

# Print Your Plan



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## Basic Information

Plan Entity Name: FY 2024 New Lexington School District One

Plan (0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 044479

Plan Status: Plan Submitted for Agency Review

Revision #: 0

Primary Contact: undefined (OEDS\_Superintendent)

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## Plan Information

### 1. Goal #1 of 5

#### 1.1. Root Cause Analysis

Some students don't want to "do school" in the traditional sense as they don't see how it relates to their future, etc. This can and is being addressed by expanding CTE/workforce development opportunities that have high student engagement and will help those at-risk students be motivated to stay in school and graduate. Adding additional pathways, changing the high school schedule and providing support for students who need it will have a positive impact in this area.

#### 1.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **New Lexington School District** to **increase 10.00 % annually in having contact with career education** using **student participation rate**.

#### 1.3. Student Measures

##### 1.3.1. Student Measure #1

Every **Semester, contact with career education - participation rate** of **All Students** will be monitored by **Principal**, with an annual improvement of **increase 10.00 % annually in participation rate** resulting in an overall improvement of **increase 10.00 % annually in participation rate** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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#### 1.4. Strategies and Actions

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

###### 1.4.1.1. Strategy Level: Level 1

###### 1.4.1.2. Description:

Provide a wide variety of opportunities for students that will prepare them for college, careers, and other types of post-high school education or job options. These will include dual enrollment programs that allow high school students to take college courses and earn college credits while still attending high school, embedded workforce development training and certifications, exposure to real-life job experiences and counseling and support in

determining future plans.

**\*\*Evidence\*\* Level 1\*\* - Dual Enrollment - What Works Clearinghouse -<https://essa.chrr.ohio-state.edu/strategy?id=287> and**

Supporting evidence available - Regional Educational Laboratory Program - College and Career Readiness Research Alliance -<https://ies.ed.gov/ncee/edlabs/regions/central/partnerships/ccrra.asp> and

[https://education.ohio.gov/Topics/Learning-in-Ohio/Career-and-College-](https://education.ohio.gov/Topics/Learning-in-Ohio/Career-and-College-Planning)

[Planning;https://education.ohio.gov/Topics/Career-Tech/Work-Based-Learning/Work-Based-Learning-for-Schools-and-Educators](https://education.ohio.gov/Topics/Career-Tech/Work-Based-Learning/Work-Based-Learning-for-Schools-and-Educators)

#### 1.4.1.3. Action Steps

##### 1.4.1.3.1. Start Action Step: 2024, End Action Step: 06/30/2026

Annually support expanded academic options for students including AP and CCP dual enrollment options for students.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 1.4.1.3.2. Start Action Step: 2024, End Action Step: 06/30/2026

Using Title I-D funds annuallyc PMCF will provide students with expanded college and career information and training opportunities.

Participant(s):

- District Administration
- PMCJF staff

##### 1.4.1.3.3. Start Action Step: 2024, End Action Step: 06/30/2026

Continue with implementation of expanded job certification programs in the district that provide students with employable skills.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 1.4.1.3.4. Start Action Step: 2024, End Action Step: 06/30/2026

Annually continue to provide expanded college and career education and information via "fairs" and partnerships with community members, schools, agencies and employers.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 1.4.1.3.5. Start Action Step: 2024, End Action Step: 06/30/2026

Annually, evaluate levels of college and career support for students, determine strengths and areas of need.

Participant(s):

- District Administration

- Teachers
- Staff
- Principals

1.4.1.3.6. Start Action Step: 2024, End Action Step: 06/30/2026

Continue to strengthen the career pathways and CTE within the district to give students robust opportunities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.7. Start Action Step: 2024, End Action Step: 07/01/2025

Find resources to better prepare teachers and students for career tech web exams.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.8. Start Action Step: 2024, End Action Step: 06/30/2026

Provide technology throughout 3 yr plan to support career education for students.

Participant(s):

- District Administration
- Principals

1.4.1.3.9. Start Action Step: 2024, End Action Step: 06/30/2026

Provide additional supports for students with disabilities in terms of personnel and/or materials throughout 3 yr plan.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.10. Start Action Step: 2024, End Action Step: 06/30/2026

Improve and provide better learning spaces and CTE labs as possible to support career/workforce education for students throughout the 3 yr plan.

