

# Print Your Plan



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Email: (not available)

## Basic Information

Plan Entity Name: FY 2023 Lowellville Local One Plan (1)

Plan Fiscal Year: FY 2023

Cohort #: 2

District IRN: 048330

Plan Status: Plan Agency Approved

Revision #: 1

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## Plan Information

### 1. Goal #1 of 3

#### 1.1. Root Cause Analysis

Based on the most recent state test data, learning objectives, assessments, and instructional strategies need to be aligned. In addition, Grades K-3 will need explicit instruction in phonics. Grades 4-12 will need diverse background knowledge and vocabulary in all content in order to retrieve and apply knowledge to grade level content.

#### 1.2. SMART Goal Statement

Students in **Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Tenth Grade, Kindergarten, First Grade, Second Grade, Third Grade** at **Lowellville Local** will be progress monitored using **AMPLIFY mCLASS DIBELS 8 assessment (grades K-6)** and the **ODE Restart Readiness Assessments (grades 7-10)** with an anticipated **increase 1.00 students will be at grade level benchmark or above each year in English Language Arts** focusing for **All Students** students by **06/30/2025**.

### 1.3. Student Measures

#### 1.3.1. Student Measure #1

**All Students and in grades K-6** will be monitored for **English Language Arts - AMPLIFY mCLASS DIBELS 8 Assessment** every **Semester** by **Principal, Superintendent** with an overall improvement of **increase 1.00 students reaching grade level benchmarks each year of plan** by end of the plan.

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

#### 1.3.1. Student Measure #2

**All Students and in grades 7-10** will be monitored for **English Language Arts - Restart Readiness Assessments provided by ODE** every **Semester** by **Superintendent, Principal** with an overall improvement of **increase 1.00 students reaching proficient or above by end of each year** by end of the plan.

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

### 1.4. Strategies and Actions

#### 1.4.1. Strategy #1: Curriculum, Instruction and Assessment

##### 1.4.1.1. Strategy Level: Level 4

##### 1.4.1.2. Description:

Implementing evidenced-based instructional strategies aligned to the Science of Reading.

Specifically, all K-3 instructional staff will Implement explicit and systematic phonological awareness instruction to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in students' Reading Improvement and Monitoring Plans (RIMPS).

All K-3 instructional staff will utilize explicit and systematic phonics instruction with connected decodable text (Really Great Reading ) to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in

students' Reading Improvement and Monitoring Plans (RIMPS).

All K-12 instructional staff will implement Explicit Vocabulary Instruction.

All K-12 instructional staff will build background knowledge and comprehension through the use of thematic, grade level and higher text sets.

Access and Inclusive Instructional Practices -The district will ensure that all students in all subgroups will have access to all core curriculum implemented through inclusive instructional practices.

#### 1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

#### 1.4.1.4. Action Steps

##### 1.4.1.4.1. Start Action Step: 2023, End Action Step: 06/30/2025

Teachers will implement explicit instruction for phonological awareness for students needing Tier 2 and Tier 3 interventions in this area as identified by screening and informal diagnostic data which will inform RIMPS .

RTI and Title I Support Teachers (Tier 2 Teachers) will be hired.

Participant(s):

- Teachers
- RTI & Title 1 Teacher

##### 1.4.1.4.2. Start Action Step: 2023, End Action Step: 06/30/2025

Teachers (K-3) will implement the Really Great Reading curriculum daily as outlined in the district defined Literacy Block for Tier 1 instruction.

Participant(s):

- Teachers

1.4.1.4.3. Start Action Step: 2023, End Action Step: 06/30/2023

The district will hire an RTI teacher to support the students Tier 2 and Tier 3 needs, surrounding literacy skills.

Participant(s):

- District Administration

1.4.1.4.4. Start Action Step: 2023, End Action Step: 06/30/2025

Provide literacy workshops and updates on literacy goals during family literacy nights.

Participant(s):

- Teachers
- Principals
- Instructional Coaches

1.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2025

Principals and literacy instructional coach will provide effective feedback to staff on the implementation of phonological and phonemic awareness activities.

Participant(s):

- Principals
- Instructional Coaches

1.4.1.4.6. Start Action Step: 2024, End Action Step: 06/30/2025

Tiered coaching (K-12) will be provided based on implementation data.

Participant(s):

- Principals
- Instructional Coaches
- ESC Consultants

1.4.1.4.7. Start Action Step: 2024, End Action Step: 06/30/2025

The literacy coach will model specific strategies or components of literacy block in the classroom and a refresher/on-going training sessions for teachers on needed components of literacy block.

