

# Print Your Plan



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Print by: Sawicki, Christine M

Email: (not available)

## Basic Information

Plan Entity Name: FY 2026 Lowellville Local One Plan  
(0)

Plan Fiscal Year: FY 2026

Cohort #: 2

District IRN: 048330

Plan Status: Plan Agency Approved

Revision #: 0

Primary Contact: undefined (OEDS\_Superintendent)

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## Plan Information

### 1. Goal #1 of 4

#### 1.1. Root Cause Analysis

Attendance and achievement are closely linked, as consistent attendance provides students with regular access to instruction, closes learning gaps and provides resources that support learning. Students that lack a feeling of connection or belonging in school have higher absenteeism ratings. Working to create opportunities for all students (Students with disabilities, EL students, economic disadvantage) to experience success in academics, sports, or arts and celebrate their achievements. Encourage teachers to build strong, supportive connections with students. Work with families to remove barriers that may be affecting the students daily attendance.

#### 1.2. SMART Goal Statement

Using **the chronic absenteeism measure on state report card, All Students** students in **Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade** attending **Lowellville High School, Lowellville Elementary School** will **decrease 9.00 %** in **the chronic absenteeism rate** by **05/28/2028**.

#### 1.3. Student Measures

## 1.3.1. Student Measure #1

**Chronic absenteeism - Attendance** will be monitored each **Month** by **Administration and PBIS Team**, focusing on **All Students** with an annual improvement of **decrease 3.00 %** and an overall improvement of **decrease 9.00 %** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/30/2027
07/31/2027	08/31/2027	09/30/2027	10/31/2027	11/30/2027	12/31/2027
01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028	06/29/2028

## 1.4. Strategies and Actions

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

## 1.4.1.1. Strategy Level: Level 4

## 1.4.1.2. 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 students in all subgroups have access to all core curriculum implemented through inclusive instructional practices.

## 1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in 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: 2026, End Action Step: 05/28/2028

Staff members will use short- and long-term attendance data to identify root causes of student absences during BLT/MTSS and PBIS meetings.

## Participant(s):

- Teachers
- Principals
- Support Staff
- Building Leadership Teams
- Related Service Personnel

- Positive Behavior Intervention Support Team

1.4.1.4.2. Start Action Step: 2026, End Action Step: 05/28/2028

District administrators will update attendance policies and procedures in student and parent handbooks.

Participant(s):

- Principals

1.4.1.4.3. Start Action Step: 2026, End Action Step: 05/28/2028

The District will utilize the Stay in the Game campaign tools to inform parents and students about the importance of daily attendance and reducing chronic absenteeism.

Participant(s):

- Principals

1.4.1.4.4. Start Action Step: 2026, End Action Step: 05/28/2028

The district will provide ongoing PD sessions on PBIS, specifically Tier 2 and Tier 3 (with an emphasis on specific elements for Lowellville).

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff

1.4.1.4.5. Start Action Step: 2026, End Action Step: 05/28/2028

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

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff

1.4.1.4.6. Start Action Step: 2026, End Action Step: 05/28/2028

District staff will monitor daily tardies and inform students and parents as to how many they have received as well as issue consequences as outlined in the handbook.

Participant(s):

- Principals

- Building Leadership

1.4.1.4.7. Start Action Step: 2026, End Action Step: 05/28/2028

A district representative will monitor students' chronic absenteeism rates and create attendance intervention plans (this is in addition to the truant absences).

Participant(s):

- District Administration
- Behavioral Health & Wellness Coordinator

1.4.1.4.8. Start Action Step: 2026, End Action Step: 05/28/2028

The District will provide onboarding training for new hires to orient them to key elements of PBIS.

Participant(s):

- District Administration
- Principals
- Building Leadership
- Positive Behavior Intervention Support Team

1.4.1. Strategy #2: Community, Family Engagement

1.4.1.1. Strategy Level: Level 4

1.4.1.2. 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.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses 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: 2026, End Action Step: 05/28/2028

Utilize the Stay in the Game campaign tools to inform parents and students about the importance of daily attendance and reducing chronic absenteeism.

Participant(s):

- District Administration
- Teachers
- Principals
- Support Staff
- Families

1.4.1.4.2. Start Action Step: 2026, End Action Step: 05/28/2028

The district will showcase students with exceptional attendance each month.

## Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership

## 1.4.1.4.3. Start Action Step: 2026, End Action Step: 05/28/2028

Continue to inform parents of all of the resources the district has to support the whole child (ex- Hazel Health, ALTA, Counselors, Care Closet, Behavioral Health & Wellness Coordinator, etc) and how the parents and students can access such resources.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Families and other stakeholders

## 1.4.1.4.4. Start Action Step: 2026, End Action Step: 05/28/2028

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

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Families and other stakeholders

## 1.4.1.4.5. Start Action Step: 2026, End Action Step: 05/28/2028

Provide professional learning to families staff, and other stakeholders 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
- Building Leadership
- Support Staff
- Families and Stakeholders

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

**Principal, and Assistant Principal** will monitor **staff communication with parents regarding daily attendance of students - by reviewing the Parent Square Communications** for **All Staff** each **Month** resulting in an overall improvement of **increase 100.00 % of teachers will use the attendance communication plan** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/30/2027
07/31/2027	08/31/2027	09/30/2027	10/31/2027	11/30/2027	12/31/2027
01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028	06/29/2028

1.5.1. Adult Measure #2

- School Climate and Supports

An annual improvement of **increase 100.00 %**, totaling **increase 100.00 %**, will be reached for **All Staff** in **receiving training on the attendance communication plan - participation in the PD** as reported by **Principal, and Assistant Principal** each **Semester**.

01/01/2026	06/01/2026	01/01/2027	06/01/2027	01/01/2028	06/01/2028
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1.6. Funding Sources

1.6.1. FY 2026,2027,2028

Staff members will use short- and long-term attendance data to identify root causes of student absences during BLT/MTSS and PBIS meetings.

General Fund

1.6.1. FY 2026,2027,2028

District administrators will update attendance policies and procedures in student and parent handbooks.

General Fund

## 1.6.1. FY 2026,2027,2028

The District will utilize the Stay in the Game campaign tools to inform parents and students about the importance of daily attendance and reducing chronic absenteeism.

General Fund

## 1.6.1. FY 2026,2027,2028

District staff will monitor daily tardies and inform students and parents as to how many they have received as well as issue consequences as outlined in the handbook.

General Fund

## 1.6.1. FY 2026,2027,2028

A district representative will monitor students' chronic absenteeism rates and create attendance intervention plans (this is in addition to the truant absences).

General Fund

## 1.6.1. FY 2026,2027,2028

The District will provide onboarding training for new hires to orient them to key elements of PBIS.

General Fund

## 1.6.1. FY 2026,2027,2028

The district will showcase students with exceptional attendance each month.

General Fund

## 1.6.1. FY 2026,2027,2028

Continue to inform parents of all of the resources the district has to support the whole child (ex- Hazel Health, ALTA, Counselors, Care Closet, Behavioral Health & Wellness Coordinator, etc) and how the parents and students can access such resources.

General Fund

## 1.6.1. FY 2026,2027,2028

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

General Fund

## 1.6.1. FY 2026,2027,2028

Provide professional learning to families staff, and other stakeholders 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

1.6.1. FY 2026,2027,2028

Utilize the Stay in the Game campaign tools to inform parents and students about the importance of daily attendance and reducing chronic absenteeism.

General Fund

1.6.1. FY 2026,2027,2028

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

General Fund

Title IV-A Student Support and Academic Enrichment

1.6.1. FY 2026,2027,2028

The district will provide ongoing PD sessions on PBIS, specifically Tier 2 and Tier 3 (with an emphasis on specific elements for Lowellville).

General Fund

2. Goal #2 of 4

2.1. Root Cause Analysis

Teachers are not consistently aligning their instruction with the required standards, leading to gaps in curriculum delivery and student outcomes. The curriculum is not being implemented with fidelity, which may result in disjointed lessons that lack coherence and rigor. Administrative feedback is not being consistently applied in the classroom, which prevents the improvement of instructional practices.

2.2. SMART Goal Statement

By **05/28/2028** we will improve the performance of **all teachers, in all grades teaching all** students at/in **Lowellville Local** to **increase 100.00 % alignment with standards based instruction in all subjects** using **lesson plan reviews, classroom observations, targeted PD, and student assessment data.**

2.3. Student Measures

2.3.1. Student Measure #1

**All Students** will be monitored for **making progress in the end of year scores in English Lang. Arts, Reading/Literacy, Math, Science and Social Studies - on the STAR, NWEA, AMPLIFY and State Test results** every **Trimester** by **Principal, Assistant Principal** with an annual improvement of **increase 5.00 %** and an overall improvement of **increase 15.00 %** by the end of the plan

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

2.4. Strategies and Actions

2.4.1. Strategy #1: Professional Capital

#### 2.4.1.1. Strategy Level: Level 4

#### 2.4.1.2. Description:

Address Chronic Staff Absenteeism to Ensure Instructional Continuity  
Strengthen Standards-Based Instruction and Curriculum Fidelity  
Increase Teacher Responsiveness to Administrative Feedback

#### 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: 2026, End Action Step: 05/28/2028

Require teachers with chronic absenteeism to participate in professional reflection meetings with administrators to address attendance challenges and create improvement plans.

Participant(s):

- Teachers
- Principals

##### 2.4.1.4.2. Start Action Step: 2026, End Action Step: 05/28/2028

Monitor teacher attendance trends and provide support resources such as mentorship, wellness initiatives, and support related to a work-life balance.