Participant(s):

- District Administration

1.4.1. Strategy #2: College and Career Readiness

1.4.1.1. Strategy Level: Level 1

1.4.1.2. Description:

Offer a variety of opportunities for students including dual enrollment, CCP, workforce development, certification programs, college and career experiences and community partnerships in order to make school appealing for students to attend while also equipping them for their futures.

**\*\*Evidence\*\* Level 1\*\* - Dual Enrollment - What Works Clearinghouse - <https://essa.chrr.ohio-state.edu/strategy?id=287>**

and Supporting evidence available - Regional Educational Laboratory Program - College and career Readiness

Research Alliance -<https://ies.ed.gov/ncee/edlabs/regions/central/partnerships/ccrra.asp>  
and  
<https://education.ohio.gov/Topics/Learning-in-Ohio/Career-and-College-Planning>;  
<https://education.ohio.gov/Topics/Career-Tech/Work-Based-Learning/Work-Based-Learning-for-Schools-and-Educators>

#### 1.4.1.3. Action Steps

##### 1.4.1.3.1. Start Action Step: 2024, End Action Step: 06/30/2026

Annually offer a variety of options for students to make school appealing to attend, including: AP and CCP courses, workforce development, electives, and activities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 1.4.1.3.2. Start Action Step: 2024, End Action Step: 06/30/2026

Annually continue with Workforce Development student activities, experiences, credentialing and certifications via Workforce Development Coordinator in the district.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 1.4.1.3.3. Start Action Step: 2024, End Action Step: 06/30/2026

annually provide students with hands on learning experiences at the school farm with crops, livestock, gardening and other agricultural activities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 1.4.1.3.4. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide students with hands on extension activities such as Career Fair, EarthDay, Transition Fair, Academy for Leadership Abilities, elementary emergentwelding, job shadowing and workforce development activities at all grade levels.

Participant(s):

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

##### 1.4.1.3.5. Start Action Step: 2024, End Action Step: 06/30/2026

Annually evaluate student opportunities offered during the year to determine areas of strength and areas of need for next year. Plan opportunities for next year.

Participant(s):

- District Administration
- Teachers

- Staff
- Principals

1.4.1.3.6. Start Action Step: 2024, End Action Step: 06/30/2026

Provide additional supports for special education students annually.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.7. Start Action Step: 2024, End Action Step: 06/30/2026

Using Title I-D provide support for the Perry Multi County Juvenile Facility in providing supplemental college, career and workforce development experiences and training annually.

Participant(s):

- District Administration
- PMCJF staff & admin

1.4.1.3.8. Start Action Step: 2024, End Action Step: 06/30/2026

Continue with workforce development coordinator in the district. Continue workforce development activities, experiences, credentialing and certifications for students with outreach to families and community partners.

Participant(s):

- District Administration
- Principals

1.4.1.3.9. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide students with guidance in workforce planning coordination for graduation pathways.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.10. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide supplies for D1 welding certification testing for students' certifications

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.11. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide specific trade related supplies to support student learning in trade related instruction.

Participant(s):

- District Administration
- Principals

1.4.1.3.12. Start Action Step: 2024, End Action Step: 06/30/2026

Annually help pay for students' fees for workforce credentialing to include D1 welding credentialing testing, CPR, SERVESAFE, Microsoft IT credentialing, forklift certification and testing, OSHA, driver's ed, etc.

Participant(s):

- District Administration
- Principals

1.4.1.3.13. Start Action Step: 2024, End Action Step: 06/30/2026

Provide opportunities to increase elementary students' exposure to career lab and career education opportunities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.14. Start Action Step: 2024, End Action Step: 06/30/2026

Utilize student surveys annually at various grade levels to help them identify personal strengths, see related career possibilities and then have some exposure to those careers.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.3.15. Start Action Step: 2024, End Action Step: 06/30/2026

Continue to strengthen the career pathways and CTE within the district to give students robust opportunities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.16. Start Action Step: 2024, End Action Step: 06/30/2026

Continue to work annually on adding internship opportunities for students.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.3.17. Start Action Step: 2024, End Action Step: 06/30/2026

Add help for workforce development coordinator in order to grow the overall workforce development program more.

