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Basic Information

Plan Entity Name: FY 2026 Pathway School of Discovery One Plan (0)

Plan Fiscal Year: FY 2026

Cohort #: 2

District IRN: 000138

Plan Status: Plan Submitted for Agency Review

Revision #: 0

Primary Contact:

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Plan Information

1. Goal #1 of 3

1. Root Cause Analysis

The root cause is a lack of understanding of how to better grow our EL scholars based on the OELPA, how to teach them these skills, and how to translate this to what they are being taught in the classroom. Increasing this area would help grow those

scholars both academically and help them socially in the classroom. It would also help teachers understand how to work with these scholars in the general education classroom.

2. SMART Goal Statement

By **06/30/2028** we will improve the performance of **English Language Learner, K-8** students at/in **Pathway School of Discovery** to **increase 2.00 points** in **any OELPA sub categories** using **OELPA**.

3. Student Measures

1. Student Measure #1

Every **360 days, OELPA subcategories - OELPA of English Language Learners & Immigrant/Migrant Students** will be monitored by **EL Teachers, Classroom Teacher/s, Principal, Instructional Coach/es**, with an overall improvement of **increase 60.00 % of Pathway's EL students' scores** by the end of the plan.

06/25/202606/20/202706/14/202806/29/2028

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Lexia Learning

1. Focus on Academic Language

Lexia strategy: The program explicitly teaches academic vocabulary and syntax across subjects like science, math, and social studies—helping students succeed in content areas.

2. Speaking and Listening Emphasis

Why it matters: Research (e.g., Gibbons, Cummins) shows oral language is foundational for reading and writing success.

Lexia strategy: Students speak out loud to interact with characters and practice pronunciation, using speech recognition AI. Listening comprehension is built into every lesson.

3. Asset-Based Approach

Why it matters: Research supports recognizing students' home languages and cultures to build engagement and identity.

Lexia strategy: Characters represent diverse backgrounds, and instruction encourages code-switching and cultural connection, rather than assimilation.

4. Adaptive, Personalized Learning Path

Why it matters: Learners arrive at different levels of English proficiency.

Lexia strategy: Lessons are tailored to the student's current English level, with ongoing assessments adjusting support in real time (

5. Blended Learning with Embedded Teacher Support

Why it matters: Research shows English learners benefit most when tech is paired with teacher scaffolding.

Lexia strategy: Teachers get real-time data and offline speaking/listening lessons (Lexia Lessons for ELs) to support oral fluency and grammar in small groups.

6. Alignment with Language Proficiency Standards

Why it matters: Ensures students' progress through the recognized stages of language development.

Lexia strategy: Targets the 5 language domains (Listening, Speaking, Reading, Writing, and Grammar) within state and national frameworks.

What Makes It Different?

Not a general ELA program with modifications—it's built specifically for emergent bilinguals.

Prioritizes oral production and academic English in a low-stakes, engaging environment.

Supports both newcomers and long-term English learners.

3. Action Steps

1. Start Action Step: 2026, End Action Step: 06/01/2026

Implementation of data analysis meetings to target scholars exact needs based on OELPA results.

Participant(s):

- Teachers
- Principals
- Building Leadership
- Support Staff

2. Start Action Step: 2027, End Action Step: 06/01/2027

Targeted intervention and lessons based on student needs through EL teachers and Lexia Language.

Participant(s):

- Support Staff
3. Start Action Step: 2028, End Action Step: 06/01/2028

Professional development for classroom staff on how to meet EL scholar needs in the classroom.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership

2. Strategy #2: School Climate and Supports

1. Strategy Level: Level 4

2. Description:

Lexia Learning

1. Focus on Academic Language

Lexia strategy: The program explicitly teaches academic vocabulary and syntax across subjects like science, math, and social studies—helping students succeed in content areas.

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Prioritizes oral production and academic English in a low-stakes, engaging environment.

Supports both newcomers and long-term English learners.