Participant(s):

- Teachers

- Instructional Coaches

1.4.1.4.8. Start Action Step: 2024, End Action Step: 06/30/2025

Utilizing explicit vocabulary instruction strategies, we will build a deeper understanding of vocabulary and its importance to comprehension according to the Science of Reading for all content and specialist teachers. Teachers will implement components of explicit vocabulary instruction in grades K-12 for Tier 1 instruction.

Participant(s):

- Teachers
- RTI & Title 1 Teacher

1.4.1.4.9. Start Action Step: 2024, End Action Step: 06/30/2024

Teachers will engage in ongoing PD on how to teach complex grade level text.

Participant(s):

- Teachers
- Principals
- Support Staff
- Instructional Coaches

1.4.1.4.10. Start Action Step: 2025, End Action Step: 06/30/2025

Schedule and conduct professional learning opportunities to teachers in order to provide clarity on Multi-Tiered Systems of Support and use of effective instruction and intervention across the three tiers.

Participant(s):

- Teachers
- Principals
- ESC Consultants

1.4.1.4.11. Start Action Step: 2025, End Action Step: 06/30/2025

Conduct a curriculum and assessment gap analysis in ELA and identify any necessary supplemental resources needed to address gaps found in the standard alignment.

Participant(s):

- District Administration

- Teachers
- Principals

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, English Language Arts - Walkthrough Data of English Language Arts Teachers, Reading/Literacy Teachers, Intervention Teachers and RTI Teacher & Title I Teacher** will be monitored by **Principal, Instructional Coach/es, ESC Consultants**, with an overall improvement of **increase 100.00 percent of teachers will utilize strategies aligned to SOR** by the end of the plan.

|            |            |            |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 07/30/2022 | 08/30/2022 | 09/29/2022 | 10/30/2022 | 11/29/2022 | 12/30/2022 | 01/30/2023 | 02/27/2023 | 03/30/2023 |
| 04/29/2023 | 05/30/2023 | 06/29/2023 | 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 | 07/30/2024 | 08/30/2024 | 09/29/2024 |
| 10/30/2024 | 11/29/2024 | 12/30/2024 | 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |

1.6. Funding Sources

1.6.1. FY 2023

The district will hire an RTI teacher to support the students Tier 2 and Tier 3 needs, surrounding literacy skills.

|              |  |
|--------------|--|
| General Fund | ARP ESSER Extended Learning and Recovery |
|--------------|--|

1.6.1. FY 2023,2024,2025

Teachers will implement explicit instruction for phonological awareness for students needing Tier 2 and Tier 3 interventions in this area as identified by screening and informal diagnostic data which will inform RIMPS . RTI and Title I Support Teachers (Tier 2 Teachers) will be hired.

|              |                          |                                    |  |
|--------------|--------------------------|------------------------------------|--|
| General Fund | IDEA-B Special Education | Title I-A Improving Basic Programs | ARP ESSER Extended Learning and Recovery |
|--------------|--------------------------|------------------------------------|--|

1.6.1. FY 2023,2024,2025

Teachers (K-3) will implement the Really Great Reading curriculum daily as outlined in the district defined Literacy Block for Tier 1 instruction.

|              |  |
|--------------|--|
| General Fund | ARP ESSER Extended Learning and Recovery |
|--------------|--|

## 1.6.1. FY 2023,2024,2025

Provide literacy workshops and updates on literacy goals during family literacy nights.

General Fund

## 1.6.1. FY 2024

Teachers will engage in ongoing PD on how to teach complex grade level text.

General Fund

## 1.6.1. FY 2024,2025

Principals and literacy instructional coach will provide effective feedback to staff on the implementation of phonological and phonemic awareness activities.

General Fund

Title II-A Supporting Effective Instruction

## 1.6.1. FY 2024,2025

Tiered coaching (K-12) will be provided based on implementation data.

General Fund

Title II-A Supporting Effective Instruction

## 1.6.1. FY 2024,2025

The literacy coach will model specific strategies or components of literacy block in the classroom and a refresher/on-going training sessions for teachers on needed components of literacy block.

General Fund

Title II-A Supporting Effective Instruction

## 1.6.1. FY 2024,2025

Utilizing explicit vocabulary instruction strategies, we will build a deeper understanding of vocabulary and its importance to comprehension according to the Science of Reading for all content and specialist teachers. Teachers will implement components of explicit vocabulary instruction in grades K-12 for Tier 1 instruction.