Participant(s):

- District Administration

1.4.1.3.18. Start Action Step: 2024, End Action Step: 06/30/2026

Improve and provide better learning spaces and CTE labs as possible to support career/workforce education for students throughout the 3 yr plan.

## Participant(s):

- District Administration

## 1.4.1. Strategy #3: Community, Family Engagement

## 1.4.1.1. Strategy Level: Level 2

## 1.4.1.2. Description:

Maintain frequent communication with families about students' instruction, teaching and learning goals while working to communicate and build trusting relationships. Connect students and families to community resources that strengthen and support students' learning and well-being and provide information and training for families to support high expectations for their children's education. \*\*\*Level 2 Evidence\*\*\*

Source: Westat and Policy Studies Associates (2001) The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume I: Executive Summary, Washington, DC: US Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service.

[https://www2.ed.gov/offices/OUS/PES/esed/lescp\\_highlights.html](https://www2.ed.gov/offices/OUS/PES/esed/lescp_highlights.html)

<https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement> Linked with ODE from StateBoard Policy, PTA National Standards, and work by Joyce L.

Epstein. <https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools> Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. & Luis

Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. Educational Research Review, 14, 33-64

<https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000032>

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

## 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: 2024, End Action Step: 06/30/2026

Continue to reach out to families to explain the wide range of career education options for students.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 1.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

Find ways to support families in poverty to in turn support their students in career education opportunities.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 1.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Provide engagement activities where parents/families can see/participate in college and career connections projects and activities.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

1.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2026

Continue to support and expand robust program of business advisory council, business partner stakeholders and programming connections with colleges.

Participant(s):

- District Administration
- Staff
- Principals

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment
- College and Career Readiness
- Community, Family Engagement

Every **Semester, contact with career education - participation rate of All Staff** will be monitored by **Principal**, with an annual improvement of **increase 100.00 % of staff involved** resulting in an overall improvement of **increase 100.00 % of staff involved** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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1.6. Funding Sources

1.6.1. FY 2024,2025

Find resources to better prepare teachers and students for career tech web exams.

General Fund

1.6.1. FY 2024,2025,2026

Annually support expanded academic options for students including AP and CCP dual enrollment options for students.

General Fund Title IV-A Student Support and Academic Enrichment

1.6.1. FY 2024,2025,2026

Using Title I-D funds annuallyc PMCF will provide students with expanded college and career information and training opportunities.

Title I-D Delinquent

1.6.1. FY 2024,2025,2026

Continue with implementation of expanded job certification programs in the district that provide students with employable skills.

General Fund

1.6.1. FY 2024,2025,2026

Annually continue to provide expanded college and career education and information via "fairs" and partnerships with community members, schools, agencies and employers.

General Fund

1.6.1. FY 2024,2025,2026

Annually, evaluate levels of college and career support for students, determine strengths and areas of need.

General Fund



- 1.6.1. FY 2024,2025,2026  
Continue to strengthen the career pathways and CTE within the district to give students robust opportunities.  
General Fund
- 1.6.1. FY 2024,2025,2026  
Provide technology throughout 3 yr plan to support career education for students.  
General Fund Title IV-A Student Support and Academic Enrichment
- 1.6.1. FY 2024,2025,2026  
Provide additional supports for students with disabilities in terms of personnel and/or materials throughout 3 yr plan.  
IDEA-B Special Education
- 1.6.1. FY 2024,2025,2026  
Improve and provide better learning spaces and CTE labs as possible to support career/workforce education for students throughout the 3 yr plan.  
General Fund ARP ESSER
- 1.6.1. FY 2024,2025,2026  
Annually offer a variety of options for students to make school appealing to attend,including: AP and CCP courses, workforce development, electives, and activities.  
Expanding Opportunities for Each Child General Fund
- 1.6.1. FY 2024,2025,2026  
Annually continue with Workforce Development student activities, experiences,credentialing and certifications via Workforce Development Coordinator in the district.  
General Fund Expanding Opportunities for Each Child
- 1.6.1. FY 2024,2025,2026  
annually provide students with hands on learning experiences at the school farm with crops, livestock, gardening and other agricultural activities.  
General Fund
- 1.6.1. FY 2024,2025,2026  
Annually provide students with hands on extension activities such as Career Fair, EarthDay, Transition Fair, Academy for Leadership Abilities, elementary emergentwelding, job shadowing and workforce development activities at all grade levels.  
General Fund Title-I Non-competitive, Supplemental School Improvement
- 1.6.1. FY 2024,2025,2026  
Annually evaluate student opportunities offered during the year to determine areas of strength and areas of need for next year. Plan opportunities for next year.  
General Fund
- 1.6.1. FY 2024,2025,2026  
Provide additional supports for special education students annually.  
IDEA-B Special Education
- 1.6.1. FY 2024,2025,2026  
Using Title I-D provide support for the Perry Multi County Juvenile Facility in providing supplemental college, career and workforce development experiences and training annually.  
Title I-D Delinquent
- 1.6.1. FY 2024,2025,2026