Participant(s):

- Teachers
- Principals

##### 2.4.1.4.3. Start Action Step: 2026, End Action Step: 05/28/2028

Principals will create formal improvement plans for all teachers who receive ineffective ratings on the evaluation process and may create plans for teachers who receive a developing rating.

Participant(s):

- Teachers
- Principals

##### 2.4.1.4.4. Start Action Step: 2026, End Action Step: 05/28/2028

Principals will provide ongoing targeted professional development and intensive coaching sessions for any teacher who is developing or ineffective through the OTES process.

## Participant(s):

- Teachers
- Principals

## 2.4.1. Strategy #2: Curriculum, Instruction and Assessment

## 2.4.1.1. Strategy Level: Level 4

## 2.4.1.2. Description:

Strengthen Standards-Based Instruction and Curriculum Fidelity  
Increase Teacher Responsiveness to Administrative Feedback

## 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: 2026, End Action Step: 05/28/2028

Provide ongoing professional development on unpacking standards, aligning lessons, and implementing curriculum with fidelity.

## Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- ESC consultants, Vendor Curriculum Specialists

## 2.4.1.4.2. Start Action Step: 2026, End Action Step: 05/28/2028

Conduct quarterly curriculum audits to identify gaps and ensure coherence across grade levels.

## Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Teacher-Based Teams

## 2.4.1.4.3. Start Action Step: 2026, End Action Step: 05/28/2028

Establish weekly collaborative planning sessions where teachers align their instruction to required standards. (continue at 7-12, work to establish for K-6).

## Participant(s):

- Teachers
- Staff
- Principals

## 2.4.1.4.4. Start Action Step: 2026, End Action Step: 05/28/2028

Refine the feedback loop, where teachers receive targeted feedback after observations and classrooms visits to include principals working with teachers in need to set improvement goals.

## Participant(s):

- Teachers
- Staff
- Principals

## 2.4.1.4.5. Start Action Step: 2026, End Action Step: 05/28/2028

The district will purchase new curriculum that is aligned to the state standards for science and social studies teachers in grades 7-12.

## Participant(s):

- Teachers
- Principals

## 2.4.1.4.6. Start Action Step: 2028, End Action Step: 05/28/2028

Implement and conduct peer coaching and instructional visits to model best practices and promote collaborative learning.

## Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Teacher-Based Teams
- Building Leadership Teams

## 2.5. Adult Measures

## 2.5.1. Adult Measure #1

- Professional Capital

Every **Month, Attendance - records** of **All Staff** will be monitored by **Principal, Assistant Principal, Superintendent**, with an annual improvement of **decrease 5.00 % in chronic absenteeism** resulting in an overall improvement of **decrease 15.00 % in chronic absenteeism** by the end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/30/2027
07/31/2027	08/31/2027	09/30/2027	10/31/2027	11/30/2027	12/31/2027
01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028	06/29/2028

2.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

An overall improvement of **increase 100.00 %**, will be reached for **All Staff** in **demonstrating consistent application of administrative feedback in their instructional practices - Walkthrough Data** as reported by **Principal, Assistant Principal** each **Quarter**.

11/01/2025	01/01/2026	04/01/2026	06/01/2026	11/01/2026	01/01/2027
04/01/2027	06/01/2027	11/01/2027	01/01/2028	04/01/2028	06/01/2028

2.6. Funding Sources

2.6.1. FY 2026,2027,2028

Require teachers with chronic absenteeism to participate in professional reflection meetings with administrators to address attendance challenges and create improvement plans.

General Fund

2.6.1. FY 2026,2027,2028

Monitor teacher attendance trends and provide support resources such as mentorship, wellness initiatives, and support related to a work-life balance.

General Fund

2.6.1. FY 2026,2027,2028

Principals will create formal improvement plans for all teachers who receive ineffective ratings on the evaluation process and may create plans for teachers who receive a developing rating.

General Fund

2.6.1. FY 2026,2027,2028

Principals will provide ongoing targeted professional development and intensive coaching sessions for any teacher who is developing or ineffective through the OTES process.

General Fund

2.6.1. FY 2026,2027,2028

Provide ongoing professional development on unpacking standards, aligning lessons, and implementing curriculum with fidelity.

General Fund	Title II-A Supporting Effective Instruction
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2.6.1. FY 2026,2027,2028

Conduct quarterly curriculum audits to identify gaps and ensure coherence across grade levels.

General Fund
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2.6.1. FY 2026,2027,2028

Establish weekly collaborative planning sessions where teachers align their instruction to required standards. (continue at 7-12, work to establish for K-6).

General Fund
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2.6.1. FY 2026,2027,2028

Refine the feedback loop, where teachers receive targeted feedback after observations and classrooms visits to include principals working with teachers in need to set improvement goals.

