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Basic Information

Plan Entity Name: FY 2025 Valley View Local One Plan (0)
Plan Fiscal Year: FY 2025
Cohort #: 1
District IRN: 048744
Plan Status: Plan Submitted for Agency Review
Revision #: 0

Primary Contact: undefined (OEDS_Superintendent)
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Plan Information

1. Goal #1 of 4
   1.1. Root Cause Analysis
   Improving our overall chronic absenteeism especially at the primary level and in the subgroups of economically disadvantaged and special education would result in a positive impact.

   1.2. SMART Goal Statement
   Using **Attendance**, **All Students** students in **All Grades** attending **Valley View Local** will **decrease 4.00 %** in **chronic absenteeism** by **06/30/2027**.

   1.3. Student Measures
      1.3.1. Student Measure #1
      Every **Quarter**, **chronic absenteeism percentage - Attendance** of **Students with Disabilities** will be monitored by **Curriculum Director, Principal, School Counselors**, with an annual improvement of **decrease 1.00 %** resulting in an overall improvement of **decrease 4.00 %** by the end of the plan.

11/01/2024	01/01/2025	04/01/2025	06/01/2025	11/01/2025	01/01/2026
04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027	06/01/2027

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 1

1.4.1.2. Description:

This program uses a nudge postcard to reduce student absenteeism by increasing parents or guardians awareness of non-attendance. The postcard is designed to motivate them to encourage their children to improve attendance and academic performance. The program is rated Promising. There was a statistically significant decrease in posttreatment absenteeism for the intervention group, compared with the control group.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2025, End Action Step: 06/30/2027

Create an absence intervention plan in partnership with families and students to determine the root causes of the absences.

Participant(s):

- Staff
- Principals
- Support Staff

1.4.1.4.2. Start Action Step: 2025, End Action Step:

Create an absence intervention team in each building and at the district level.

Participant(s):

- District Administration
- Teachers
- Principals

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

Every **Quarter**, **chronic absenteeism percentage - attendance records by building** of **Principals** will be monitored by **attendance committee**, with an overall improvement of **decrease 4.00 %** by the end of the plan.

06/01/2027	04/01/2027	01/01/2027	11/01/2026	06/01/2026	04/01/2026
01/01/2026	11/01/2025	06/01/2025	04/01/2025	01/01/2025	11/01/2024

1.6. Funding Sources

1.6.1. FY

Create an absence intervention team in each building and at the district level.

1.6.1. FY 2025,2026,2027

Create an absence intervention plan in partnership with families and students to determine the root causes of the absences.

General Fund

2. Goal #2 of 4

2.1. Root Cause Analysis

Lack of evidence-based instructional strategies and we are in the early implementation stages of implementation that if addressed would result in a positive impact.

2.2. SMART Goal Statement

Using **State Report Card - Indicators Met**, **All Students** students in **grades 3-12** attending **Valley View Local** will **increase 1.00 %** in **English Language Arts annually** by **06/30/2027**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Trimester**, **Math - Growth on District Benchmark Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Curriculum Director**, with an overall improvement of **increase 5.00 %** by the end of the plan.

12/01/2024	03/01/2025	06/17/2025	12/01/2025	03/01/2026	06/17/2026
12/01/2026	03/01/2027	06/17/2027			

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:

Teachers will be trained on the science of reading and dyslexia markers and requirements. HQIM with evidence-based teaching strategies will be implemented.

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: 2025, End Action Step: 06/30/2027
Analyze core reading curricula to ensure the five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing are explicitly taught daily in core instruction.

Participant(s):
- District Administration
- Teachers
- Principals
- Teacher-Based Teams

2.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2027
Develop a Multi-Tier System of Support which includes quality core instruction and evidence-based interventions aligned to the science of reading.

Participant(s):
- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- District Leadership Team

2.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2027
implement designated teacher-based teams to collaborate and plan instructional strategies/assessments across grade levels and subject areas.

Participant(s):
- Teachers
- Principals
- Teacher-Based Teams

2.4.1.4.4. Start Action Step: 2025, End Action Step: 06/30/2026
Provide focused training on critical thinking strategies through the Ambassadors of Critical Thinking Program.

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

2.4.1.4.5. Start Action Step: 2026, End Action Step: 06/30/2027

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

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

English Language Arts - use of HQIM will be monitored each **Semester** by **Principal, Instructional Coach/es**, focusing on **Reading/Literacy Teachers** with an overall improvement of **increase 20.00 %** by the end of the plan.

06/01/2027	01/01/2027	06/01/2026	01/01/2026	06/01/2025	01/01/2025

2.6. Funding Sources

2.6.1. FY 2025,2026

Provide focused training on critical thinking strategies through the Ambassadors of Critical Thinking Program.

Title II-A Supporting Effective Instruction

2.6.1. FY 2025,2026,2027

Analyze core reading curricula to ensure the five components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing are explicitly taught daily in core instruction.

General Fund

2.6.1. FY 2025,2026,2027

Develop a Multi-Tier System of Support which includes quality core instruction and evidence-based interventions aligned to the science of reading.

Title II-A Supporting Effective Instruction

2.6.1. FY 2025,2026,2027

implement designated teacher-based teams to collaborate and plan instructional strategies/assessments across grade levels and subject areas.