Continue with workforce development coordinator in the district. Continue workforce development activities, experiences, credentialing and certifications for students with outreach to families and community partners.

General Fund Expanding Opportunities for Each Child

1.6.1. FY 2024,2025,2026

Annually provide students with guidance in workforce planning coordination for graduation pathways.

General Fund Title-I Non-competitive, Supplemental School Improvement

1.6.1. FY 2024,2025,2026

Annually provide supplies for D1 welding certification testing for students' certifications

Expanding Opportunities for Each Child

1.6.1. FY 2024,2025,2026

Annually provide specific trade related supplies to support student learning in trade related instruction.

Expanding Opportunities for Each Child

1.6.1. FY 2024,2025,2026

Annually help pay for students' fees for workforce credentialing to include D1 welding credentialing testing, CPR, SERVESAFE, Microsoft IT credentialing, forklift certification and testing, OSHA, driver's ed, etc.

Expanding Opportunities for Each Child

1.6.1. FY 2024,2025,2026

Provide opportunities to increase elementary students' exposure to career lab and career education opportunities.

General Fund

1.6.1. FY 2024,2025,2026

Utilize student surveys annually at various grade levels to help them identify personal strengths, see related career possibilities and then have some exposure to those careers.

General Fund

1.6.1. FY 2024,2025,2026

Continue to strengthen the career pathways and CTE within the district to give students robust opportunities.

General Fund

1.6.1. FY 2024,2025,2026

Continue to work annually on adding internship opportunities for students.

General Fund Title-I Non-competitive, Supplemental School Improvement

1.6.1. FY 2024,2025,2026

Add help for workforce development coordinator in order to grow the overall workforce development program more.

Expanding Opportunities for Each Child General Fund

1.6.1. FY 2024,2025,2026

Improve and provide better learning spaces and CTE labs as possible to support career/workforce education for students throughout the 3 yr plan.

General Fund ARP ESSER

1.6.1. FY 2024,2025,2026

Continue to reach out to families to explain the wide range of career education options for students.

General Fund

1.6.1. FY 2024,2025,2026

Find ways to support families in poverty to in turn support their students in career education opportunities.

General Fund

## 1.6.1. FY 2024,2025,2026

Provide engagement activities where parents/families can see/participate in college and career connections projects and activities.

General Fund
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Expanding Opportunities for Each Child
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## 1.6.1. FY 2024,2025,2026

Continue to support and expand robust program of business advisory council, business partner stakeholders and programming connections with colleges.

General Fund
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## 2. Goal #2 of 5

## 2.1. Root Cause Analysis

Root causes at the PK-3 level are initially lack of exposure to ELA. Once students are exposed to the content, core instruction usually helps close the gap. For those that it doesn't, prescribed interventions are recommended. Identified at risk students get 30 minutes of targeted intervention per day. For some, lack of knowledge regarding the Science of Reading is causing gaps in knowledge. Continuing job embedded professional development is crucial. In grades 4-12, gap in ELA skills is due, in part, to lack of knowledge of the Science of Reading. Appropriate interventions may not have taken place prior to these grade levels. Professional development on appropriate evidence based interventions and teaching strategies would be beneficial.

## 2.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Students with Disabilities, Low-Economic Status Students and Gifted Student, All Grades** students at/in **New Lexington School District** to **increase 3.00 % annually** in **English Language Arts** using **State Report Card - Indicators Met**.