3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

4. Action Steps

1. Start Action Step: 2026, End Action Step: 06/01/2028

An EL Family and School Liaison to help better assist our EL/migrant families transition into the building and help them with any language barriers that might be in place.

Participant(s):

- Principals
 - EL Family and School Liaison
- ##### 2. Start Action Step: 2027, End Action Step: 06/01/2028

Implementation of Lexia Language for EL scholars during small group time or with an EL para.

Participant(s):

- Teachers
- EL teachers/para

3. Start Action Step: 2028, End Action Step: 06/01/2028

Analysis of grade level learning standards and co-planning between the classroom teacher and the EL teacher to help better assist scholars accessing the general education classroom.

Participant(s):

- Teachers
- Staff
- Building Leadership
- EL

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Implementation of small group learning - Rubric of EL Teachers** will be monitored by **Principal, Deans,** with an overall improvement of **increase 50.00 % of points possible from observation rubric** by the end of the plan.

06/01/202804/01/202801/01/202811/01/202706/01/202704/01/202701/01/202711/01/202606/01/202604/01/202601/01/2

02611/01/2025

6. Funding Sources

1. FY 2026

Implementation of data analysis meetings to target scholars' exact needs based on OELPA results.

Title III Language Instruction for English Learners General Fund

2. FY 2026,2027,2028

An EL Family and School Liaison to help better assist our EL/migrant families transition into the building and help them with any language barriers that might be in place.

Title III Language Instruction for English Learners General Fund

3. FY 2027

Targeted intervention and lessons based on student needs through EL teachers and Lexia Language.

Title III Language Instruction for English Learners General Fund

4. FY 2027,2028

Implementation of Lexia Language for EL scholars during small group time or with an EL para.

Title III Language Instruction for English Learners General Fund

5. FY 2028

Professional development for classroom staff on how to meet EL scholar needs in the classroom.

Title III Language Instruction for English Learners General Fund

6. FY 2028

Analysis of grade level learning standards and co-planning between the classroom teacher and the EL teacher to help better assist scholars accessing the general education classroom.

Title III Language Instruction for English Learners General Fund

2. Goal #2 of 3

1. Root Cause Analysis

Addressing Chronic absenteeism as a whole would benefit Pathway School of Discovery.

2. SMART Goal Statement

By **06/01/2028** we will improve the performance of **All Students, All Grades** students at/in **Pathway School of Discovery** to **decrease 9.00 %** in **Attendance** using **Attendance**.

3. Student Measures

1. Student Measure #1

Every **Month, Attendance - report** of **Students with Disabilities and English Language Learners & Immigrant/Migrant Students** will be monitored by **Deans, Principal**, with an overall improvement of **decrease 10.00 %** by the end of the plan.

07/31/202508/31/202509/30/202510/31/202511/30/202512/31/202501/31/202602/28/202603/31/202604/30/202605/31/2
02606/30/202607/31/202608/31/202609/30/202610/31/202611/30/202612/31/202601/31/202702/28/202703/31/202704/3
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3/31/202802/29/202801/31/202812/31/2027

2. Student Measure #2

Every **Month, Attendance - attendance reports** of **Homeless Youth and Foster Children** will be monitored by **Principal, Deans**, with an overall improvement of **decrease 10.00 %** by the end of the plan.

07/31/202508/31/202509/30/202510/31/202511/30/202512/31/202501/31/202602/28/202603/31/202604/30/202605/31/2
02606/30/202607/31/202608/31/202609/30/202610/31/202611/30/202612/31/202601/31/202702/28/202703/31/202704/3
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3/31/202804/30/202805/31/202806/29/2028

3. Student Measure #3

Every **Month, Attendance - attendance reports of Black, Non-Hispanic, White, Non-Hispanic, Hispanic and Multiracial** will be monitored by **Principal, Deans**, with an overall improvement of **increase 9.00 %** by the end of the plan.

