Print Your Plan

EDSTEPS

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Basic Information

Plan Entity Name: FY 2023 Northern Local One Plan (0)
Plan Fiscal Year: FY 2023
Cohort #: 2
District IRN: 049056
Plan Status: Plan Agency Approved
Revision #: 0

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Plan Information

1. Goal #1 of 4
   1.1. Root Cause Analysis
   Teachers need additional job-embedded professional development, coaching support and monitoring in content instructional strategies, intervention techniques and assessments.

   1.2. SMART Goal Statement
   By **06/30/2026** we will improve the performance of **All Students**, **All Grades** students at/in **Northern Local** to **increase 5.00 %** in **all core subjects** using **District Short Cycle Assessments**.

   1.3. Student Measures
   1.3.1. Student Measure #1
   Every **Semester**, **All Subjects - District Short Cycle Assessments** of **All Students** will be measured, with an overall plan improvement of **increase 5.00 %**.

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

   1.4. Strategies and Actions
   1.4.1. Strategy #1: Curriculum, Instruction and Assessment
   1.4.1.1. Strategy Level: Level 2
   1.4.1.2. Description:

   Reinstitute district short-cycle formative assessments in all core subjects. Make needed revisions, analyze data and plan instructional strategies and interventions to meet real-time student needs. (Short-cycle assessments were stopped due to Covid issues.)-----Level 2-------Evidence------- From The Center on Standards & Assessment Implementation (CSAI) - CRESST & WestEd -
   A balanced assessment system provides teachers, administrators, & parents with the information they need to prepare students for college and careers. Such a system involves multiple types of assessment (e.g., summative, interim, formative) that generate complementary information about student learning (Herman, 2016). To help students achieve grade-level expectations, teachers use formative assessment to know where students are in relation to lesson learning goals and to plan instruction.
   Formative assessment involves gathering evidence of student progress, providing students with immediate feedback, and adjusting teaching to close students' learning gaps. Research supports effectiveness of formative assessment as a practice to improve classroom teaching and learning
   Full list of references/evidence is too long for box. Full list is available at https://outreach.ou.edu/media/filer_public/0a/47/0a47f582-7bae-48fd-8407-c30541eac2ee/csaiwebinar_formativeassessment_essa.pdf
   References
   Allal, L. (2010). Black, P., & Wiliam, D. (1998). A Brookhart, S. M. (2011). Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C. P., & Loef, M. (1989). Chang, S., Heritage, M., Jones, B., & Tobiason, G. (2012). Fuchs, L. S., & Fuchs, D. (1986). Hattie, J. (2009). Hattie, J., & Timperley, H. (2007). Herman, J. (2016). Herman, J., Osmundson, E., Dai, Y., Ringstaff, C., & Timms, M. (2011). Kingston, N., & Nash, B. (2011). National Research Council. (2000). National Research Council. (2001). Ruiz-Primo, M. A., & Li, M. (2013). Shute, V. J. (2008).

   1.4.1.3. 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.

   1.4.1.4. Action Steps
   1.4.1.4.1. Start Action Step: 2023, End Action Step: 07/01/2023
   Provide coaching support and job-embedded time for teacher teams to work on revisions, data analysis and planning instructional strategies. This will continue for all 3 years of plan.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   1.4.1.4.2. Start Action Step: 2023, End Action Step: 07/01/2023
   Begin reinstituting short-cycle formative assessments in all core subjects as possible in terms of quality and revisions needed.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   1.4.1.4.3. Start Action Step: 2023, End Action Step: 07/01/2023
   Instructional staff and administrators will receive on-going job-embedded professional development in quality short cycle assessments - their creation, usage, and analysis. This will continue throughout 3 year plan
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   1.4.1.4.4. Start Action Step: 2023, End Action Step: 07/01/2023
   Evaluate and determine status of short cycle assessments in core subject areas in the district. Identify needed revisions, gaps, next steps.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   1.4.1.4.5. Start Action Step: 2024, End Action Step: 07/01/2024
   Provide coaching support and job-embedded time for teacher teams to work on revisions, data analysis and planning instructional strategies. This will continue for all 3 years of plan.
   Participant(s):
   - District Administration
   - Teachers
   - Staff
   - Principals

   1.4.1.4.6. Start Action Step: 2024, End Action Step: 07/01/2024
   Instructional staff and administrators will receive on-going job-embedded professional development in quality short cycle assessments - their creation, usage, and analysis. This will continue throughout 3 year plan
   Participant(s):
   - District Administration
   - Teachers
   - Staff
   - Principals

   1.4.1.4.7. Start Action Step: 2024, End Action Step: 07/01/2024
   Implement full usage of short-cycle formative assessments in core subjects throughout the district.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   1.4.1.4.8. Start Action Step: 2025, End Action Step: 07/01/2025
   Provide coaching support and job-embedded time for teacher teams to work on revisions, data analysis and planning instructional strategies. This will continue for all 3 years of plan.
   Participant(s):
   - District Administration
   - Teachers
   - Staff
   - Principals

   1.4.1.4.9. Start Action Step: 2025, End Action Step: 07/01/2025
   Instructional staff and administrators will receive on-going job-embedded professional development in quality short cycle assessments - their creation, usage, and analysis. This will continue throughout 3 year plan
   Participant(s):
   - District Administration
   - Teachers
   - Staff
   - Principals

   1.4.1.4.10. Start Action Step: 2025, End Action Step: 07/01/2025
   Monitor usage of short-cycle formative assessments in core subjects in district. Identify gaps or areas that need improvement.
   Participant(s):
   - District Administration
   - Principals

   1.4.1. Strategy #2: Professional Capital
   1.4.1.1. Strategy Level: Level 2
   1.4.1.2. Description:
   Provide embedded professional development in quality short-cycle formative assessments and their data analysis; time for teacher teams to revisit and revise existing short-cycle formative assessments; coaching support; and support and monitoring from admin in implementation.------Level 2 -------Evidence------ From The Center on Standards & Assessment Implementation (CSAI) - CRESST & WestEd - A balanced assessment system provides teachers, administrators, & parents with the information they need to prepare students for college and careers. Such a system involves multiple types of assessment (e.g., summative, interim, formative) that generate complementary information about student learning (Herman, 2016). To help students achieve grade-level expectations, teachers use formative assessment to know where students are in relation to lesson learning goals and to plan instruction. Formative assessment involves gathering evidence of student progress, providing students with immediate feedback, and adjusting teaching to close students' learning gaps. Research supports effectiveness of formative assessment as a practice to improve classroom teaching and learning Full list of references/evidence is too long. Full list is available at https://outreach.ou.edu/media/filer_public/0a/47/0a47f582-7bae-48fd-8407-c30541eac2ee/csaiwebinar_formativeassessment_essa.pdf References Allal, L. (2010). Black, P., & Wiliam, D. (1998). A Brookhart, S. M. (2011). Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C. P., & Loef, M. (1989). Chang, S., Heritage, M., Jones, B., & Tobiason, G. (2012). Fuchs, L. S., & Fuchs, D. (1986). Hattie, J. (2009). Hattie, J., & Timperley, H. (2007). Herman, J. (2016). Herman, J., Osmundson, E., Dai, Y., Ringstaff, C., & Timms, M. (2011). Kingston, N., & Nash, B. (2011). National Research Council. (2000). National Research Council. (2001). Ruiz-Primo, M. A., & Li, M. (2013). Shute, V. J. (2008).