General Fund

## 1.6.1. FY 2025

Schedule and conduct professional learning opportunities to teachers in order to provide clarity on Multi-Tiered Systems of Support and use of effective instruction and intervention across the three tiers.

General Fund

## 1.6.1. FY 2025

Conduct a curriculum and assessment gap analysis in ELA and identify any necessary supplemental resources needed to address gaps found in the standard alignment.

General Fund

## 2. Goal #2 of 3

## 2.1. Root Cause Analysis

Based on the most recent state test data, learning objectives, assessments, and instructional strategies need to be aligned. Lack of access to high quality researched based instruction due to Covid and remote learning also impacted students' performance and achievement.

## 2.2. SMART Goal Statement

Students in **Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, First Grade, Second Grade, Third Grade** at **Lowellville Local** will be progress monitored using **STAR Math Assessments (1-6) and ODE Restart REadiness Math Assessments (7-10)** with an anticipated **increase 1.00 will be at grade level benchmark or above each year in Math** focusing for **All Students** students by **06/30/2025**.

## 2.3. Student Measures

## 2.3.1. Student Measure #1

**All Students and in grades 7-10** will be monitored for **Math - ODE Restart Readiness Math Assessments** every **Semester** by **Superintendent, Principal** with an overall improvement of **increase 1.00 students reaching proficient or above by end of each year** by end of the plan.

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

## 2.3.1. Student Measure #2

**All Students and in grades 1-6** will be monitored for **Math - STAR Math Assessment** every **Semester** by **Superintendent, Principal** with an overall improvement of **increase 1.00 students reaching grade level benchmarks each year of plan** by end of the plan.

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

## 2.4. Strategies and Actions

## 2.4.1. Strategy #1: Curriculum, Instruction and Assessment



#### 2.4.1.1. Strategy Level: Level 4

#### 2.4.1.2. Description:

Implementing evidenced-based instructional strategies aligned to the Ohio Learning K-12 Standards for Math.

#### 2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

#### 2.4.1.4. Action Steps

##### 2.4.1.4.1. Start Action Step: 2023, End Action Step: 06/30/2025

Title I support (tier 2) teacher will be hired

Participant(s):

- RTI Teacher, Title 1 Teacher

##### 2.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2025

Provide professional development for teachers on Math standards and effective Math instruction.

Participant(s):

- Teachers
- Principals
- Support Staff

##### 2.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2025

Develop a Walk-Through/Monitoring Tool with instructional look-fors at each grade band aligned to Math standards.

Participant(s):

- Teachers
- Principals

2.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2025  
Quality professional development for math instruction.

Participant(s):

- Teachers
- Principals
- Support Staff

2.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2025  
Provide materials and/or post workshops that teach families how to work at home to help their child prepare for achievement assessments.

Participant(s):

- Teachers
- Staff

2.4.1.4.6. Start Action Step: 2025, End Action Step: 06/30/2025  
Conduct a Math curriculum and/or assessment audit.

Participant(s):

- Teachers
- Principals
- Support Staff

2.4.1.4.7. Start Action Step: 2025, End Action Step: 06/30/2025  
Create and disseminate a district-wide inventory of evidence-based core instruction and intervention resources aligned to Tiers 1, 2, and 3 in math.

Participant(s):

- Teachers
- Principals

2.4.1.4.8. Start Action Step: 2025, End Action Step: 06/30/2025

Schedule and conduct professional learning opportunities to teachers in order to provide clarity on Multi-Tiered Systems of Support and use of effective instruction and intervention across the three tiers.

Participant(s):

- Teachers
- Principals

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Month, Math - Walkthrough Data of Math Teachers, Intervention Teachers and Title Teachers** will be monitored by **Principal, ESC Consultants**, with an overall improvement of **increase 100.00 percent of teachers will utilize strategies aligned to OLMS** by the end of the plan.

|            |            |            |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 07/30/2022 | 08/30/2022 | 09/29/2022 | 10/30/2022 | 11/29/2022 | 12/30/2022 | 01/30/2023 | 02/27/2023 | 03/30/2023 |
| 04/29/2023 | 05/30/2023 | 06/29/2023 | 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 | 07/30/2024 | 08/30/2024 | 09/29/2024 |
| 10/30/2024 | 11/29/2024 | 12/30/2024 | 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |

2.6. Funding Sources

2.6.1. FY 2023,2024,2025

Title I support (tier 2) teacher will be hired

Title I-A Improving Basic Programs

2.6.1. FY 2024,2025

Provide professional development for teachers on Math standards and effective Math instruction.