07/31/202508/31/202509/30/202510/31/202511/30/202512/31/202501/31/202602/28/202603/31/202604/30/202605/31/202606/30/202607/31/202608/31/202609/30/202610/31/202611/30/202612/31/202601/31/202702/28/202703/31/202704/30/202705/31/202706/30/202707/31/202708/31/202709/30/202710/31/202711/30/202712/31/202701/31/202802/29/202803/31/202804/30/202805/31/202806/29/2028
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4. Strategies and Actions

1. Strategy #1: School Climate and Supports

1. Strategy Level: Level 4

2. Description:

?The Attendance Works program is grounded in a robust body of research and has demonstrated effectiveness in reducing chronic absenteeism through evidence-based strategies.?

Evidence Supporting Attendance Works

1. Three-Tiered Intervention Model

Attendance Works employs a three-tiered approach to address absenteeism:

Tier 1: Universal strategies aimed at all students to promote a culture of attendance.

Tier 2: Targeted interventions for students with moderate absenteeism.

Tier 3: Intensive support for students with severe chronic absenteeism.?

This model has been effective in various settings, including early education programs, by engaging families and communities to support consistent attendance.

2. Research-Based Interventions

Several studies have evaluated specific strategies promoted by Attendance Works:

Behavioral Nudges

Parental Engagement

Conclusion

The Attendance Works program is supported by a substantial evidence base demonstrating its effectiveness in reducing chronic absenteeism through a comprehensive, tiered approach. Its strategies have been validated by research and have influenced educational policies and practices across various states.?

3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

4. Action Steps

1. Start Action Step: 2026, End Action Step: 06/01/2026

Implementation of an attendance liaison

Participant(s):

- Principals
- Building Leadership
- Attendance Liaison

2. Start Action Step: 2027, End Action Step: 06/01/2028

Implement a more robust Tiered Intervention Plan that include Tier 2 and Tier 3 interventions such as implementation of attendance improvement plans and continuing to hold meetings with families on a smaller group setting for higher need families

Participant(s):

- Principals
- Building Leadership
- SEL Team

3. Start Action Step: 2028, End Action Step: 06/01/2028

Sustain the previous years Tiered Intervention Plan for attendance
Review and Adjust any policies as needed
Policy Integration (add anything new that is needed)

Participant(s):

- Principals

2. Strategy #2: Community, Family Engagement

1. Strategy Level: Level 4

2. Description:

?The Attendance Works program is grounded in a robust body of research and has demonstrated effectiveness in reducing chronic absenteeism through evidence-based strategies.?

Evidence Supporting Attendance Works

1. Three-Tiered Intervention Model

Attendance Works employs a three-tiered approach to address absenteeism:

Tier 1: Universal strategies aimed at all students to promote a culture of attendance.

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Conclusion

The Attendance Works program is supported by a substantial evidence base demonstrating its effectiveness in reducing chronic absenteeism through a comprehensive, tiered approach. Its strategies have been validated by research and have influenced educational policies and practices across various states.?

3. Embedded Plan Requirement(s):

- This strategy addresses the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the parent engagement requirement for Title I buildings in ESEA Section 1114.

4. Action Steps

1. Start Action Step: 2026, End Action Step: 06/01/2028

Building Awareness and Establishing Foundations through

Data Audits

Formation of an attendance team

Continuing communication

Hosting an annual parent engagement meeting surrounding the importance of attendance

Continue Tier 1 supports that include positive incentives and consistent daily routines and a welcoming environment.

Student and Family Liaison to consults with new families on the importance of attendance as they are working on helping them enroll.

Participant(s):

- Principals
- Building Leadership
- SEL

2. Start Action Step: 2027, End Action Step: 06/01/2028

Continued implementation of at least one parent learning plan and a parent engagement event a year to help the parents learn the importance of being in attendance every day and what their scholar is missing by not being here.