General Fund
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2.6.1. FY 2026,2027,2028

The district will purchase new curriculum that is aligned to the state standards for science and social studies teachers in grades 7-12.

General Fund
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2.6.1. FY 2028

Implement and conduct peer coaching and instructional visits to model best practices and promote collaborative learning.

General Fund
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### 3. Goal #3 of 4

#### 3.1. Root Cause Analysis

Inconsistent implementation of evidence based literacy strategies, lack of consistent systematic progress monitoring data, student and staff absenteeism

#### 3.2. SMART Goal Statement

Students in **All Grades** at **Lowellville Local** will be progress monitored using **AMPLIFY mCLASS DIBELS 8 assessment (grades K-6) and the NWEA MAP Growth Assessment (grades 7-12)** with an anticipated **increase 15.00 % more students meeting benchmark** in **English Language Arts** focusing for **All Students** students by **05/28/2028**.

#### 3.3. Student Measures

##### 3.3.1. Student Measure #1

An annual improvement of **increase 5.00 %**, totaling **increase 15.00 %**, will be reached for **all students in grades K-6 in English Language Arts - AMPLIFY mCLASS DIBELS 8 assessment** as reported by **Principal, Assistant Principal** each **Trimester**.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

### 3.3.1. Student Measure #2

An annual improvement of **increase 5.00 %**, totaling **increase 15.00 %**, will be reached for **all students in grades 7-12** in **English Language Arts - NWEA MAP Growth ELA Assessments** as reported by **Principal, Assistant Principal** each **Trimester**.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

## 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:

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.

#### 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.

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

#### 3.4.1.4. Action Steps

##### 3.4.1.4.1. Start Action Step: 2026, End Action Step: 05/28/2028

Annually evaluate staffing deficiencies, including existing staff and new hires, to improve the quality of instruction and availability of English Language Arts courses for all students including students with disabilities, students of color, students who are gifted, and students who are English language learners.

Participant(s):

- Principals

##### 3.4.1.4.2. Start Action Step: 2026, End Action Step: 05/28/2028

Develop and update annually a schoolwide 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 of color, students who are gifted, and students who are English Language learners.

Participant(s):

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

##### 3.4.1.4.3. Start Action Step: 2026, End Action Step: 05/28/2028

Teachers will teach students in grades K-12 to examine their own benchmark data and set learning goals.

Participant(s):

- Teachers
- Support Staff

##### 3.4.1.4.4. Start Action Step: 2026, End Action Step: 05/28/2028

Teachers and/or tutors 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.

Participant(s):

- Teachers
- Staff

- Support Staff
- RTI & Title Teacher and Tutors

3.4.1.4.5. Start Action Step: 2026, End Action Step: 05/28/2028

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
- Support Staff

3.4.1.4.6. Start Action Step: 2026, End Action Step: 05/28/2028

The district will continue to utilize virtual tutors in addition to the teachers to support the students Tier 2 and Tier 3 needs, surrounding literacy skills.

Participant(s):

- Teachers
- Tutors, RTI Teacher

3.4.1.4.7. Start Action Step: 2026, End Action Step: 05/28/2028

Teachers will attend and participate in ongoing training from Amplify and NWEA in order to enhance their abilities on how to read and interpret the data / reports available and how to leverage that data to further support the students with their literacy skills.

Participant(s):

- Teachers
- Staff
- RTI Teacher

3.4.1.4.8. Start Action Step: 2026, End Action Step: 05/28/2028

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

Participant(s):

- Teachers
- Principals

3.4.1.4.9. Start Action Step: 2026, End Action Step: 05/28/2028

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

Participant(s):

- Teachers
- Staff
- Principals

- Instructional Coaches
- ESC Consultants

3.4.1.4.10. Start Action Step: 2026, End Action Step: 05/28/2028

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
- Staff
- Support Staff
- RTI Teacher, Title Teacher

3.4.1.4.11. Start Action Step: 2026, End Action Step: 05/28/2028

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

Participant(s):

- Teachers
- Staff
- RTI & Title Teacher

3.4.1.4.12. Start Action Step: 2026, End Action Step: 05/28/2028

Schedule and conduct professional learning opportunities for 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
- Staff
- Principals
- Support Staff
- RTI and Title Teachers

3.4.1.4.13. Start Action Step: 2026, End Action Step: 05/28/2027

Conduct a curriculum and assessment gap analysis for ELA 2 and identify any necessary core or supplemental resources needed to address gaps found in the standard alignment.

Participant(s):

- District Administration
- Teachers

- Principals

3.4.1.4.14. Start Action Step: 2026, End Action Step: 05/28/2028

Continue to provide additional supports to the English Learner students who may need assistance improving their literacy skills.

Participant(s):

- Teachers
- EL Teacher

3.4.1.4.15. Start Action Step: 2026, End Action Step: 05/28/2028

K-8 teachers will continue to utilize the CKLA and Amplify ELA curriculum which is aligned to the Science of Reading.