   1.4.1.3. 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.

   1.4.1.4. Action Steps
   1.4.1.4.1. Start Action Step: 2023, End Action Step: 07/01/2025
   Provide embedded coaching in short-cycle assessments and the analysis and use of formative assessment data throughout the three year cycle.
   Participant(s):
   - District Administration

   1.4.1.4.2. Start Action Step: 2023, End Action Step: 07/01/2023
   Monitor usage of short-cycle formative assessments and implementation of PD.
   Participant(s):
   - District Administration
   - Principals

   1.4.1.4.3. Start Action Step: 2023, End Action Step: 07/01/2023
   Instructional staff and administrators will receive on-going job-embedded professional development in quality short cycle assessments - creation, usage and analysis. Determine any gaps in teacher knowledge and usage.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   1.4.1.4.4. Start Action Step: 2024, End Action Step: 07/01/2024
   Monitor usage of short-cycle formative assessments and implementation of PD.
   Participant(s):
   - District Administration
   - Principals

   1.4.1.4.5. Start Action Step: 2024, End Action Step: 07/01/2024
   Instructional staff and administrators will continue with on-going job-embedded professional development in quality short cycle assessments - creation, usage and analysis. Modify as identify individual or teacher team needs.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   1.4.1.4.6. Start Action Step: 2025, End Action Step: 07/01/2025
   Monitor usage of short-cycle formative assessments and implementation of PD.
   Participant(s):

   1.4.1.4.7. Start Action Step: 2025, End Action Step: 07/01/2025
   Evaluate overall effectiveness of PD in short-cycle formative assessments and their implementation and use. Determine next steps needed.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   1.5. Adult Measures
   1.5.1. Adult Measure #1
   - Curriculum, Instruction and Assessment
   - Professional Capital

   Every **Quarter**, **usage of short-cycle formative assessments in core subjects - observation data and classroom assessment data** of **district wide core subject teachers** will be measured, with an overall plan improvement of **increase 5.00 %**.

10/31/2022	12/31/2022	03/31/2023	05/31/2023	10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024	12/31/2024	03/31/2025	05/31/2025

   1.6. Funding Sources
   1.6.1. FY 2023
   Instructional staff and administrators will receive on-going job-embedded professional development in quality short cycle assessments - creation, usage and analysis. Determine any gaps in teacher knowledge and usage.
   General Fund

   1.6.1. FY 2023
   Monitor usage of short-cycle formative assessments and implementation of PD.
   General Fund

   1.6.1. FY 2023
   Provide coaching support and job-embedded time for teacher teams to work on revisions, data analysis and planning instructional strategies. This will continue for all 3 years of plan.
   General Fund

   1.6.1. FY 2023
   Begin reinstituting short-cycle formative assessments in all core subjects as possible in terms of quality and revisions needed.
   General Fund

   1.6.1. FY 2023
   Instructional staff and administrators will receive on-going job-embedded professional development in quality short cycle assessments - their creation, usage, and analysis. This will continue throughout 3 year plan
   General Fund

   1.6.1. FY 2023
   Evaluate and determine status of short cycle assessments in core subject areas in the district. Identify needed revisions, gaps, next steps.
   General Fund

   1.6.1. FY 2023,2024,2025
   Provide embedded coaching in short-cycle assessments and the analysis and use of formative assessment data throughout the three year cycle.
   General Fund

   1.6.1. FY 2024
   Instructional staff and administrators will receive on-going job-embedded professional development in quality short cycle assessments - their creation, usage, and analysis. This will continue throughout 3 year plan

   1.6.1. FY 2024
   Provide coaching support and job-embedded time for teacher teams to work on revisions, data analysis and planning instructional strategies. This will continue for all 3 years of plan.

   1.6.1. FY 2024
   Instructional staff and administrators will continue with on-going job-embedded professional development in quality short cycle assessments - creation, usage and analysis. Modify as identify individual or teacher team needs.
   General Fund

   1.6.1. FY 2024
   Monitor usage of short-cycle formative assessments and implementation of PD.
   General Fund

   1.6.1. FY 2024
   Implement full usage of short-cycle formative assessments in core subjects throughout the district.
   General Fund

   1.6.1. FY 2025
   Instructional staff and administrators will receive on-going job-embedded professional development in quality short cycle assessments - their creation, usage, and analysis. This will continue throughout 3 year plan

   1.6.1. FY 2025
   Provide coaching support and job-embedded time for teacher teams to work on revisions, data analysis and planning instructional strategies. This will continue for all 3 years of plan.

   1.6.1. FY 2025
   Evaluate overall effectiveness of PD in short-cycle formative assessments and their implementation and use. Determine next steps needed.
   General Fund

   1.6.1. FY 2025
   Monitor usage of short-cycle formative assessments and implementation of PD.
   General Fund

   1.6.1. FY 2025
   Monitor usage of short-cycle formative assessments in core subjects in district. Identify gaps or areas that need improvement.
   General Fund

2. Goal #2 of 4
   2.1. Root Cause Analysis
   Root cause that we are addressing is a lack of uniformity with best teaching practices and common curriculum. The district is implementing a district-wide framework to maximize good instruction and get all staff focused on best practices. Textbook adoption is taking place with professional development in order to ensure effective instructional practices and district-wide scope and sequence are being followed to address unity across the building and district.

   2.2. SMART Goal Statement
   By **06/30/2026** we will improve the performance of **All Students**, **All Grades** students at/in **Northern Local** to **increase 5.00 %** in **all core subjects** using **State Report Card**.

   2.3. Student Measures
   2.3.1. Student Measure #1
   Every **Semester**, **all subjects instructional strategies and curriculum - walkthrough observation** of **Students with Disabilities, Low-Economic Status Students, Gifted Student and All Students** will be measured, with an overall plan improvement of **increase 5.00 %**.