Participant(s):

- Staff
- Principals
- Building Leadership

3. Start Action Step: 2028, End Action Step: 06/01/2028

Use short- and long-term attendance data to identify root causes of student absences during BLT/MTSS meetings.

Participant(s):

- Building Leadership Teams

5. Adult Measures

1. Adult Measure #1

- School Climate and Supports
- Community, Family Engagement

Every **Month, Attendance - Look-For of Attendance Team** will be monitored by **Principal, Deans**, with an overall improvement of **increase 9.00 %** by the end of the plan.

06/29/202805/31/202804/30/202803/31/202802/29/202801/31/202812/31/202711/30/202710/31/202709/30/202708/31/202707/31/202706/30/202705/31/202704/30/202703/31/202702/28/202701/31/202712/31/202611/30/202610/31/202609/30/202608/31/202607/31/202606/30/202605/31/202604/30/202603/31/202602/28/202601/31/202612/31/202511/30/202510/31/202509/30/202508/31/202507/31/2025
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6. Funding Sources

1. FY 2026

Implementation of an attendance liaison

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction Title III Language Instruction for English Learners

2. FY 2026,2027,2028

Building Awareness and Establishing Foundations through Data Audits Formation of an attendance team Continuing communication Hosting an annual parent engagement meeting surrounding the importance of attendance Continue Tier 1 supports that include positive incentives and consistent daily routines and a welcoming environment. Student and Family Liaison to consults with new families on the importance of attendance as they are working on helping them enroll.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction Title III Language Instruction for English Learners General Fund

3. FY 2027,2028

Implement a more robust Tiered Intervention Plan that include Tier 2 and Tier 3 interventions such as implementation of attendance improvement plans and continuing to hold meetings with families on a smaller group setting for higher need families

General Fund Title I-A Improving Basic Programs Title III Language Instruction for English Learners

4. FY 2027,2028

Continued implementation of at least one parent learning plan and a parent engagement event a year to help the parents learn the importance of being in attendance every day and what their scholar is missing by not being here.

General Fund Title I-A Improving Basic Programs Title III Language Instruction for English Learners

5. FY 2028

Sustain the previous years Tiered Intervention Plan for attendance Review and Adjust any policies as needed Policy Integration (add anything new that is needed)

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction Title III Language Instruction
for English Learners

6. FY 2028

Use short- and long-term attendance data to identify root causes of student absences during BLT/MTSS meetings.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction Title III Language Instruction
for English Learners

3. Goal #3 of 3

1. Root Cause Analysis

Co-planning, data analysis, fluid small grouping, and administrative coaching.

2. SMART Goal Statement

By **06/01/2028** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade** students at/in **Pathway School of Discovery** to **increase 5.00 percent or maintain the state average** in **Reading/Literacy** using **District Formative Assessments**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Reading/Literacy - District Formative Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Intervention Specialists, Staff, Deans**, with an annual improvement of **increase 1.00 % or maintain the state average** resulting in an overall improvement of **increase 5.00 % or maintain the state average** by the end of the plan.

11/01/202501/01/202604/01/202606/01/202611/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/2

02806/01/2028

2. Student Measure #2

Every **Quarter, English Language Arts - District Formative Assessments** of **All Students** will be monitored by **Principal, Classroom Teacher/s, Intervention Specialists, Staff, Deans**, with an annual improvement of **increase 1.00 % or maintain the state average** resulting in an overall improvement of **increase 5.00 % or maintain the state average** by the end of the plan.

11/01/202501/01/202604/01/202606/01/202611/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/2

02806/01/2028

3. Student Measure #3

Every **Quarter, English Language Arts - District Formative Assessments** of **Students with Disabilities, Multiracial, Homeless Youth, Foster Children, English Language Learners & Immigrant/Migrant Students, Low-Economic Status Students, Black, Non-Hispanic, White, Non-Hispanic and Hispanic** will be monitored by **Principal, Classroom Teacher/s, Intervention Specialists, Staff, Deans**, with an overall improvement of **increase 1.00 point or surpass the state expected growth index** by the end of the plan.