Participant(s):

- Teachers

3.4.1.4.16. Start Action Step: 2026, End Action Step: 05/28/2028

All teachers and administrators will utilize data as a part of an ongoing cycle of instructional improvement.

Participant(s):

- District Administration
- Teachers
- Principals

3.4.1.4.17. Start Action Step: 2026, End Action Step: 05/28/2028

The district will continue to partner with the Educational Service Center of Eastern Ohio in order to further support our English Learners. Through the consortium, we will be able to provide the students with additional support from a certified teacher throughout the week as well as provide them with additional resources they may need to be successful with the content.

Participant(s):

- Teachers
- Staff
- ESC Consultants

3.4.1.4.18. Start Action Step: 2026, End Action Step: 05/28/2028

The district will continue to contract with a literacy consultant in order to provide coaching support to the ELA teachers throughout the year- as needed.

Participant(s):

- Teachers
- Staff

- Principals
- Literacy Consultant/Coach

3.4.1.4.19. Start Action Step: 2027, End Action Step: 05/28/2028

Work to expand our continuum of learning in order to further support all students with improving their literacy skills.

Participant(s):

- District Administration
- Principals
- Special Education Director

3.4.1.4.20. Start Action Step: 2027, End Action Step: 05/28/2028

The staff will work to build a repository of evidenced-based literacy instruction strategies that can be used to support Tier 2 and Tier 3 needs.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Special Education Director

3.4.1.4.21. Start Action Step: 2027, End Action Step: 05/28/2028

Administrators will work to revise the master schedule in order to add additional minutes to the core ELA classes in grades K-12 and/or work to revise the master schedule in order to add a literacy intervention block (period) for grades 7-12.

Participant(s):

- District Administration
- Principals
- Building Leadership

3.4.1. Strategy #2: Community, Family Engagement

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

To strengthen family and community involvement in student literacy development by providing resources, education, and interactive opportunities that empower parents to support their children's learning at home.

3.4.1.3. Embedded Plan Requirement(s):

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

### 3.4.1.4. Action Steps

#### 3.4.1.4.1. Start Action Step: 2026, End Action Step: 05/28/2028

District staff members will utilize Parent Square to share additional strategies that the parents can utilize to help enhance their children's literacy skills.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Related Service Personnel

#### 3.4.1.4.2. Start Action Step: 2026, End Action Step: 05/28/2028

Recognize and celebrate literacy engagement. Create a “Wall of Readers” featuring pictures of families engaged in literacy activities.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff

#### 3.4.1.4.3. Start Action Step: 2026, End Action Step: 05/28/2028

The District will invite parents and community to the school to showcase the students' literacy skills (ex-vocabulary parade, wax museum, author's tea).

Participant(s):

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

#### 3.4.1.4.4. Start Action Step: 2026, End Action Step: 05/28/2028

The District will host a parent / student trivia (and/or game) night encompassing different themes across all content areas.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

- Support Staff
- Parents, Students

3.4.1.4.5. Start Action Step: 2026, End Action Step: 05/28/2028

The District will organize a literacy scavenger hunt for students and families to participate in at home.

Participant(s):

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

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

**All teachers in grades K-12** will be monitored for **attending Amplify (K-6) NWEA (7-12) literacy data review sessions with administration - Participation** every **Trimester** by **Principal, Assistant Principal** with an annual improvement of **increase 100.00 %** and an overall improvement of **increase 100.00 %** by the end of the plan

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

3.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

**All teachers in grades K-12** will be monitored for **administering the Amplify & NWEA assessments to all students - by reviewing the student completion reports** every **Trimester** by **Principal, Assistant Principal** with an overall improvement of **increase 100.00 %** by end of the plan.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

3.5.1. Adult Measure #3

- Curriculum, Instruction and Assessment

**All teachers in grades K-12** will be monitored for **using the Amplify & NWEA student data to inform instruction & set goals with individual students - Implementation Data** every **Trimester** by **Principal, Assistant Principal** with an overall improvement of **increase 100.00 %** by end of the plan.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

### 3.6. Funding Sources

#### 3.6.1. FY 2026,2027

Conduct a curriculum and assessment gap analysis for ELA 2 and identify any necessary core or supplemental resources needed to address gaps found in the standard alignment.

General Fund

#### 3.6.1. FY 2026,2027,2028

Annually evaluate staffing deficiencies, including existing staff and new hires, to improve the quality of instruction and availability of English Language Arts courses for all students including students with disabilities, students of color, students who are gifted, and students who are English language learners.

General Fund

#### 3.6.1. FY 2026,2027,2028

The District will organize a literacy scavenger hunt for students and families to participate in at home.

General Fund

#### 3.6.1. FY 2026,2027,2028

The District will host a parent / student trivia (and/or game) night encompassing different themes across all content areas.