## 2.3. Student Measures

## 2.3.1. Student Measure #1

Every **Semester, English Language Arts - District Formative Assessments** of **Students with Disabilities, All Students, Gifted Student and Low-Economic Status Students** will be monitored by **Curriculum Director, Classroom Teacher/s, Principal**, with an annual improvement of **increase 3.00 % annually** resulting in an overall improvement of **increase 3.00 % annually** by the end of the plan.

01/01/2024
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06/01/2024
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01/01/2025
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06/01/2025
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01/01/2026
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06/01/2026
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## 2.4. Strategies and Actions

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

## 2.4.1.1. Strategy Level: Level 2

## 2.4.1.2. Description:

Schools will implement school-wide reading improvement plans with evidence-based components to improve teachers' reading and literacy instruction and all students' achievement. Components include: Grades K-5 - LETRS by Lexia ESSA evidence Level 3; Phonics for Reading ESSA evidence Level 4; Itchy's Alphabet ESSA evidence Level 3. Grades 6-8 LETRS by Lexia ESSA evidence Level 3 for use by intervention specialists, Amplify Reading ESSA evidence Level 2; and Language ! Live ESSA evidence Level 4. Grades 9-12 -- Into Literature ESSA evidence Level 4; Read 180 ESSA evidence Level 1; System 44 ESSA evidence Level 1 ; LETRS by Lexia – for Intervention Specialists ESSA evidence Level 3.

## 2.4.1.3. Action Steps

## 2.4.1.3.1. Start Action Step: 2024, End Action Step: 06/30/2026

Utilize evidence-based reading instructional strategies including K-5 - LETRS by Lexia ESSA evidence Level 3; Phonics for Reading ESSA evidence Level 4; Itchy's Alphabet ESSA evidence Level 3 and R-TFI in the elementary classrooms for all students. Utilize evidence-based reading instructional strategies

including Language! Live, Essa evidence Level 4; Amplify Reading ESSA evidence Level 2, and LETRS by Lexia (special ed students) ESSA evidence level 3 in the middle school classrooms for all students. Utilize evidence-based reading instructional strategies including Into Literature ESSA evidence Level 4; Read 180 ESSA evidence Level 1; System 44 ESSA evidence Level 1, and LETRS by Lexia (special ed students) ESSA evidence level 3 in the high school classrooms for all students.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.2. Start Action Step: 2024, End Action Step: 06/30/2026

Provide additional instruction/intervention annually in reading and literacy in Schoolwide Title elementaries using Title I reading teachers and trained paraprofessionals. At the end of each year, review programming and determine strengths and areas of need for the next year.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.3. Start Action Step: 2024, End Action Step: 06/30/2026

Focus on adolescent literacy - needs, strategies, data, interventions, in the MS and HS to increase teacher understanding and increase and improve instructional emphasis.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.4. Start Action Step: 2024, End Action Step: 06/30/2026

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

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.5. Start Action Step: 2024, End Action Step: 06/30/2026

Monitor implementation of evidence based literacy instructional strategies in all grade levels.

Participant(s):

- District Administration
- Principals
- Building Leadership
- Building Leadership Teams

2.4.1.3.6. Start Action Step: 2024, End Action Step: 06/30/2026

Implement evidence based interventions related to Dyslexia education requirements. Monitor implementation.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.7. Start Action Step: 2024, End Action Step: 06/30/2026

Provide supplemental materials annually to use with students in ELA - instruction, intervention and differentiation. Evaluate effectiveness of materials purchased and determine additional items needed.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.8. Start Action Step: 2024, End Action Step: 06/30/2026

Use Title I-D funds to supplement the education of students at Perry MultiCounty Juvenile Facility in consultation and cooperation with PMCJF staff and admin. Review and evaluate usage of Title I-D funds at PMCJF to determine effectiveness. Annually review and determine strengths and areas of need moving forward to next year.

Participant(s):

- District Administration
- PMCJF staff & admin

2.4.1.3.9. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide reading intervention for New Lexington students who attend the out of district nonpublic school in consultation with the nonpublic. Review program effectiveness annually.