11/01/202501/01/202604/01/202606/01/202611/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/2

02806/01/2028

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Developed by Great Minds, Wit & Wisdom is a knowledge-building English language arts (ELA) curriculum. Its design is based on research from cognitive science, reading comprehension, vocabulary development, and equity in literacy instruction. It contains knowledge-rich curriculum, complex text as the core of the teaching, integrated literacy, explicit vocabulary and syntax instruction, and writing to learn. Geodes is the K-2 piece of the Great Minds Instructional program. It provides phonics aligned texts, authentic knowledge rich content, and vocabulary and language development.

The 6th-8th ELA program is a combination of research-based techniques where students read and write across various genres, using critical thinking to analyze themes and draw conclusions. Teachers facilitate discussions and help student's express ideas. In writing, students plan, create, and edit stories, essays, poems, and research papers, while developing their own voice and style. Teachers model the writing process to support their success.

3. Action Steps

1. Start Action Step: 2026, End Action Step: 06/01/2028

Implementation with fidelity of data meetings following all curriculum assessments (test given in the classroom) and district formative assessments (Interims) to review all data relevant to scholars learning and implement small groups to help work on topics that were not mastered by the student during Tier 1 intervention

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership

2. Start Action Step: 2026, End Action Step: 06/01/2028

After school tutoring in reading and math for scholars who are not on track in reading and/or math.

Participant(s):

- Teachers
 - Staff
3. Start Action Step: 2026, End Action Step: 06/01/2026
- Summer tutoring for K-3 scholars who are not on track.

Participant(s):

4. Start Action Step: 2027, End Action Step: 06/01/2028
- Scholars scoring lower than anticipated based on gathered data including high needs subgroups (ethnicity, experiencing housing insecurity, students with disabilities, ELL, low SES) will receive small group intervention by the staff member who is most appropriate for their situation and can best meet the scholar's needs. This could include the classroom teacher, academic specialist, title teacher, EL teachers or paras, and/or special education teachers.

Participant(s):

- Teachers
 - Staff
 - Building Leadership
5. Start Action Step: 2027, End Action Step: 06/01/2028
- Fluid grouping of scholars for Tier 2 and Tier 3 interventions based on data gathered during data meetings. These groups will change weekly based on the data gathered and the specific standards or content specific to the lesson that needs to be retaught.

Participant(s):

- Teachers
 - Staff
6. Start Action Step: 2028, End Action Step: 06/01/2028
- Continued implementation of data meetings and small groups with fidelity to ensure that scholar needs of all scholars are being met.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership

2. Strategy #2: Leadership, Administration, Governance

1. Strategy Level: Level 4

2. Description:

1. Instructional Leadership as a Lever for School Improvement

Strategy:

Administrators take an active, instructional leadership role by coaching teachers in lesson planning, instructional strategies, and behavior management.

Leithwood et al. (2004): Leadership is second only to classroom instruction among school-related factors that influence student learning.

2. Content-Focused Coaching

Strategy:

Coaching is content-specific (e.g., math or reading), helping teachers build both pedagogical content knowledge (PCK) and align instruction with standards.

Boston Consulting Group (2014): Content-specific coaching was associated with significant gains in student learning when implemented consistently across schools.

3. Classroom Management Coaching (Behavior-Specific)

Strategy:

Administrators or coaches support teachers in establishing clear routines, high expectations, proactive behavior systems, and consistent follow-through.

Research Base:

PBIS (Positive Behavioral Interventions and Supports) framework: Strong evidence supports that schoolwide systems, when paired with coaching and administrative modeling, reduce office referrals and improve classroom climates.

4. Cycles of Observation and Feedback

Strategy:

Administrators engage in frequent, short classroom walkthroughs followed by targeted feedback and coaching conversations.