General Fund

#### 3.6.1. FY 2026,2027,2028

The District will invite parents and community to the school to showcase the students' literacy skills (ex-vocabulary parade, wax museum, author's tea).

General Fund

#### 3.6.1. FY 2026,2027,2028

Recognize and celebrate literacy engagement. Create a "Wall of Readers" featuring pictures of families engaged in literacy activities.

General Fund

#### 3.6.1. FY 2026,2027,2028

District staff members will utilize Parent Square to share additional strategies that the parents can utilize to help enhance their children's literacy skills.

General Fund

#### 3.6.1. FY 2026,2027,2028

All teachers and administrators will utilize data as a part of an ongoing cycle of instructional improvement.

General Fund

3.6.1. FY 2026,2027,2028

K-8 teachers will continue to utilize the CKLA and Amplify ELA curriculum which is aligned to the Science of Reading.

General Fund

3.6.1. FY 2026,2027,2028

Continue to provide additional supports to the English Learner students who may need assistance improving their literacy skills.

General Fund

3.6.1. FY 2026,2027,2028

Schedule and conduct professional learning opportunities for 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

3.6.1. FY 2026,2027,2028

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

General Fund

3.6.1. FY 2026,2027,2028

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

3.6.1. FY 2026,2027,2028

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

General Fund Title II-A Supporting Effective Instruction

3.6.1. FY 2026,2027,2028

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

General Fund

3.6.1. FY 2026,2027,2028

Teachers will attend and participate in ongoing training from Amplify and NWEA in order to enhance their abilities on how to read and interpret the data / reports available and how to leverage that data to further support the students with their literacy skills.

General Fund	Title II-A Supporting Effective Instruction
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## 3.6.1. FY 2026,2027,2028

The district will continue to utilize virtual tutors in addition to the teachers to support the students Tier 2 and Tier 3 needs, surrounding literacy skills.

General Fund
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## 3.6.1. FY 2026,2027,2028

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
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## 3.6.1. FY 2026,2027,2028

Teachers and/or tutors 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.

General Fund
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## 3.6.1. FY 2026,2027,2028

Teachers will teach students in grades K-12 to examine their own benchmark data and set learning goals.

General Fund
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## 3.6.1. FY 2026,2027,2028

Develop and update annually a schoolwide 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 of color, students who are gifted, and students who are English Language learners.

General Fund
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## 3.6.1. FY 2026,2027,2028

The district will continue to partner with the Educational Service Center of Eastern Ohio in order to further support our English Learners. Through the consortium, we will be able to provide the students with additional support from a certified teacher throughout the week as well as provide them with additional resources they may need to be successful with the content.

Title III Language Instruction for English Learners
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## 3.6.1. FY 2026,2027,2028

The district will continue to contract with a literacy consultant in order to provide coaching support to the ELA teachers throughout the year- as needed.

General Fund	Title II-A Supporting Effective Instruction
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## 3.6.1. FY 2027,2028

Administrators will work to revise the master schedule in order to add additional minutes to the core ELA classes in grades K-12 and/or work to revise the master schedule in order to add a literacy intervention block (period) for grades 7-12.

General Fund

3.6.1. FY 2027,2028

The staff will work to build a repository of evidenced-based literacy instruction strategies that can be used to support Tier 2 and Tier 3 needs.

General Fund

3.6.1. FY 2027,2028

Work to expand our continuum of learning in order to further support all students with improving their literacy skills.

General Fund

4. Goal #4 of 4

4.1. Root Cause Analysis

Inconsistent implementation of evidence based math strategies, lack of consistent systematic progress monitoring data, student and staff absenteeism, also implementing progress monitoring systems in the upper grades would result in positive impact.

4.2. SMART Goal Statement

Students in **First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade, Eleventh Grade, Twelfth Grade** at **Lowellville Local** will be progress monitored using **STAR Math Assessments (1-6) and NWEA MAP Growth Math Assessments (grades 7-12)** with an anticipated **increase 15.00 % more students meeting benchmark in Math** focusing for **All Students** students by **05/28/2028**.

4.3. Student Measures

4.3.1. Student Measure #1

An annual improvement of **increase 5.00 %**, totaling **increase 15.00 %**, will be reached for **all students in grades 1-6 in Math - STAR Math Assessments** as reported by **Principal, Assistant Principal** each **Trimester**.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

4.3.1. Student Measure #2

An annual improvement of **increase 5.00 %**, totaling **increase 15.00 %**, will be reached for **all students in grades 7-12 in Math - NWEA MAP Growth Math Assessments** as reported by **Principal, Assistant Principal** each **Trimester**.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

#### 4.4. Strategies and Actions

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

###### 4.4.1.1. Strategy Level: Level 4

###### 4.4.1.2. Description:

Implementing evidenced-based instructional strategies aligned to the Ohio Learning K12 Standards for Math.

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.