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

   2.4. Strategies and Actions
   2.4.1. Strategy #1: Curriculum, Instruction and Assessment
   2.4.1.1. Strategy Level: Level 3
   2.4.1.2. Description:
   Implement a district-wide framework focused on the use of evidence-based instructional, assessment and grading practices with an additional emphasis on increasing continuity across grade levels and buildings.--------
   US Office of Elementary and Secondary Education - Leveraging Evidence-Based Practices for Local School Improvement. https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/leveraging-evidence-based-practices-local-school-improvement/
   NSBA article - Accurate and Equitable Grading - https://www.nsba.org/ASBJ/2020/February/Accurate-Equitable-Grading

   2.4.1.3. Action Steps
   2.4.1.3.1. Start Action Step: 2023, End Action Step: 07/01/2023
   Provide expanded educational opportunities for students, including a sign language class in the HS
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.2. Start Action Step: 2023, End Action Step: 07/01/2023
   Provide additional time for individual student instruction by reducing elementary class size when possible.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.3. Start Action Step: 2023, End Action Step: 07/01/2023
   Focus all years on targeting additional instruction, interventions and extensions to students in subgroups SWD, ED and Gifted.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.4. Start Action Step: 2023, End Action Step: 07/01/2023
   Begin work on district-wide framework for instruction, assessment and grading with BLT's and teacher teams.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.5. Start Action Step: 2024, End Action Step: 07/01/2024
   Provide additional time for individual student instruction by reducing elementary class size when possible.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.6. Start Action Step: 2024, End Action Step: 07/01/2024
   Focus all years on targeting additional instruction, interventions and extensions to students in subgroups SWD, ED and Gifted.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.7. Start Action Step: 2024, End Action Step: 07/01/2024
   Get feedback from teacher teams and BLT's regarding effectiveness of district-wide framework for instruction, assessment and grading.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.8. Start Action Step: 2024, End Action Step: 07/01/2024
   Implement district-wide framework for instruction, assessment and grading practices.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.9. Start Action Step: 2025, End Action Step: 07/01/2025
   Provide additional time for individual student instruction by reducing elementary class size when possible.
   Participant(s):

   2.4.1.3.10. Start Action Step: 2025, End Action Step: 07/01/2025
   Focus all years on targeting additional instruction, interventions and extensions to students in subgroups SWD, ED and Gifted.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.3.11. Start Action Step: 2025, End Action Step: 07/01/2025
   Evaluate effectiveness of the district-wide framework for instruction, assessment and grading. Determine next steps.
   Participant(s):

   2.4.1.3.12. Start Action Step: 2025, End Action Step: 07/01/2025
   Monitor usage of district-wide framework for instruction, assessment and grading. Determine next steps needed.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1. Strategy #2: Professional Capital
   2.4.1.1. Strategy Level: Level 2
   2.4.1.2. Description:
   Provide embedded professional development, coaching and teacher teams work time to implement a district-wide framework focusing on evidence-based best practices in instruction, assessment, grading and continuity in grades K-12. ----------Level 2-----Evidence------- Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well Issue Brief, written by the National Comprehensive Center for Teacher Quality in collaboration with the Mid-Atlantic Comprehensive Center and the National Staff Development Council, describes the research on job-embedded professional development, provides several descriptive examples, and details the conditions necessary for successful implementation. It also provides recommendations for how states, districts, and schools can support high-quality, job-embedded professional development to advance teaching and learning in all schools. http://www.gtlcenter.org/sites/default/files/docs/JEPD%20Issue%20Brief.pdf

   2.4.1.3. 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.
   - This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

   2.4.1.4. Action Steps
   2.4.1.4.1. Start Action Step: 2023, End Action Step: 07/01/2023
   Instructional staff and administrators will receive on-going job-embedded professional development in evidence-based instructional strategies, assessment and grading practices with additional focus on subgroups SWD, Gifted and Econ Disadv.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.2. Start Action Step: 2023, End Action Step: 07/01/2023
   Evaluate grading practices in the district and determine gaps or inconsistencies that need to be addressed.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.3. Start Action Step: 2023, End Action Step: 07/01/2023
   Monitor usage of evidence based instructional strategies, assessment and grading practices in classrooms.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.4. Start Action Step: 2023, End Action Step: 07/01/2023
   Provide professional development at nonpublic elementary using designatedTitle II funds each year.
   Participant(s):
   - District Administration
   - Staff
   - Principals

   2.4.1.4.5. Start Action Step: 2023, End Action Step: 07/01/2023
   Provide job-embedded PD to teachers in new math textbook series.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.6. Start Action Step: 2023, End Action Step: 07/01/2023
   Educator Equity and Local Equitable Access Plan - The district annually conducts a root-cause analysis with stakeholders (district admin, principals, EMIS coord, staff, teachers, parents, community members) as part of the DLT/OIP to determine gaps, root causes and the systemic challenge(s) contributing to gaps in equitable access. The Equitable Access Analysis Tool, EMIS data, Local Report Card, and district and community information are all reviewed. When a gap is identified, a specific strategy and action steps will be added to this district plan. In the most recent analysis in 2022 NO GAPS were present. See district One Needs for full demographic date for each building, full comparisons and findings. The DLT and BLT's will continue to monitor all on an annual basis.
   Participant(s):
   - District Administration
   - Teachers
   - Staff
   - Principals
   - Support Staff
   - District Leadership Team
   - parents, community members, EMIS coord, etc

   2.4.1.4.7. Start Action Step: 2024, End Action Step: 07/01/2024
   Instructional staff and administrators will receive on-going job-embedded professional development in evidence-based instructional strategies, assessment and grading practices with additional focus on subgroups SWD, Gifted and Econ Disadv..
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.8. Start Action Step: 2024, End Action Step: 07/01/2024
   Monitor usage of evidence based instructional strategies, assessment and grading practices in classrooms.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.9. Start Action Step: 2024, End Action Step: 07/01/2024
   Provide professional development at nonpublic elementary using designatedTitle II funds each year.
   Participant(s):
   - District Administration
   - Staff
   - Principals

   2.4.1.4.10. Start Action Step: 2024, End Action Step: 07/01/2024
   Provide job-embedded PD to teachers in new ELA textbook series (when purchased).
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.11. Start Action Step: 2024, End Action Step: 07/01/2024
   Educator Equity and Local Equitable Access Plan - The district annually conducts a root-cause analysis with stakeholders (district admin, principals, EMIS coord, staff, teachers, parents, community members) as part of the DLT/OIP to determine gaps, root causes and the systemic challenge(s) contributing to gaps in equitable access. The Equitable Access Analysis Tool, EMIS data, Local Report Card, and district and community information are all reviewed. When a gap is identified, a specific strategy and action steps will be added to this district plan. See district One Needs for full demographic date for each building, full comparisons and findings. The DLT and BLT's will continue to monitor all on an annual basis.
   Participant(s):
   - District Administration
   - Teachers
   - Staff
   - Principals
   - Support Staff
   - District Leadership Team
   - parents, community members, EMIS coord, etc

