edu/sites/default/files/rppl-dispelling-myths.pdf>

[https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Developme/Finalstandards-professiona-l-development\\_FINAL.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Developme/Finalstandards-professiona-l-development_FINAL.pdf.aspx)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.	The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.	The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.
The district will provide training and mentoring to onboard and support all new teachers to the district.	The district will provide training and mentoring to onboard and support all new teachers to the district.	The district will provide training and mentoring to onboard and support all new teachers to the district.
The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.	The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.	The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.

**Goal Area #3: Safe and Healthy Schools**

**SMART Goal**

By June 2027, 100% of students at Marlington Local School District will have their non-academic needs met through a tiered Positive Behavioral Intervention and Supports System as evidenced by PBIS data.

**Student Measure**

- Quarterly, 100% of students at risk of chronic absenteeism will demonstrate an improvement in attendance as evidenced by absenteeism reports.
- Quarterly, 100% of students with prior behavior infractions will demonstrate an improvement in behavior as evidenced by behavior reports.
- Annually, 100% of students will feel safe, supported, and engaged as measured by annual student survey results.

**Adult Implementation Measure**

- Annually, 100% of buildings will complete the PBIS Tiered Fidelity Inventory (TFI).
- Annually, 100% of staff will complete the PBIS Self-Assessment Survey (SAS).
- Quarterly, 100% of staff will use district-approved Tier I, Tier II, and Tier III PBIS strategies curriculum as evidenced by adult implementation walkthroughs.

**Strategy #1**  
**School and Climate Supports**  
**ESSA Level 2**

Marlington Local School District will implement a tiered PBIS framework to meet the non-academic needs of all students. Staff will be trained on PBIS and will implement Tier I, Tier II, and Tier III evidence-based strategies.

According to the Center on PBIS, “Positive Behavioral Interventions and Supports (PBIS) is a widely implemented framework for promoting positive school systems and fostering students’ social, emotional, behavioral, and mental health. Numerous studies indicate that PBIS implementation improves student outcomes, educator practices, and school systems.”

<https://education.ohio.gov/Topics/Student-Supports/Ohio-PBIS>

[https://assets-global.website-files.com/5d3725188825e071f1670246/5d79859de5f68d6b4d775c6f\\_PBIS%20Part%201%2018%20Oct%202015%20Final.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5d79859de5f68d6b4d775c6f_PBIS%20Part%201%2018%20Oct%202015%20Final.pdf)

<https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice>

Action Step Year 1	Action Step Year 2	Action Step Year 3
Analyze attendance, behavior, and survey data.	Analyze attendance, behavior, and survey data.	Analyze attendance, behavior, and survey data.
Conduct the PBIS TFI, give the SAS, and develop the PBIS action plan.	Conduct the PBIS TFI, give the SAS, and develop the PBIS action plan.	Conduct the PBIS TFI, give the SAS, and develop the PBIS action plan.
Create a way to clearly track and communicate attendance and behavior expectations, along with appropriate data, to all staff, students, and families.	Track and communicate attendance and behavior expectations, along with appropriate data, to all staff, students, and families.	Track and communicate attendance and behavior expectations, along with appropriate data, to all staff, students, and families.
Establish and implement Tier I PBIS practices and curriculum across the district, including clear expectations for all using behavior matrices.	Establish and implement Tier II PBIS practices and curriculum across the district. Continue to implement Tier I.	Establish and implement Tier III PBIS practices and curriculum across the district. Continue to implement Tier I and Tier II.
Provide ongoing PBIS training to all staff. Ensure that all required trainings (HB123, SB288, etc.) are complete.	Provide ongoing training and coaching on PBIS to all staff. Ensure that all required trainings (HB123, SB288, etc.) are complete.	Provide ongoing training and coaching on PBIS to all staff. Ensure that all required trainings (HB123, SB288, etc.) are complete.

**Strategy #2**  
**Community and Family Engagement**  
**ESSA Level 2**

Marlington Local School District will use a variety of methods to engage stakeholders, including students, schools, families, and other community partners, in this goal area. MLSD will identify opportunities for stakeholders and community partners to be actively involved in the improvement of outcomes for each child in grades (Preschool-12) in the MLSD.

According to research, parent and community involvement in schools has many benefits for students. These include: improved academic engagement, increased life success, and decreased school dropout. John Hattie’s meta-analysis of research shows when there is a positive school climate effect, which means there are positive relationships between parents and school staff, there is a potential to increase student achievement. School climate effect has an effect size of 0.53. When there is a positive school climate effect, school staff are more likely to involve parents and help them gain the skills needed to help their child succeed. Including parents has the potential to positively influence student outcomes. Parental involvement has an effect size of 0.30. Parental expectations has an effect size of 0.50. Parental programs has an effect size of 0.39. Parent/adult tutoring has an effect size of 0.64.