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

###### 4.4.1.4. Action Steps

###### 4.4.1.4.1. Start Action Step: 2026, End Action Step: 05/28/2028

Provide professional development for teachers on math standards and effective math instruction and interventions based on data.

Participant(s):

- Teachers
- Principals
- Support Staff

###### 4.4.1.4.2. Start Action Step: 2026, End Action Step: 05/28/2028

Conduct a math curriculum and assessment audit.

Participant(s):

- Teachers
- Principals
- Support Staff

###### 4.4.1.4.3. Start Action Step: 2026, End Action Step: 05/28/2028

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
- Teacher-Based Teams
- Special Education Director

4.4.1.4.4. Start Action Step: 2026, End Action Step: 05/28/2028

Provide professional development for teachers on Math standards and effective Math instruction, specifically classroom discourse, explicit vocabulary instruction, and productive struggle.

Participant(s):

- Teachers
- Staff
- Principals
- ESC Consultants

4.4.1.4.5. Start Action Step: 2026, End Action Step: 05/28/2028

Schedule and conduct professional learning opportunities for 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
- special education director

4.4.1.4.6. Start Action Step: 2026, End Action Step: 05/28/2026

Purchase and begin to utilize the NWEA MAP Growth assessment suite for grades 7-12.

Participant(s):

- District Administration
- Teachers
- Principals

4.4.1.4.7. Start Action Step: 2026, End Action Step: 05/28/2028

Annually evaluate staffing deficiencies, including existing staff and new hires, to improve the quality of instruction and availability of math courses for all students including students with disabilities, students of color, students who are gifted, and students who are English language learners.

Participant(s):

- Principals

4.4.1.4.8. Start Action Step: 2026, End Action Step: 05/28/2028

Schedule and provide a refresher training and ongoing coaching support for Bridges math curriculum for teachers in grades K-5.

Participant(s):

- Teachers
- Staff
- Principals

4.4.1.4.9. Start Action Step: 2026, End Action Step: 05/28/2028

Teachers will teach students in grades 1-12 to examine their own benchmark data and set learning goals.

Participant(s):

- Teachers
- Staff
- Support Staff

4.4.1.4.10. Start Action Step: 2026, End Action Step: 05/28/2028

The district will continue to employ a Title 1 teacher to support students who may need additional assistance in math. The teacher will provide support in addition to the core instruction each day.

Participant(s):

- Title 1 Teacher

4.4.1.4.11. Start Action Step: 2026, End Action Step: 05/28/2028

The district will continue to partner with the Educational Service Center of Eastern Ohio in order to further support our English Learners. Through the consortium, we will be able to provide the students with additional support from a certified teacher throughout the week as well as provide them with additional resources they may need to be successful with the content.

Participant(s):

- Teachers
- Staff
- ESC Consultants

4.4.1.4.12. Start Action Step: 2027, End Action Step: 05/25/2028

Administrators will work to revise the master schedule in order to add additional minutes to the core math classes in grades K-12 and/or work to revise the master schedule in order to add a math intervention block (period) for grades K-12.

Participant(s):

- District Administration
- Principals

#### 4.4.1.4.13. Start Action Step: 2028, End Action Step: 05/28/2028

Once a math intervention block is established the district will work to purchase an aligned math intervention program for teachers to use. The district will also need to provide training on the intervention program.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff

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

##### 4.4.1.1. Strategy Level: Level 4

##### 4.4.1.2. Description:

To strengthen family and community involvement in student mathematics development by providing resources, education, and interactive opportunities that empower parents to support their children's learning at home.

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

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

##### 4.4.1.4. Action Steps

##### 4.4.1.4.1. Start Action Step: 2026, End Action Step: 05/28/2028

The District will invite the parents and community to the school to showcase the students' math skills.

Participant(s):

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

##### 4.4.1.4.2. Start Action Step: 2026, End Action Step: 05/28/2028

District staff members will utilize Parent Square to share additional strategies that the parents can utilize to help enhance their children's math skills.

Participant(s):

- District Administration
- Teachers
- Staff

- Principals
- Building Leadership
- Support Staff

4.4.1.4.3. Start Action Step: 2026, End Action Step: 05/28/2028

The District will host a parent/ student trivia (and/or game) night encompassing different themes across all content areas.

Participant(s):

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

4.4.1.4.4. Start Action Step: 2026, End Action Step: 05/28/2028

The District will organize a math scavenger hunt for students and families to participate in at home.

Participant(s):

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

4.4.1.4.5. Start Action Step: 2026, End Action Step: 05/28/2028

Create a "Wall of Mathematicians" to recognize students and families engaging in mathematics activities. Encourage families to submit photos of their children solving real-world math problems, playing math games, using math in daily life (e.g., measuring ingredients for a recipe, budgeting, or building something), or participating in a school math activities.