   2.4.1.4.12. Start Action Step: 2025, End Action Step: 07/01/2025
   Instructional staff and administrators will receive on-going job-embedded professional development in evidence-based instructional strategies, assessment and grading practices with additional focus on subgroups SWD, Gifted and Econ Disadv.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.13. Start Action Step: 2025, End Action Step: 07/01/2025
   Evaluate overall effectiveness of PD in evidence-based instructional strategies, assessment and grading practices.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.14. Start Action Step: 2025, End Action Step: 07/01/2025
   Monitor usage of evidence based instructional strategies, assessment and grading practices in classrooms. Determine next steps needed.
   Participant(s):
   - District Administration
   - Teachers
   - Principals

   2.4.1.4.15. Start Action Step: 2025, End Action Step: 07/01/2025
   Provide professional development at nonpublic elementary using designated Title II funds each year.
   Participant(s):
   - District Administration
   - Staff
   - Principals

   2.4.1.4.16. Start Action Step: 2025, End Action Step: 07/01/2025
   Educator Equity and Local Equitable Access Plan - The district annually conducts a root-cause analysis with stakeholders (district admin, principals, EMIS coord, staff, teachers, parents, community members) as part of the DLT/OIP to determine gaps, root causes and the systemic challenge(s) contributing to gaps in equitable access. The Equitable Access Analysis Tool, EMIS data, Local Report Card, and district and community information are all reviewed. When a gap is identified, a specific strategy and action steps will be added to this district plan. See district One Needs for full demographic date for each building, full comparisons and findings. The DLT and BLT's will continue to monitor all on an annual basis.
   Participant(s):
   - District Administration
   - Teachers
   - Staff
   - Principals
   - Support Staff
   - District Leadership Team
   - parents, community members, EMIS coord, etc

   2.4.1. Strategy #3: School Climate and Supports
   2.4.1.1. Strategy Level: Level 1
   2.4.1.2. Description:
   Provide mental health support for students while creating supportive relationships and skill-building to foster resiliency.
   ------ Level 1 -------Links to evidence - ------
   National Center for School Mental Health at the University of Maryland School of Medicine is funded by the U.S. Department of Health and Human Services, Maternal and Child Health Bureau http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Tier-1-Quality-Guide-1.29.20.pdf
   and
   National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13.

   2.4.1.3. Action Steps
   2.4.1.3.1. Start Action Step: , End Action Step:
   Participant(s):

   2.4.1.3.2. Start Action Step: 2023, End Action Step: 07/01/2023
   Investigate additional evidence based options for providing student mental health support within the classrooms, schools and community.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.3. Start Action Step: 2023, End Action Step: 07/01/2023
Determine what specific mental health supports are consistently available to students at the various buildings in the district.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.4. Start Action Step: 2023, End Action Step: 07/01/2023
Evaluate impact of having trained mental health professionals in the schools. Determine if any changes are needed for year 2.

Participant(s):
- District Administration
- Teachers
- Principals

2.4.1.3.5. Start Action Step: 2023, End Action Step: 07/01/2023
Provide mental health support for students by having trained mental health professionals in the schools.

Participant(s):
- District Administration
- Teachers
- Principals

2.4.1.3.6. Start Action Step: 2024, End Action Step: 07/01/2024
Begin to implement additional evidence based options for providing student mental health support within the classrooms, schools and community.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.7. Start Action Step: 2024, End Action Step: 07/01/2024
Evaluate impact of having trained mental health professionals in the schools. Determine if changes are needed for year 3.

Participant(s):
- District Administration
- Teachers
- Principals

2.4.1.3.8. Start Action Step: 2024, End Action Step: 07/01/2024
Provide mental health support for students by having trained mental health professionals in the schools.

Participant(s):
- District Administration
- Teachers
- Principals

2.4.1.3.9. Start Action Step: 2025, End Action Step: 07/01/2025
Continue work to implement additional evidence based options for providing student mental health support within the classrooms, schools and community.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.10. Start Action Step: 2025, End Action Step: 07/01/2025
Evaluate impact of having trained mental health professionals in the schools. Determine next steps.

Participant(s):
- District Administration
- Teachers
- Principals

2.4.1.3.11. Start Action Step: 2025, End Action Step: 07/01/2025
Provide mental health support for students by having trained mental health professionals in the schools.

Participant(s):
- District Administration
- Teachers
- Principals

2.4.1. Strategy #4: Community, Family Engagement
2.4.1.1. Strategy Level: Level 2

2.4.1.2. Description:
Conduct frequent communication with families linked to teaching and learning goals while working to communicate and build trusting relationships. Connect students and families to community resources that strengthen and support students' learning and well-being and provide information and training for families to support high expectations for their children's education. ---------Level 2 ---------Evidence---------
Source: Westat and Policy Studies Associates (2001) The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume I: Executive Summary, Washington, DC: US Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service. https://www2.ed.gov/offices/OUS/PES/esed/lescp_highlights.html
https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement Linked with ODE from State Board Policy, PTA National Standards, and work by Joyce L. Epstein.
https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. & Luis Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. Educational Research Review, 14, 33-64 https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000032 S. Wilder. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. Educational Review, 66, 377-397

2.4.1.3. Action Steps
2.4.1.3.1. Start Action Step: 2023, End Action Step: 07/01/2023
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.2. Start Action Step: 2023, End Action Step: 07/01/2023
Provide opportunities for families and community partners to collaborate with the district and schools to nurture the overall development of the whole child and supporting all academic areas. Monitor effectiveness of efforts to reach families.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.3. Start Action Step: 2024, End Action Step: 07/01/2024
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally. Monitor effectiveness of effort.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.4. Start Action Step: 2024, End Action Step: 07/01/2024
Provide opportunities for families and community partners to collaborate with the district and schools to nurture the overall development of the whole child and supporting all academic areas. Monitor effectiveness of efforts to reach families.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.5. Start Action Step: 2025, End Action Step: 07/01/2025
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally. Evaluate effectiveness of efforts. Determine next steps needed.

Participant(s):

2.4.1.3.6. Start Action Step: 2025, End Action Step: 07/01/2025
Provide opportunities for families and community partners to collaborate with the district and schools to nurture the overall development of the whole child and supporting all academic areas. Evaluate effectiveness of efforts to reach families. Determine next steps needed.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

2.5. Adult Measures
2.5.1. Adult Measure #1
- Curriculum, Instruction and Assessment
- Professional Capital

Every **Semester**, **all classrooms - walkthrough observation of evidence based instructional strategies, assessment and grading practices** of **All Staff** will be measured, with an overall plan improvement of **increase 100.00 % of teachers using these practices**.