General Fund

2.6.1. FY 2024,2025

Develop a Walk-Through/Monitoring Tool with instructional look-fors at each grade band aligned to Math standards.

General Fund

## 2.6.1. FY 2024,2025

Quality professional development for math instruction.

General Fund

## 2.6.1. FY 2024,2025

Provide materials and/or post workshops that teach families how to work at home to help their child prepare for achievement assessments.

General Fund

## 2.6.1. FY 2025

Conduct a Math curriculum and/or assessment audit.

General Fund

## 2.6.1. FY 2025

Create and disseminate a district-wide inventory of evidence-based core instruction and intervention resources aligned to Tiers 1, 2, and 3 in math.

General Fund

## 2.6.1. FY 2025

Schedule and conduct professional learning opportunities to teachers in order to provide clarity on Multi-Tiered Systems of Support and use of effective instruction and intervention across the three tiers.

General Fund

## 3. Goal #3 of 3

## 3.1. Root Cause Analysis

Creating a system to collect and analyze data to ensure the effectiveness of the strategies/programs.

## 3.2. SMART Goal Statement

Students in **All Grades** at **Lowellville Local** will be progress monitored using **a reduction in the Chronic Absenteeism Rate** with an anticipated **increase 10.00 percent in Attendance** focusing for **All Students** students by **06/30/2025**.

## 3.3. Student Measures

### 3.3.1. Student Measure #1

Every **Month, excessive absences - for each student of All Students** will be monitored by **Assistant Principal**, with an overall improvement of **increase 10.00 % in daily attendance** by the end of the plan.

|            |            |            |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 07/30/2022 | 08/30/2022 | 09/29/2022 | 10/30/2022 | 11/29/2022 | 12/30/2022 | 01/30/2023 | 02/27/2023 | 03/30/2023 |
| 04/29/2023 | 05/30/2023 | 06/29/2023 | 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 | 07/30/2024 | 08/30/2024 | 09/29/2024 |
| 10/30/2024 | 11/29/2024 | 12/30/2024 | 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |

### 3.4. Strategies and Actions

#### 3.4.1. Strategy #1: School Climate and Supports

##### 3.4.1.1. Strategy Level: Level 4

##### 3.4.1.2. Description:

All district staff and students will implement positive behavior intervention and supports (PBIS) across tier 1 (universal), tier 2 (targeted), and tier 3 (intensive).

All staff will ensure that all scholars in all subgroups will have access to all core curriculum implemented through inclusive instructional practices.

##### 3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

##### 3.4.1.4. Action Steps

###### 3.4.1.4.1. Start Action Step: 2023, End Action Step: 06/30/2025

Provide professional learning on essential elements of PBIS framework at each building.

###### Participant(s):

- District Administration

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Related Service Personnel
- Instructional Coaches
- Central Office Administration
- Positive Behavior Intervention Support Team

3.4.1.4.2. Start Action Step: 2023, End Action Step: 06/30/2023

Develop and update annually a districtwide implementation guide for PBIS, with common district language, resources, expectations for implementation, timelines.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2025

Provide coaching and on-site support to building PBIS in the use of ongoing progress monitoring data to evaluate implementation and student outcomes.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership

- Support Staff
- Instructional Coaches
- Positive Behavior Intervention Support Team

#### 3.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2025

Provide onboarding training for new hires to orient them to key elements of PBIS.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

#### 3.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2025

Provide professional learning on essential elements of PBIS framework at each building, with additional targeted supports aligned to identified areas of need based on R-TFI/TFI data.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Instructional Coaches
- Positive Behavior Intervention Support Team

### 3.4.1. Strategy #2: Community, Family Engagement

#### 3.4.1.1. Strategy Level: Level 4

#### 3.4.1.2. Description:

Involve all stakeholders in the educational process to ensure the academic, social-emotional, behavioral, and mental health needs of the students are being met.

#### 3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

#### 3.4.1.4. Action Steps

##### 3.4.1.4.1. Start Action Step: 2023, End Action Step: 06/30/2025

Provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child with a focus on academics, social-emotional, behavioral, and mental health.

Participant(s):

- District Administration
- Staff
- Principals
- Positive Behavior Intervention Support Team
- Parents

##### 3.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2024

Hire a Behavioral Health and Wellness Coordinator to support the needs of all students, staff, and families.