Participant(s):

- District Administration

2.4.1.3.10. Start Action Step: 2024, End Action Step: 06/30/2026

Provide job-embedded time for teacher teams & admin to review current horizontal and vertical alignment of ELA curriculum, evidence based strategies, instruction and intervention. Determine any alignment needs. Begin working on realignment as needed.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.11. Start Action Step: 2024, End Action Step: 06/30/2026

Annually evaluate ELA student achievement data and get feedback from teachers to determine ELA needs going into the following year.

Participant(s):

2.4.1.3.12. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide additional time for individual student instruction by reducing elementary class size when possible.

Participant(s):

- District Administration
- Principals

2.4.1.3.13. Start Action Step: 2024, End Action Step: 06/30/2026

Provide summer school for elementary students focused on literacy gap closing

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.14. Start Action Step: 2024, End Action Step: 06/30/2026

Provide extended learning and/or summer school for middle school students focused on gap closing in ELA. Apex will also be used.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.15. Start Action Step: 2024, End Action Step: 06/30/2026

Provide extended learning and/or summer school for high school students for gap closing/credit recovery including using Apex.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.16. Start Action Step: 2024, End Action Step: 06/30/2026

If Title I Non-competitive funding is received, hire a recently retired elementary teacher to serve as a building sub at NEw Lexington Elementary (Focus school) who will provide small group intervention.

Participant(s):

- District Administration
- Principals

2.4.1.3.17. Start Action Step: 2024, End Action Step: 06/30/2026

Provide additional supports for students with disabilities in terms of personnel and/or materials throughout 3 yr plan.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.18. Start Action Step: 2024, End Action Step: 06/30/2026

Provide technology throughout 3 yr plan to support literacy education for students.

Participant(s):

- District Administration
- Teachers

- Staff
- Principals

2.4.1.3.19. Start Action Step: 2024, End Action Step: 06/30/2026

Subgroups' performance, achievement data, resources will be monitored throughout the plan to ensure equity. There is currently no inequity between subgroups, but that will be reviewed annually.

Participant(s):

- District Administration
- Principals
- Building Leadership Teams

2.4.1.3.20. Start Action Step: 2025, End Action Step: 06/30/2026

Evaluate effectiveness of evidence based interventions related to Dyslexia education requirements. Determine strengths and areas of need moving forward to next year.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.21. Start Action Step: 2025, End Action Step: 06/30/2026

Monitor implementation of evidence based literacy instructional strategies in all grade levels. Review data to determine effectiveness. Determine strengths and areas of need going forward

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

2.4.1.3.22. Start Action Step: 2025, End Action Step: 06/30/2026

Evaluate work on horizontal and vertical alignment of ELA curriculum, evidence based strategies, instruction and intervention. Determine if additional work/time is needed in this area.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership

2.4.1. Strategy #2: Professional Capital

2.4.1.1. Strategy Level: Level 2

2.4.1.2. Description:

Provide job-embedded professional development in evidence-based instructional strategies in English Language Arts and Literacy including Grades K-5 - LETRS by Lexia ESSA evidence Level 3; Grades 6-12 LETRS by Lexia ESSA evidence Level 3 for use by intervention specialists; Grades 6-12 Keys to Literacy training, cross-curricular literacy strategies, applications of Science of Reading in MS/HS and intervention approaches tailored to adolescent learners. All grades Reading Tiered Fidelity Inventory (R-TFI).

Evidence for Level 2\*\*\* Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well Issue Brief, written by the National Comprehensive Center for Teacher Quality in collaboration with the Mid-Atlantic Comprehensive Center and the National Staff Development Council, describes the search on job-embedded professional development, provides several descriptive examples, and details the conditions

necessary for successful implementation. It also provides recommendations for how states, districts, and schools can support high-quality, job-embedded professional development to advance teaching and learning in all schools. <http://www.gtlcenter.org/sites/default/files/docs/JEPD%20Issue%20Brief.pdf>

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

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

#### 2.4.1.4. Action Steps

##### 2.4.1.4.1. Start Action Step: 2024, End Action Step: 06/30/2026

Professional Development "refresher" sessions will be provided for staff to help with gaps in knowledge from the last several years of elementary literacy PD.

##### Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 2.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

Provide PD to MS/HS intervention specialists in LETRS.

##### Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 2.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Monitor use of LETRS PD by MS and HS intervention specialists.