[https://www.visiblelearningmetax.com/influences/view/school\\_climate\\_effects](https://www.visiblelearningmetax.com/influences/view/school_climate_effects)  
[https://www.visiblelearningmetax.com/influences/view/parental\\_involvement](https://www.visiblelearningmetax.com/influences/view/parental_involvement)  
[https://www.visiblelearningmetax.com/influences/view/parental\\_expectations](https://www.visiblelearningmetax.com/influences/view/parental_expectations)  
[https://www.visiblelearningmetax.com/influences/view/parental\\_programs](https://www.visiblelearningmetax.com/influences/view/parental_programs)  
[https://www.visiblelearningmetax.com/influences/view/parent-adult\\_tutoring](https://www.visiblelearningmetax.com/influences/view/parent-adult_tutoring)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Audit current community and family engagement opportunities provided in this goal area and plan for the 2024-2025 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2025-2026 school year.	Audit current community and family engagement opportunities provided in this goal area and plan for the 2026-2027 school year.
Survey stakeholders to enhance opportunities for family involvement in this goal area.	Survey stakeholders to enhance opportunities for family involvement in this goal area.	Survey stakeholders to enhance opportunities for family involvement in this goal area.
Create a feedback form and data monitoring system to track attendance and engagement at family and community events. Monitor the data.	Use feedback form and data monitoring system to track attendance and engagement at family and community events. Monitor the data.	Use feedback form and data monitoring system to track attendance and engagement at family and community events. Monitor the data.
Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.	Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.	Foster and grow collaborative opportunities with community partners and alumni to enhance the educational experience of the (Preschool-12) students in the Marlington Local School District.

**Strategy #3**  
**Leadership, Administration, and Governance (Shared Leadership)**  
**ESSA Level 2**

Marlington Local School District will use the Ohio Improvement Process and shared leadership structures to implement and monitor their One Plan. These structures will include a focus on building collective efficacy. Collective teacher efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.

According to researcher John Hattie, collective teacher efficacy has an effect size of 1.34. The staff at MLSD will continue to enhance our collective efficacy by tracking our improvement efforts and learning together to positively impact the students, educators, administrators, families, and communities in our district.

<https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>  
[https://www.visiblelearningmetax.com/influences/view/collective\\_teacher\\_efficacy](https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
DLT, BLT, and TBT schedules will be created and followed.	DLT, BLT, and TBT schedules will be created and followed.	DLT, BLT, and TBT schedules will be created and followed.
The district will implement the OIP and shared leadership processes and procedures in DLT and BLT with fidelity and will work to align TBT meetings to the BLT and DLT.	The district will implement the OIP and shared leadership processes and procedures with fidelity in DLT, BLT, and TBTs.	The district will implement the OIP and shared leadership processes and procedures with fidelity in DLT, BLT, and TBTs. During year three, the district will complete Step 5 of the 5-Step process before the new

		three-year plan is written.
The DLT will create a task timeline for year one action steps.	The DLT will create a task timeline for year two action steps.	The DLT will create a task timeline for year three action steps.
The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.	The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.	The district will use district-approved measures to monitor student growth and adult implementation during DLT meetings.

**Strategy #4  
Professional Capital/LEAP (Professional Development)  
ESSA Level 2**

Marlington Local School District will focus on building the capacity of all of our educators. To build teacher capacity, MLSD will provide opportunities for ongoing professional development and support for teachers. MLSD will provide onboarding and mentoring for new teachers.

According to research, high-quality professional learning: is tied to specific content and standards; incorporates active learning; is job-embedded; is collaborative; provides models; includes coaching; is sustainable and continuous; and is aligned with school goals and other professional learning activities.

<https://files.eric.ed.gov/fulltext/ED606741.pdf>

<https://annenbergbrown.edu/sites/default/files/rppl-dispelling-myths.pdf>

[https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professional-development\\_FINAL.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development/Finalstandards-professional-development_FINAL.pdf.aspx)

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.	The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.	The district will provide professional development opportunities to enhance and improve teacher practices (data analysis, evidence-based strategies, technology, PBIS, SEL, etc.) in this goal area.
The district will provide training and mentoring to onboard and support all new teachers to the district.	The district will provide training and mentoring to onboard and support all new teachers to the district.	The district will provide training and mentoring to onboard and support all new teachers to the district.
The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.	The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.	The district will develop and maintain a system to attract, hire, and retain high-quality teachers. Staffing decisions will be based on building and district needs.