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

2.6. Funding Sources
2.6.1. FY 2023
Begin work on district-wide framework for instruction, assessment and grading with BLT's and teacher teams.
General Fund

2.6.1. FY 2023
Focus all years on targeting additional instruction, interventions and extensions to students in subgroups SWD, ED and Gifted.
General Fund | IDEA-B Special Education

2.6.1. FY 2023
Provide additional time for individual student instruction by reducing elementary class size when possible.
General Fund | Title I-A Improving Basic Programs | Title II-A Supporting Effective Instruction

2.6.1. FY 2023
Provide expanded educational opportunities for students, including a sign language class in the HS
Expanding Opportunities for Each Child

2.6.1. FY 2023
Instructional staff and administrators will receive on-going job-embedded professional development in evidence-based instructional strategies, assessment and grading practices with additional focus on subgroups SWD, Gifted and Econ Disadv.
General Fund

2.6.1. FY 2023
Evaluate grading practices in the district and determine gaps or inconsistencies that need to be addressed.
General Fund

2.6.1. FY 2023
Monitor usage of evidence based instructional strategies, assessment and grading practices in classrooms.
General Fund

2.6.1. FY 2023
Provide job-embedded PD to teachers in new math textbook series.
General Fund

2.6.1. FY 2023
Provide professional development at nonpublic elementary using designatedTitle II funds each year.
Title II-A Supporting Effective Instruction

2.6.1. FY 2023
Educator Equity and Local Equitable Access Plan - The district annually conducts a root-cause analysis with stakeholders (district admin, principals, EMIS coord, staff, teachers, parents, community members) as part of the DLT/OIP to determine gaps, root causes and the systemic challenge(s) contributing to gaps in equitable access. The Equitable Access Analysis Tool, EMIS data, Local Report Card, and district and community information are all reviewed. When a gap is identified, a specific strategy and action steps will be added to this district plan. In the most recent analysis in 2022 NO GAPS were present. See district One Needs for full demographic date for each building, full comparisons and findings. The DLT and BLT's will continue to monitor all on an annual basis.
General Fund

2.6.1. FY 2023
Provide mental health support for students by having trained mental health professionals in the schools.
Title IV-A Student Support and Academic Enrichment | General Fund

2.6.1. FY 2023
Evaluate impact of having trained mental health professionals in the schools. Determine if any changes are needed for year 2.
General Fund | Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2023
Investigate additional evidence based options for providing student mental health support within the classrooms, schools and community.
General Fund | Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2023
Determine what specific mental health supports are consistently available to students at the various buildings in the district.
Title IV-A Student Support and Academic Enrichment | General Fund

2.6.1. FY 2023
Provide opportunities for families and community partners to collaborate with the district and schools to nurture the overall development of the whole child and supporting all academic areas. Monitor effectiveness of efforts to reach families.
General Fund | Title I-A Improving Basic Programs

2.6.1. FY 2023
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.
General Fund | Title I-A Improving Basic Programs

2.6.1. FY 2024
Implement district-wide framework for instruction, assessment and grading practices.
General Fund

2.6.1. FY 2024
Get feedback from teacher teams and BLT's regarding effectiveness of district-wide framework for instruction, assessment and grading.
General Fund

2.6.1. FY 2024
Focus all years on targeting additional instruction, interventions and extensions to students in subgroups SWD, ED and Gifted.
IDEA-B Special Education | General Fund

2.6.1. FY 2024
Provide additional time for individual student instruction by reducing elementary class size when possible.
Title II-A Supporting Effective Instruction | Title I-A Improving Basic Programs

2.6.1. FY 2024
Instructional staff and administrators will receive on-going job-embedded professional development in evidence-based instructional strategies, assessment and grading practices with additional focus on subgroups SWD, Gifted and Econ Disadv..
General Fund

2.6.1. FY 2024
Monitor usage of evidence based instructional strategies, assessment and grading practices in classrooms.
General Fund

2.6.1. FY 2024
Provide job-embedded PD to teachers in new ELA textbook series (when purchased).
General Fund

2.6.1. FY 2024
Provide professional development at nonpublic elementary using designatedTitle II funds each year.
Title II-A Supporting Effective Instruction

2.6.1. FY 2024
Educator Equity and Local Equitable Access Plan - The district annually conducts a root-cause analysis with stakeholders (district admin, principals, EMIS coord, staff, teachers, parents, community members) as part of the DLT/OIP to determine gaps, root causes and the systemic challenge(s) contributing to gaps in equitable access. The Equitable Access Analysis Tool, EMIS data, Local Report Card, and district and community information are all reviewed. When a gap is identified, a specific strategy and action steps will be added to this district plan. See district One Needs for full demographic date for each building, full comparisons and findings. The DLT and BLT's will continue to monitor all on an annual basis.
General Fund

2.6.1. FY 2024
Provide mental health support for students by having trained mental health professionals in the schools.
Title IV-A Student Support and Academic Enrichment | General Fund

2.6.1. FY 2024
Evaluate impact of having trained mental health professionals in the schools. Determine if changes are needed for year 3.
General Fund | Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2024
Begin to implement additional evidence based options for providing student mental health support within the classrooms, schools and community.
General Fund | Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2024
Provide opportunities for families and community partners to collaborate with the district and schools to nurture the overall development of the whole child and supporting all academic areas. Monitor effectiveness of efforts to reach families.
Title I-A Improving Basic Programs | General Fund

2.6.1. FY 2024
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally. Monitor effectiveness of effort.
Title I-A Improving Basic Programs | General Fund

2.6.1. FY 2025
Monitor usage of district-wide framework for instruction, assessment and grading. Determine next steps needed.
General Fund

2.6.1. FY 2025
Evaluate effectiveness of the district-wide framework for instruction, assessment and grading. Determine next steps.
General Fund

2.6.1. FY 2025
Focus all years on targeting additional instruction, interventions and extensions to students in subgroups SWD, ED and Gifted.
General Fund | IDEA-B Special Education

2.6.1. FY 2025
Provide additional time for individual student instruction by reducing elementary class size when possible.
Title II-A Supporting Effective Instruction | Title I-A Improving Basic Programs

2.6.1. FY 2025
Instructional staff and administrators will receive on-going job-embedded professional development in evidence-based instructional strategies, assessment and grading practices with additional focus on subgroups SWD, Gifted and Econ Disadv.
General Fund

2.6.1. FY 2025
Evaluate overall effectiveness of PD in evidence-based instructional strategies, assessment and grading practices.
General Fund

2.6.1. FY 2025
Monitor usage of evidence based instructional strategies, assessment and grading practices in classrooms. Determine next steps needed.
General Fund

2.6.1. FY 2025
Provide professional development at nonpublic elementary using designated Title II funds each year.
Title II-A Supporting Effective Instruction