##### Participant(s):

- District Administration
- Teachers
- Staff
- Building Leadership Teams

##### 2.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2026

Provide PD to MS/HS teachers using ESC Adolescent Literacy Specialists on literacy instruction and intervention approaches tailored to adolescent learners.

##### Participant(s):

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

##### 2.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2026

Annually utilize embedded professional development time for teacher teams to continue to work on improving ELA instruction at all levels focused on the listed evidence based approaches. Use these PD times to support teachers, and to analyze student data to determine immediate needs.

##### Participant(s):

- District Administration



- Teachers
- Staff
- Building Leadership Teams

2.4.1.4.6. Start Action Step: 2024, End Action Step: 06/30/2026

Throughout the three year plan, monitor implementation of literacy evidence-based instructional strategies from the PD in classrooms.

Participant(s):

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

2.4.1.4.7. Start Action Step: 2024, End Action Step: 06/30/2026

Annually purchase PD supporting supplies if needed, such as books, LETRS modules, etc.

Participant(s):

- District Administration

2.4.1.4.8. Start Action Step: 2025, End Action Step: 06/30/2026

Annually determine if there are elementary teachers, who still need refresher literacy PD or who are new and need to "catch up" on prior PDs.

Participant(s):

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

2.4.1.4.9. Start Action Step: 2025, End Action Step: 06/30/2026

Monitor use of LETRS PD by MS and HS intervention specialists. Determine if additional PD is needed. Monitor impact on students.

Participant(s):

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

2.4.1.4.10. Start Action Step: 2025, End Action Step: 06/30/2026

Monitor MS/HS for implementation of literacy instruction and intervention approaches tailored to adolescent learners. Determine if additional PD is needed.

Participant(s):

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

2.4.1.4.11. Start Action Step: 2025, End Action Step: 06/30/2026

Determine what additional PD supports teachers may need to meet Dyslexia education requirements.

## Participant(s):

- District Administration
- Teachers
- Building Leadership Teams

## 2.4.1.4.12. Start Action Step: 2026, End Action Step: 06/30/2026

Monitor use of LETRS by MS and HS intervention specialists. Evaluate impact on students. Determine strengths and areas of need going forward.

## Participant(s):

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

## 2.4.1.4.13. Start Action Step: 2026, End Action Step: 06/30/2026

Evaluate MS/HS usage of literacy instruction and intervention approaches tailored to adolescent learners. Determine strengths and areas of need for future.

## Participant(s):

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

## 2.4.1.4.14. Start Action Step: 2026, End Action Step: 06/30/2026

Determine next steps needed in professional development in evidence-based reading instruction at all grade levels. Determine if there are specific gaps.

## Participant(s):

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

## 2.4.1. Strategy #3: Community, Family Engagement

## 2.4.1.1. Strategy Level: Level 2

## 2.4.1.2. Description:

Maintain frequent communication with families about students' instruction, teaching and learning goals while working to communicate and build trusting relationships. Connect students and families to community resources that strengthen and support students' learning and well-being and provide information and training for families to support high expectations for their children's education.

\*\*\*Level 2 Evidence\*\*\* Source: Westat and Policy Studies Associates (2001) The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume I: Executive Summary, Washington, DC: US Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service. [https://www2.ed.gov/offices/OUS/PES/esed/lescp\\_highlights.html](https://www2.ed.gov/offices/OUS/PES/esed/lescp_highlights.html)<https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement> Linked with ODE from StateBoard Policy, PTA National Standards, and work by Joyce L. Epstein. <https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools> Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. & Luis Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. Educational

Research Review, 14, 33-64

<https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000032>

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

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

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

#### 2.4.1.4. Action Steps

##### 2.4.1.4.1. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child with a focus on reading and writing.

Participant(s):

- District Administration
- Teachers
- Principals

##### 2.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

Annually seek ways to engage families, community members and local agencies to improve students experiences academically, socially, emotionally and vocationally.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 2.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Annually continue to seek parent/family/ guardian input regarding involvement activities, needs, communication and effectiveness.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 2.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide Title I Schoolwide parent engagement activities, compacts, conferences and information on how to help students.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 2.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2026

Evaluate parent engagement activities annually to determine strengths and areas of need to address for next year.