Participant(s):

- District Administration
- Principals
- Central Office Administration

##### 3.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2025

Develop and update annually a districtwide implementation guide for MTSS with common district language, resources, and expectations for implementation; and that includes tiered supports for academics, PBIS, and social-emotional learning while addressing the needs of all subgroups of students including students with disabilities, students who are gifted, and students who are English Language learners.

Participant(s):

- District Administration
- Teachers
- Staff



- Principals
- Support Staff
- Related Service Personnel
- Positive Behavior Intervention Support Team
- Parents

3.4.1.4.4. Start Action Step: 2025, End Action Step: 06/30/2025

Provide professional learning on essential elements of the district's MTSS framework at each building, with additional targeted supports aligned to academics, PBIS, social-emotional learning, and addressing the needs of the whole child.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Instructional Coaches
- Positive Behavior Intervention Support Team
- ESC Consultants

3.5. Adult Measures

3.5.1. Adult Measure #1

- School Climate and Supports

Every **Month, PBIS - Implementation Data of All Staff** will be monitored by **Principal**, with an overall improvement of **increase 100.00 % of teachers will utilize PBIS strategies daily** by the end of the plan.

|            |            |            |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 07/30/2022 | 08/30/2022 | 09/29/2022 | 10/30/2022 | 11/29/2022 | 12/30/2022 | 01/30/2023 | 02/27/2023 | 03/30/2023 |
| 04/29/2023 | 05/30/2023 | 06/29/2023 | 07/30/2023 | 08/30/2023 | 09/29/2023 | 10/30/2023 | 11/29/2023 | 12/30/2023 |

|            |            |            |            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 01/30/2024 | 02/28/2024 | 03/30/2024 | 04/29/2024 | 05/30/2024 | 06/29/2024 | 07/30/2024 | 08/30/2024 | 09/29/2024 |
| 10/30/2024 | 11/29/2024 | 12/30/2024 | 01/30/2025 | 02/27/2025 | 03/30/2025 | 04/29/2025 | 05/30/2025 | 06/29/2025 |

3.5.1. Adult Measure #2

- Community, Family Engagement

Every **Semester, family engagement - Participation of stakeholders (parents, staff, community)** will be monitored by **Superintendent, Principal**, with an overall improvement of **increase 80.00 % participation in team meetings and school wide events** by the end of the plan.

|            |            |            |            |            |            |
|------------|------------|------------|------------|------------|------------|
| 12/31/2022 | 05/31/2023 | 12/31/2023 | 05/31/2024 | 12/31/2024 | 05/31/2025 |
|------------|------------|------------|------------|------------|------------|

3.6. Funding Sources

3.6.1. FY 2023

Develop and update annually a districtwide implementation guide for PBIS, with common district language, resources, expectations for implementation, timelines.

|              |
|--------------|
| General Fund |
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3.6.1. FY 2023,2024,2025

Provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child with a focus on academics, social-emotional, behavioral, and mental health.

|              |  |
|--------------|--|
| General Fund | Title IV-A Student Support and Academic Enrichment |
|--------------|--|

3.6.1. FY 2023,2024,2025

Provide professional learning on essential elements of PBIS framework at each building.

|              |  |
|--------------|--|
| General Fund | Title IV-A Student Support and Academic Enrichment |
|--------------|--|

3.6.1. FY 2024

Hire a Behavioral Health and Wellness Coordinator to support the needs of all students, staff, and families.

|              |
|--------------|
| General Fund |
|--------------|

3.6.1. FY 2024,2025

Provide professional learning on essential elements of PBIS framework at each building, with additional targeted supports aligned to identified areas of need based on R-TFI/TFI data.

General Fund

3.6.1. FY 2024,2025

Provide onboarding training for new hires to orient them to key elements of PBIS.

General Fund

3.6.1. FY 2024,2025

Provide coaching and on-site support to building PBIS in the use of ongoing progress monitoring data to evaluate implementation and student outcomes.

General Fund

Title IV-A Student Support and Academic Enrichment

3.6.1. FY 2025

Develop and update annually a districtwide implementation guide for MTSS with common district language, resources, and expectations for implementation; and that includes tiered supports for academics, PBIS, and social-emotional learning while addressing the needs of all subgroups of students including students with disabilities, students who are gifted, and students who are English Language learners.

General Fund

3.6.1. FY 2025

Provide professional learning on essential elements of the district's MTSS framework at each building, with additional targeted supports aligned to academics, PBIS, social-emotional learning, and addressing the needs of the whole child.

General Fund

Title IV-A Student Support and Academic Enrichment