2.6.1. FY 2025
Educator Equity and Local Equitable Access Plan - The district annually conducts a root-cause analysis with stakeholders (district admin, principals, EMIS coord, staff, teachers, parents, community members) as part of the DLT/OIP to determine gaps, root causes and the systemic challenge(s) contributing to gaps in equitable access. The Equitable Access Analysis Tool, EMIS data, Local Report Card, and district and community information are all reviewed. When a gap is identified, a specific strategy and action steps will be added to this district plan. See district One Needs for full demographic date for each building, full comparisons and findings. The DLT and BLT's will continue to monitor all on an annual basis.
General Fund

2.6.1. FY 2025
Provide mental health support for students by having trained mental health professionals in the schools.
Title IV-A Student Support and Academic Enrichment | General Fund

2.6.1. FY 2025
Evaluate impact of having trained mental health professionals in the schools. Determine next steps.
General Fund | Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2025
Continue work to implement additional evidence based options for providing student mental health support within the classrooms, schools and community.
General Fund | Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2025
Provide opportunities for families and community partners to collaborate with the district and schools to nurture the overall development of the whole child and supporting all academic areas. Evaluate effectiveness of efforts to reach families. Determine next steps needed.
General Fund | Title I-A Improving Basic Programs

2.6.1. FY 2025
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally. Evaluate effectiveness of efforts. Determine next steps needed.
General Fund | Title I-A Improving Basic Programs

3. Goal #3 of 4
3.1. Root Cause Analysis
Areas of focus include aligning instructional focuses within the ELA content and providing support to teachers with implementation of best instructional practices. These focus areas will be implemented through professional development and collaborative efforts through the OIP.

3.2. SMART Goal Statement
By **06/30/2026** we will improve the performance of **All Students, Students with Disabilities, Gifted Student and Low-Economic Status Students**, **All Grades** students at/in **Northern Local** to **increase 5.00 %** in **English Language Arts** using **State Report Card**.

3.3. Student Measures
3.3.1. Student Measure #1
Every **Semester**, **English Language Arts - District Formative Assessments** of **All Students** will be measured, with an overall plan improvement of **increase 5.00 %**.

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

3.4. Strategies and Actions
3.4.1. Strategy #1: Curriculum, Instruction and Assessment
3.4.1.1. Strategy Level: Level 1

3.4.1.2. Description:
Leveled Literacy Intervention (LLI) is a one-to-three small-group tutoring model taught by literacy specialists to struggling readers in grades K-2. Sessions are 30 minutes each day for about 16-18 weeks. The content focuses on oral language, phonics, fluency, vocabulary, and comprehension. Lessons alternate between "independent level" texts and more challenging "instructional level" texts, which students may also take back to their classrooms or homes.

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: 07/01/2023
Provide additional reading intervention instruction for at risk students in SW buildings.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.2. Start Action Step: 2023, End Action Step: 07/01/2023
Provide additional reading intervention, instruction, supplies and support for identified students at Targeted Assistance nonpublic elementary school.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.3. Start Action Step: 2023, End Action Step: 07/01/2023
Provide professional development for administrators in leading the essential components of the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.

Participant(s):
- District Administration
- Principals

3.4.1.4.4. Start Action Step: 2023, End Action Step: 07/01/2023
Analyze core reading curricula to ensure the 5 components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing are explicitly taught daily in core instruction.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.5. Start Action Step: 2023, End Action Step: 07/01/2023
Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and usage.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.6. Start Action Step: 2024, End Action Step: 07/01/2024
Provide additional reading intervention instruction for at risk students in SW buildings.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.7. Start Action Step: 2024, End Action Step: 07/01/2024
Provide additional reading intervention, instruction, supplies and support for identified students at Targeted Assistance nonpublic elementary school.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.8. Start Action Step: 2024, End Action Step: 07/01/2024
Determine PD or materials needed to support core reading curricula to ensure the 5 components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing are explicitly taught daily in core instruction.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.9. Start Action Step: 2024, End Action Step: 07/01/2024
In grades 4-12, monitor content area instruction to ensure teaching of literacy across the disciplines (vocabulary instruction, writing instruction, comprehension of complex texts, building background knowledge, language structure instruction).

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.10. Start Action Step: 2024, End Action Step: 07/01/2024
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
- Staff
- Principals

3.4.1.4.11. Start Action Step: 2024, End Action Step: 07/01/2024
Instructional staff and administrators will receive on-going job-embedded training. Admin to monitor implementation in classrooms and additional PD needed.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.12. Start Action Step: 2025, End Action Step: 07/01/2025
Provide additional reading intervention instruction for at risk students in SW buildings.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.13. Start Action Step: 2025, End Action Step: 07/01/2025
Provide additional reading intervention, instruction, supplies and support for identified students at Targeted Assistance nonpublic elementary school.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.14. Start Action Step: 2025, End Action Step: 07/01/2025
Monitor instruction in core reading curricula to ensure the 5 components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing are explicitly taught daily in core instruction. Determine next steps needed.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.15. Start Action Step: 2025, End Action Step: 07/01/2025
Instructional staff and administrators will receive on-going job-embedded training. Determine additional PD needed and evaluate effectiveness and implementation.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

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

3.4.1.2. Description:
Conduct frequent communication with families linked to teaching and learning goals while working to communicate and build trusting relationships. Connect students and families to community resources that strengthen and support students' learning and well-being and provide information and training for families to support high expectations for their children's education. ---------Level 2---------Evidence---------
Source: Westat and Policy Studies Associates (2001) The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume I: Executive Summary, Washington, DC: US Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service. https://www2.ed.gov/offices/OUS/PES/esed/lescp_highlights.html

https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement

Linked with ODE from State Board Policy, PTA National Standards, and work by Joyce L. Epstein.
https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools

Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. & Luis Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. Educational Research Review, 14, 33-64
https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000032

S. Wilder. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. Educational Review, 66, 377-397

3.4.1.3. Action Steps
3.4.1.3.1. Start Action Step: 2023, End Action Step: 07/01/2023
At TA nonpublic elementary, seek ways to engage families of identified students, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.2. Start Action Step: 2023, End Action Step: 07/01/2023
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.3. Start Action Step: 2023, End Action Step: 07/01/2023
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 reading and writing.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.4. Start Action Step: 2024, End Action Step: 07/01/2024
At TA nonpublic elementary, seek ways to engage families of identified students, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.5. Start Action Step: 2024, End Action Step: 07/01/2024
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 reading and writing.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.6. Start Action Step: 2024, End Action Step: 07/01/2024
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.7. Start Action Step: 2025, End Action Step: 07/01/2025
At TA nonpublic elementary, seek ways to engage families of identified students, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.8. Start Action Step: 2025, End Action Step: 07/01/2025
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 reading and writing.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.9. Start Action Step: 2025, End Action Step: 07/01/2025
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1. Strategy #3: Professional Capital
3.4.1.1. Strategy Level: Level 2

3.4.1.2. Description:
Provide job-embedded professional development focused on the science of reading, five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and evidence-based reading instruction strategies.. ----------Level 2---------Evidence------- Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well Issue Brief, written by the National Comprehensive Center for Teacher Quality in collaboration with the Mid-Atlantic Comprehensive Center and the National Staff Development Council, describes the research on job-embedded professional development, provides several descriptive examples, and details the conditions necessary for successful implementation. It also provides recommendations for how states, districts, and schools can support high-quality, job-embedded professional development to advance teaching and learning in all schools.
http://www.gtlcenter.org/sites/default/files/docs/JEPD%20Issue%20Brief.pdf

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: 07/01/2024
Provide professional development for teachers in language comprehension skills aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.2. Start Action Step: 2023, End Action Step: 07/01/2024
Provide professional development for teachers in decoding skills (explicit phonics and phonemic awareness) aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.3. Start Action Step: 2023, End Action Step: 07/01/2024
Provide professional development for administrators in leading the essential components of the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.