Participant(s):

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

## 4.5. Adult Measures

4.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

**All teachers in grades 1-12** will be monitored for **administering the STAR & NWEA assessments to all students - by reviewing the student completion reports** every **Trimester** by **Principal, Assistant Principal** with an overall improvement of **increase 100.00 %** by end of the plan.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

4.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

**All teachers in grades 1-12** will be monitored for **attending STAR (1-6) NWEA (7-12) math data review sessions with administration - Participation** every **Trimester** by **Principal, Assistant Principal** with an overall improvement of **increase 100.00 %** by end of the plan.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

4.5.1. Adult Measure #3

- Curriculum, Instruction and Assessment

**All teachers in grades 1-12** will be monitored for **using the STAR & NWEA student data to inform instruction & set goals with individual students - Implementation Data** every **Trimester** by **Principal, and Assistant Principal** with an overall improvement of **increase 100.00 %** by end of the plan.

12/01/2025	03/01/2026	06/17/2026	12/01/2026	03/01/2027	06/17/2027
12/01/2027	03/01/2028	06/17/2028			

4.5.1. Adult Measure #4

- Curriculum, Instruction and Assessment

**All teachers in grades K-12** will be monitored for **utilizing strategies aligned to the OLMS - Walkthrough Data** every **Month** by **Principal, Assistant Principal** with an overall improvement of **increase 100.00 %** by end of the plan.

07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/30/2027

07/31/2027	08/31/2027	09/30/2027	10/31/2027	11/30/2027	12/31/2027
01/31/2028	02/29/2028	03/31/2028	04/30/2028	05/31/2028	06/29/2028

#### 4.6. Funding Sources

##### 4.6.1. FY 2026

Purchase and begin to utilize the NWEA MAP Growth assessment suite for grades 7-12.

General Fund

##### 4.6.1. FY 2026,2027,2028

Annually evaluate staffing deficiencies, including existing staff and new hires, to improve the quality of instruction and availability of math courses for all students including students with disabilities, students of color, students who are gifted, and students who are English language learners.

General Fund

##### 4.6.1. FY 2026,2027,2028

Create a "Wall of Mathematicians" to recognize students and families engaging in mathematics activities. Encourage families to submit photos of their children solving real-world math problems, playing math games, using math in daily life (e.g., measuring ingredients for a recipe, budgeting, or building something), or participating in a school math activities.

General Fund

##### 4.6.1. FY 2026,2027,2028

The District will organize a math scavenger hunt for students and families to participate in at home.

General Fund

##### 4.6.1. FY 2026,2027,2028

The District will host a parent/ student trivia (and/or game) night encompassing different themes across all content areas.

General Fund

##### 4.6.1. FY 2026,2027,2028

District staff members will utilize Parent Square to share additional strategies that the parents can utilize to help enhance their children's math skills.

General Fund

##### 4.6.1. FY 2026,2027,2028

The District will invite the parents and community to the school to showcase the students' math skills.

General Fund

##### 4.6.1. FY 2026,2027,2028

Teachers will teach students in grades 1-12 to examine their own benchmark data and set learning goals.

General Fund

4.6.1. FY 2026,2027,2028

Schedule and provide a refresher training and ongoing coaching support for Bridges math curriculum for teachers in grades K-5.

Title II-A Supporting Effective Instruction

4.6.1. FY 2026,2027,2028

Schedule and conduct professional learning opportunities for 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

4.6.1. FY 2026,2027,2028

Provide professional development for teachers on Math standards and effective Math instruction, specifically classroom discourse, explicit vocabulary instruction, and productive struggle.

General Fund

4.6.1. FY 2026,2027,2028

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

4.6.1. FY 2026,2027,2028

Conduct a math curriculum and assessment audit.

General Fund

4.6.1. FY 2026,2027,2028

Provide professional development for teachers on math standards and effective math instruction and interventions based on data.

General Fund

Title II-A Supporting Effective Instruction

4.6.1. FY 2026,2027,2028

The district will continue to employ a Title 1 teacher to support students who may need additional assistance in math. The teacher will provide support in addition to the core instruction each day.

Title I-A Improving Basic Programs

General Fund

4.6.1. FY 2026,2027,2028

The district will continue to partner with the Educational Service Center of Eastern Ohio in order to further support our English Learners. Through the consortium, we will be able to provide the

students with additional support from a certified teacher throughout the week as well as provide them with additional resources they may need to be successful with the content.

General Fund

Title III Language Instruction for English Learners

4.6.1. FY 2027,2028

Administrators will work to revise the master schedule in order to add additional minutes to the core math classes in grades K-12 and/or work to revise the master schedule in order to add a math intervention block (period) for grades K-12.

General Fund

4.6.1. FY 2028

Once a math intervention block is established the district will work to purchase an aligned math intervention program for teachers to use. The district will also need to provide training on the intervention program.

General Fund

Title II-A Supporting Effective Instruction