Title II-A Supporting Effective Instruction

2.6.1. FY 2026,2027

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.

Title II-A Supporting Effective Instruction

3. Goal #3 of 4
   3.1. Root Cause Analysis
   Our data indicates that we need to improve our implementation of evidence-based practices with fidelity in all grades. We need to focus on our tier I strategies and tier II/III for students with disabilities.

   3.2. SMART Goal Statement
   Using **State Report Card - Indicators Met**, **all** students in **grades 3-12** attending **Valley View Local** will **increase 1.00 %** in **math annually** by **06/30/2027**.

   3.3. Student Measures
      3.3.1. Student Measure #1
      Every **Trimester**, **Math - Growth on District Benchmark Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Curriculum Director**, with an annual improvement of **increase 2.00 %** resulting in an overall improvement of **increase 5.00 %** by the end of the plan.

12/01/2024	03/01/2025	06/17/2025	12/01/2025	03/01/2026	06/17/2026
12/01/2026	03/01/2027	06/17/2027			

   3.4. Strategies and Actions
      3.4.1. Strategy #1: Curriculum, Instruction and Assessment
         3.4.1.1. Strategy Level: Level 4

         3.4.1.2. Description:
         Reveal Math will be implemented in grades K-5. It is green on Ed Reports and uses concrete, explicit instructional practices along with vocabulary reinforcement, engagement activities, and daily exit tickets to inform teachers of what steps to take to reinforce or extend the lesson. There is an emphasis on assessment and reacting to the results.

         In upper grades, an emphasis on evidence-based critical thinking and math strategies will be a focus.

         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: 2025, End Action Step: 06/30/2027

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

Participant(s):

- District Administration
- Teachers
- Principals

3.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2027

Develop a tiered system of supports and interventions in reading and math which includes quality core instruction and evidence-based interventions and is aligned to the action steps defined under Goal 2.

Participant(s):

- Teachers
- Principals
- District Leadership Team

3.4.1.4.3. Start Action Step: 2026, End Action Step: 06/30/2027

Hire a Math coach to support a structured Math program including but not limited to vertical alignment and common vocabulary.

Participant(s):

- District Administration
- Teachers
- Principals
- Instructional Coaches

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Math - use of HQIM will be monitored each **Semester** by **Principal, Curriculum Director**, focusing on **Math Teachers** with an overall improvement of **increase 20.00 %** by the end of the plan.

06/01/2027	01/01/2027	06/01/2026	01/01/2026	06/01/2025	01/01/2025

3.6. Funding Sources

3.6.1. FY 2025,2026,2027

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

Title II-A Supporting Effective Instruction

3.6.1. FY 2025,2026,2027

Develop a tiered system of supports and interventions in reading and math which includes quality core instruction and evidence-based interventions and is aligned to the action steps defined under Goal 2.

Title II-A Supporting Effective Instruction

3.6.1. FY 2026,2027

Hire a Math coach to support a structured Math program including but not limited to vertical alignment and common vocabulary.

General Fund

4. Goal #4 of 4

4.1. Root Cause Analysis

Developing an evidence-based framework with activities at all tier levels including inventories and triggers in place for teachers to use will result in a positive impact.

4.2. SMART Goal Statement

Students in **All Grades** at **Valley View Local** will be progress monitored using **Discipline Occurrences** with an anticipated **decrease 6.00 %** in **Discipline** focusing for **All Students** students by **06/30/2027**.

4.3. Student Measures

4.3.1. Student Measure #1

Student Success Coordinator will monitor **Discipline - Discipline Referral System** for **All Students** each **Quarter** resulting in an overall improvement of **decrease 6.00 %** by the end of the plan.

11/01/2024	01/01/2025	04/01/2025	06/01/2025	11/01/2025	01/01/2026
04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027	06/01/2027

4.4. Strategies and Actions

4.4.1. Strategy #1: School Climate and Supports

4.4.1.1. Strategy Level: Level 4

4.4.1.2. Description:

Implementing restorative practices and using CI3T as our MTSS framework will decrease discipline and improve our culture and climate.

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: 2025, End Action Step: 06/30/2027

Create and implement an evidence-based MTSS framework to address behavior and emotional concerns.

Participant(s):

- District Administration
- Teachers
- Principals
- District Leadership Team

4.4.1.4.2. Start Action Step: 2026, End Action Step: 06/30/2027
Implement restorative practices as part of the MTSS process.

Participant(s):

- District Administration
- Principals
- counselors

4.5. Adult Measures

4.5.1. Adult Measure #1

- School Climate and Supports

All Staff will be monitored for **Discipline - Discipline Referral System** every **Quarter** by **Student Success Coordinator** with an overall improvement of **decrease 6.00 %** by end of the plan.

11/01/2024	01/01/2025	04/01/2025	06/01/2025	11/01/2025	01/01/2026
04/01/2026	06/01/2026	11/01/2026	01/01/2027	04/01/2027	06/01/2027

4.6. Funding Sources

4.6.1. FY 2025,2026,2027
Create and implement an evidence-based MTSS framework to address behavior and emotional concerns.

General Fund	Title II-A Supporting Effective Instruction

4.6.1. FY 2026,2027
Implement restorative practices as part of the MTSS process.

Title II-A Supporting Effective Instruction	General Fund