Participant(s):
- District Administration
- Principals

3.4.1.4.4. Start Action Step: 2023, End Action Step: 07/01/2023
Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and usage.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.5. Start Action Step: 2024, End Action Step: 07/01/2024
Instructional staff and administrators will receive on-going job-embedded training. in science of reading. Admin to monitor implementation in classrooms. BLT's to determine additional PD needed.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.6. Start Action Step: 2024, End Action Step: 07/01/2025
In grades 4-12, monitor content area instruction to ensure teaching of literacy across the disciplines (vocabulary instruction, writing instruction, comprehension of complex texts, building background knowledge, language structure instruction).

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.7. Start Action Step: 2025, End Action Step: 07/01/2025
Evaluate effectiveness of PD and implementation of evidence based strategies in science of reading. Determine next steps needed.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.8. Start Action Step: 2025, End Action Step: 07/01/2025
Instructional staff and administrators will receive on-going job-embedded training. in science of reading. Admin to monitor implementation in classrooms. BLT's to determine additional PD needed.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.9. Start Action Step: 2025, End Action Step: 07/01/2025
Monitor usage of evidence based instructional strategies in classrooms based in the science of reading.

Participant(s):
- District Administration
- Teachers
- Staff
- Principals

3.5. Adult Measures
3.5.1. Adult Measure #1
- Curriculum, Instruction and Assessment
- Professional Capital

Every **Semester**, **English Language Arts - Walkthrough Data** of **English Language Arts Teachers** will be measured, with an overall plan improvement of **increase 100.00 % of teachers using these practices**.

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
Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and usage.
General Fund

3.6.1. FY 2023
Analyze core reading curricula to ensure the 5 components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing are explicitly taught daily in core instruction.
General Fund | Title I-A Improving Basic Programs

3.6.1. FY 2023
Provide professional development for administrators in leading the essential components of the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.
General Fund

3.6.1. FY 2023
Provide additional reading intervention instruction for at risk students in SW buildings.
Title I-A Improving Basic Programs

3.6.1. FY 2023
Provide additional reading intervention, instruction, supplies and support for identified students at Targeted Assistance nonpublic elementary school.
Title I-A Improving Basic Programs

3.6.1. FY 2023
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 reading and writing.
General Fund | Title I-A Improving Basic Programs

3.6.1. FY 2023
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.
Title I-A Improving Basic Programs

3.6.1. FY 2023
At TA nonpublic elementary, seek ways to engage families of identified students, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.
Title I-A Improving Basic Programs

3.6.1. FY 2023
Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and usage.
General Fund

3.6.1. FY 2023,2024
Provide professional development for administrators in leading the essential components of the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.
General Fund

3.6.1. FY 2023,2024
Provide professional development for teachers in decoding skills (explicit phonics and phonemic awareness) aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.
General Fund

3.6.1. FY 2023,2024
Provide professional development for teachers in language comprehension skills aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.
General Fund

3.6.1. FY 2024
Instructional staff and administrators will receive on-going job-embedded training. Admin to monitor implementation in classrooms and additional PD needed.
General Fund

3.6.1. FY 2024
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

3.6.1. FY 2024
In grades 4-12, monitor content area instruction to ensure teaching of literacy across the disciplines (vocabulary instruction, writing instruction, comprehension of complex texts, building background knowledge, language structure instruction).
General Fund

3.6.1. FY 2024
Determine PD or materials needed to support core reading curricula to ensure the 5 components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing are explicitly taught daily in core instruction.
General Fund

3.6.1. FY 2024
Provide additional reading intervention instruction for at risk students in SW buildings.
Title I-A Improving Basic Programs

3.6.1. FY 2024
Provide additional reading intervention, instruction, supplies and support for identified students at Targeted Assistance nonpublic elementary school.
Title I-A Improving Basic Programs

3.6.1. FY 2024
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.
Title I-A Improving Basic Programs

3.6.1. FY 2024
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 reading and writing.
Title I-A Improving Basic Programs

3.6.1. FY 2024
At TA nonpublic elementary, seek ways to engage families of identified students, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.
Title I-A Improving Basic Programs

3.6.1. FY 2024
Instructional staff and administrators will receive on-going job-embedded training. in science of reading. Admin to monitor implementation in classrooms. BLT's to determine additional PD needed.
General Fund

3.6.1. FY 2024,2025
In grades 4-12, monitor content area instruction to ensure teaching of literacy across the disciplines (vocabulary instruction, writing instruction, comprehension of complex texts, building background knowledge, language structure instruction).
General Fund

3.6.1. FY 2025
Instructional staff and administrators will receive on-going job-embedded training. Determine additional PD needed and evaluate effectiveness and implementation.
General Fund

3.6.1. FY 2025
Monitor instruction in core reading curricula to ensure the 5 components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing are explicitly taught daily in core instruction. Determine next steps needed.
General Fund

3.6.1. FY 2025
Provide additional reading intervention instruction for at risk students in SW buildings.
Title I-A Improving Basic Programs

3.6.1. FY 2025
Provide additional reading intervention, instruction, supplies and support for identified students at Targeted Assistance nonpublic elementary school.
Title I-A Improving Basic Programs

3.6.1. FY 2025
Seek ways to engage families, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.
Title I-A Improving Basic Programs

3.6.1. FY 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 reading and writing.
Title I-A Improving Basic Programs

3.6.1. FY 2025
At TA nonpublic elementary, seek ways to engage families of identified students, members of the community and civic agencies for the betterment of the students academically, socially, emotionally and vocationally.
Title I-A Improving Basic Programs

3.6.1. FY 2025
Monitor usage of evidence based instructional strategies in classrooms based in the science of reading.
General Fund

3.6.1. FY 2025
Instructional staff and administrators will receive on-going job-embedded training. in science of reading. Admin to monitor implementation in classrooms. BLT's to determine additional PD needed.
General Fund

3.6.1. FY 2025
Evaluate effectiveness of PD and implementation of evidence based strategies in science of reading. Determine next steps needed.
General Fund

4. Goal #4 of 4
4.1. Root Cause Analysis
Areas of focus include aligning instructional focuses within the math content and providing support to teachers with implementation of best instructional practices. These focus areas will be implemented through professional development and collaborative efforts through the OIP. Pacing guides need to be realigned. Instructional practices to focus on ,formative evaluation, differentiation for SWD, and intervention. A new textbook series has been adopted and a change in staffing has taken place. Classroom walkthroughs and observations are being utilized frequently.