5. Tools and Frameworks That Support This

Instructional Coaching Cycle
Teach Like a Champion techniques (Doug Lemov)

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 parent engagement requirement for Title I buildings in ESEA Section 1114.

4. Action Steps

1. Start Action Step: 2026, End Action Step: 06/01/2026

Financial incentives (retention bonuses) to ensure that the teachers that are highest qualified are retained and the scholars have the best access to strong quality Tier 1 learning

Participant(s):

- Principals

2. Start Action Step: 2026, End Action Step: 06/01/2028

Parent Teacher conferences to discuss scholar progress twice a year and to allow families to take an active part in their scholars learning.

Participant(s):

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

3. Start Action Step: 2026, End Action Step: 06/01/2026

Purchase of at-risk supplies to assist the subgroups that need extra support in ELA

Participant(s):

- Principals

4. Start Action Step: 2026, End Action Step: 06/01/2028

Twice yearly professional developments that are content specific hosted by the Curriculum specialist and content area leaders employed by National Heritage Academies and throughout National Heritage Academies schools in Ohio.

Participant(s):

- Instructional Coaches
- Content Leaders amongst NHA

5. Start Action Step: 2027, End Action Step: 06/01/2028

Building administration will observe general education teachers on a monthly basis and provide feedback and coaching on where instruction needs to improve to help the scholars have the best access to their Tier 1 instruction and to ensure that learning time is maximized as much as possible. Teachers who are newer or are struggling to master classroom management or basic teaching skills may require observations more often than once a month.

Participant(s):

- Principals
- Building Leadership

6. Start Action Step: 2028, End Action Step: 06/01/2028

Implementation of content specific and classroom management specific PLCs taught by the building leadership team and administration for teachers who are found to need assistance in these areas based on administrative feedback.

Participant(s):

- Building Leadership

3. Strategy #3: School Climate and Supports

1. Strategy Level: Level 1

2. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions

of safety improved in the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

3. Action Steps

1. Start Action Step: 2026, End Action Step: 06/01/2026

Partnership with Community in Schools (CIS) program to assist scholars who are struggling with behavior and families who need extra support outside of the school building (Low SES, foster care, EL, student experiencing homelessness)

Participant(s):

- Principals
- Building Leadership

2. Start Action Step: 2026, End Action Step: 06/01/2028

Tier 3 intervention with the school counselor for the highest needs scholars to continue to provide intervention for behavior. To ensure that as much time as possible is dedicated to high quality teaching in the general education classroom.

Participant(s):

- Counselor

3. Start Action Step: 2026, End Action Step: 06/01/2026

Resources for families who are experiencing homelessness and those in foster care.

Participant(s):

- Homeless Liaison

4. Start Action Step: 2027, End Action Step: 06/01/2028

Coaching on classroom management techniques, such as CHAMPS program and other school wide Tier 1 intervention programs, to ensure teachers are able to provide as much time to quality learning as possible.

Participant(s):

- Building Leadership

- Support Staff
5. Start Action Step: 2028, End Action Step: 06/01/2028

Tier 2 support for scholars who are not able to meet the behavior expectations in the general education setting through positive behavior plans, small groups focused on behavior, and teaching of replacement behaviors.

Participant(s):

- Academic Behavior Specialist

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment
- Leadership, Administration, Governance
- School Climate and Supports

Every **Quarter, Reading/Literacy - Walkthrough Data** of **All Staff** will be monitored by **Principal, Deans**, with an annual improvement of **increase 1.00 %** resulting in an overall improvement of **increase 5.00 %** by the end of the plan.

06/01/202804/01/202801/01/202811/01/202706/01/202704/01/202701/01/202711/01/202606/01/202604/01/202601/01/2

02611/01/2025

2. Adult Measure #2

- Curriculum, Instruction and Assessment
- School Climate and Supports

Every **Quarter, Reading/Literacy - Data Review of classes and data** of **All Staff** will be monitored by **Building Leadership Team**, with an annual improvement of **increase 1.00 %** resulting in an overall improvement of **increase 5.00 %** by the end of the plan.

11/01/202501/01/202604/01/202606/01/202611/01/202601/01/202704/01/202706/01/202711/01/202701/01/202804/01/2

02806/01/2028

6. Funding Sources

1. FY 2026

Summer tutoring for K-3 scholars who are not on track.

School Improvement 1003

2. FY 2026

Resources for families who are experiencing homelessness and those in foster care.

School Improvement 1003

3. FY 2026

Partnership with Community in Schools (CIS) program to assist scholars who are struggling with behavior and families who need extra support outside of the school building (Low SES, foster care, EL, student experiencing homelessness)

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction

4. FY 2026

Purchase of at-risk supplies to assist the subgroups that need extra support in ELA

School Improvement 1003

5. FY 2026

Financial incentives (retention bonuses) to ensure that the teachers that are highest qualified are retained and the scholars have the best access to strong quality Tier 1 learning

General Fund Title II-A Supporting Effective Instruction

6. FY 2026,2027,2028

Implementation with fidelity of data meetings following all curriculum assessments (test given in the classroom) and district formative assessments (Interims) to review all data relevant to scholars learning and implement small groups to help work on topics that were not mastered by the student during Tier 1 intervention

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction

7. FY 2026,2027,2028

After school tutoring in reading and math for scholars who are not on track in reading and/or math.

General Fund Title I-A Improving Basic Programs

8. FY 2026,2027,2028

Tier 3 intervention with the school counselor for the highest needs scholars to continue to provide intervention for behavior. To ensure that as much time as possible is dedicated to high quality teaching in the general education classroom.

School Improvement 1003

9. FY 2026,2027,2028

Twice yearly professional developments that are content specific hosted by the Curriculum specialist and content area leaders employed by National Heritage Academies and throughout National Heritage Academies schools in Ohio.

School Improvement 1003

10. FY 2026,2027,2028

Parent Teacher conferences to discuss scholar progress twice a year and to allow families to take an active part in their scholars learning.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction

11. FY 2027,2028

Scholars scoring lower than anticipated based on gathered data including high needs subgroups (ethnicity, experiencing housing insecurity, students with disabilities, ELL, low SES) will receive small group intervention by the staff member who is most appropriate for their situation and can best meet the scholar's needs. This could include the classroom teacher, academic specialist, title teacher, EL teachers or paras, and/or special education teachers.

12. FY 2027,2028

Fluid grouping of scholars for Tier 2 and Tier 3 interventions based on data gathered during data meetings. These groups will change weekly based on the data gathered and the specific standards or content specific to the lesson that needs to be retaught.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction

13. FY 2027,2028

Coaching on classroom management techniques, such as CHAMPS program and other school wide Tier 1 intervention programs, to ensure teachers are able to provide as much time to quality learning as possible.

Title II-A Supporting Effective Instruction General Fund Title I-A Improving Basic Programs

14. FY 2027,2028

Building administration will observe general education teachers on a monthly basis and provide feedback and coaching on where instruction needs to improve to help the scholars have the best access to their Tier 1 instruction and to ensure that learning time is maximized as much as possible. Teachers who are newer or are struggling to master classroom management or basic teaching skills may require observations more often than once a month.

Title II-A Supporting Effective Instruction General Fund Title I-A Improving Basic Programs

15. FY 2028

Continued implementation of data meetings and small groups with fidelity to ensure that scholar needs of all scholars are being met.

General Fund Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction

16. FY 2028

Tier 2 support for scholars who are not able to meet the behavior expectations in the general education setting through positive behavior plans, small groups focused on behavior, and teaching of replacement behaviors.

School Improvement 1003

17. FY 2028

Implementation of content specific and classroom management specific PLCs taught by the building leadership team and administration for teachers who are found to need assistance in these areas based on administrative feedback.

Title II-A Supporting Effective Instruction General Fund Title I-A Improving Basic Programs