4.2. SMART Goal Statement
By **06/30/2026** we will improve the performance of **All Students, Students with Disabilities, Gifted Student and Low-Economic Status Students**, **All Grades** students at/in **Northern Local** to **increase 5.00 %** in **Math** using **State Report Card**.

4.3. Student Measures
4.3.1. Student Measure #1
Every **Semester**, **Math - District Formative Assessments** of **All Students** will be measured, with an overall plan improvement of **increase 5.00 %**.

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

4.4. Strategies and Actions
4.4.1. Strategy #1: Curriculum, Instruction and Assessment
4.4.1.1. Strategy Level: Level 3

4.4.1.2. Description:
Implement new mathematics curriculum using enVision Math which has been found to have potentially positives effects by the What Works Clearinghouse, making it a -------Level 3 strategy. ----------
Link to What Works Clearinghouse https://files.eric.ed.gov/fulltext/ED538671.pdf

4.4.1.3. Action Steps
4.4.1.3.1. Start Action Step: 2023, End Action Step: 07/01/2023
Provide job-embedded time for teacher teams and admin to review current district math pacing guides for alignment to new math series and state standards. Determine realignment needs. Begin to work on realignment.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.3.2. Start Action Step: 2023, End Action Step: 07/01/2023
Provide job-embedded professional development to staff and administrators in new enVision math curriculum.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.3.3. Start Action Step: 2024, End Action Step: 07/01/2024
Provide job-embedded time for teacher teams to work on realignment of math pacing guides in district.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.3.4. Start Action Step: 2024, End Action Step: 07/01/2024
Monitor implementation of new enVision math curriculum. Determine if any teachers need additional PD or support and provide as needed.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.3.5. Start Action Step: 2025, End Action Step: 07/01/2025
Monitor usage of revised math pacing guides. Determine if any additional revisions are needed.

Participant(s):

4.4.1.3.6. Start Action Step: 2025, End Action Step: 07/01/2025
Monitor usage of new enVision math curriculum. Determine if any teachers need additional PD or support and provide as needed.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1. Strategy #2: Professional Capital
4.4.1.1. Strategy Level: Level 1

4.4.1.2. Description:
Provide professional development to K-12 staff in providing explicit and systematic intervention instruction for struggling students in mathematics to ensure that they have foundational skills and conceptual knowledge. ----------
Level 1 ------Tier 1 evidence cited in What Works Clearinghouse: "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools".
Link https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

4.4.1.3. 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.

4.4.1.4. Action Steps
4.4.1.4.1. Start Action Step: 2023, End Action Step: 07/01/2023
Using walkthroughs and observation, monitor usage of evidence based instructional practices before and after implementation of PD.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.4.2. Start Action Step: 2023, End Action Step: 07/01/2023
Provide job-embedded professional development focusing on math instructional practices and how to provide explicit, systematic intervention to struggling students with a focus on SWD and Econ Disadv.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.4.3. Start Action Step: 2024, End Action Step: 07/01/2024
Using walkthroughs and observation, monitor usage of evidence based instructional practices and usage of explicit and systematic intervention instruction for struggling students.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.4.4. Start Action Step: 2024, End Action Step: 07/01/2024
Provide job-embedded professional development focusing on math instructional practices and how to provide explicit, systematic intervention to struggling students with a focus on SWD and Econ Disadv.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.4.5. Start Action Step: 2025, End Action Step: 07/01/2025
Using walkthroughs and observation, monitor usage of evidence based instructional practices and usage of explicit and systematic intervention instruction for struggling students. Evaluate effectiveness and impact of PD. Determine next steps needed.

Participant(s):
- District Administration
- Teachers
- Principals

4.4.1.4.6. Start Action Step: 2025, End Action Step: 07/01/2025
Provide job-embedded professional development focusing on math instructional practices and how to provide explicit, systematic intervention to struggling students with a focus on SWD and Econ Disadv.

Participant(s):
- District Administration
- Teachers
- Principals

4.5. Adult Measures
4.5.1. Adult Measure #1
- Curriculum, Instruction and Assessment
- Professional Capital

Every **Semester**, **Math - Walkthrough Data** of **Math Teachers** will be measured, with an overall plan improvement of **increase 100.00 % of teachers using these practices**.

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

4.6. Funding Sources
4.6.1. FY 2023
Provide job-embedded professional development to staff and administrators in new enVision math curriculum.
General Fund

4.6.1. FY 2023
Provide job-embedded time for teacher teams and admin to review current district math pacing guides for alignment to new math series and state standards. Determine realignment needs. Begin to work on realignment.
General Fund

4.6.1. FY 2023
Provide job-embedded professional development focusing on math instructional practices and how to provide explicit, systematic intervention to struggling students with a focus on SWD and Econ Disadv.
General Fund

4.6.1. FY 2023
Using walkthroughs and observation, monitor usage of evidence based instructional practices before and after implementation of PD.
General Fund

4.6.1. FY 2024
Monitor implementation of new enVision math curriculum. Determine if any teachers need additional PD or support and provide as needed.
General Fund

4.6.1. FY 2024
Provide job-embedded time for teacher teams to work on realignment of math pacing guides in district.
General Fund

4.6.1. FY 2024
Provide job-embedded professional development focusing on math instructional practices and how to provide explicit, systematic intervention to struggling students with a focus on SWD and Econ Disadv.
General Fund

4.6.1. FY 2024
Using walkthroughs and observation, monitor usage of evidence based instructional practices and usage of explicit and systematic intervention instruction for struggling students.
General Fund

4.6.1. FY 2025
Monitor usage of new enVision math curriculum. Determine if any teachers need additional PD or support and provide as needed.
General Fund

4.6.1. FY 2025
Monitor usage of revised math pacing guides. Determine if any additional revisions are needed.
General Fund

4.6.1. FY 2025
Provide job-embedded professional development focusing on math instructional practices and how to provide explicit, systematic intervention to struggling students with a focus on SWD and Econ Disadv.
General Fund

4.6.1. FY 2025
Using walkthroughs and observation, monitor usage of evidence based instructional practices and usage of explicit and systematic intervention instruction for struggling students. Evaluate effectiveness and impact of PD. Determine next steps needed.
General Fund