Participant(s):

- District Administration

- Teachers
- Staff
- Principals

## 2.5. Adult Measures

### 2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, English Language Arts - Walkthrough Data** of **All Staff** will be monitored by **Curriculum Director, Principal**, with an annual improvement of **increase 100.00 % of teachers using these practices** resulting in an overall improvement of **increase 100.00 % of teachers using these practices** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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## 2.6. Funding Sources

### 2.6.1. FY 2024,2025,2026

Utilize evidence-based reading instructional strategies including K-5 - LETRS by Lexia ESSA evidence Level 3; Phonics for Reading ESSA evidence Level 4; Itchy's Alphabet ESSA evidence Level 3 and R-TFI in the elementary classrooms for all students. Utilize evidence-based reading instructional strategies including Language! Live, Essa evidence Level 4; Amplify Reading ESSA evidence Level 2, and LETRS by Lexia (special ed students) ESSA evidence level 3 in the middle school classrooms for all students. Utilize evidence-based reading instructional strategies including Into Literature ESSA evidence Level 4; Read 180 ESSA evidence Level 1; System 44 ESSA evidence Level 1, and LETRS by Lexia (special ed students) ESSA evidence level 3 in the high school classrooms for all students.

Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction	General Fund
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### 2.6.1. FY 2024,2025,2026

Provide additional instruction/intervention annually in reading and literacy in Schoolwide Title elementaries using Title I reading teachers and trained paraprofessionals. At the end of each year, review programming and determine strengths and areas of need for the next year.

Title I-A Improving Basic Programs
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### 2.6.1. FY 2024,2025,2026

Focus on adolescent literacy - needs, strategies, data, interventions, in the MS and HS to increase teacher understanding and increase and improve instructional emphasis.

General Fund	Title-I Non-competitive, Supplemental School Improvement
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### 2.6.1. FY 2024,2025,2026

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

General Fund
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### 2.6.1. FY 2024,2025,2026

Monitor implementation of evidence based literacy instructional strategies in all grade levels.

General Fund
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### 2.6.1. FY 2024,2025,2026

Implement evidence based interventions related to Dyslexia education requirements. Monitor implementation.

General Fund
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### 2.6.1. FY 2024,2025,2026

Provide supplemental materials annually to use with students in ELA - instruction, intervention and differentiation. Evaluate effectiveness of materials purchased and determine additional items needed.

Title I-A Improving Basic Programs
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## 2.6.1. FY 2024,2025,2026

Use Title I-D funds to supplement the education of students at Perry MultiCounty Juvenile Facility in consultation and cooperation with PMCJF staff and admin. Review and evaluate usage of Title I-D funds at PMCJF to determine effectiveness. Annually review and determine strengths and areas of need moving forward to next year.

Title I-D Delinquent

## 2.6.1. FY 2024,2025,2026

Annually provide reading intervention for New Lexington students who attend the out of district nonpublic school in consultation with the nonpublic. Review program effectiveness annually.

Title I-A Improving Basic Programs

## 2.6.1. FY 2024,2025,2026

Provide job-embedded time for teacher teams & admin to review current horizontal and vertical alignment of ELA curriculum, evidence based strategies, instruction and intervention. Determine any alignment needs. Begin working on realignment as needed.

General Fund

## 2.6.1. FY 2024,2025,2026

Annually evaluate ELA student achievement data and get feedback from teachers to determine ELA needs going into the following year.

General Fund

## 2.6.1. FY 2024,2025,2026

Annually provide additional time for individual student instruction by reducing elementary class size when possible.

Title II-A Supporting Effective Instruction General Fund

## 2.6.1. FY 2024,2025,2026

Provide summer school for elementary students focused on literacy gap closing

21st Century ARP ESSER

## 2.6.1. FY 2024,2025,2026

Provide extended learning and/or summer school for middle school students focused on gap closing in ELA. Apex will also be used.

ARP ESSER General Fund

## 2.6.1. FY 2024,2025,2026

Provide extended learning and/or summer school for high school students for gap closing/credit recovery including using Apex.

21st Century ARP ESSER Title-I Non-competitive, Supplemental School Improvement

## 2.6.1. FY 2024,2025,2026

If Title I Non-competitive funding is received, hire a recently retired elementary teacher to serve as a building sub at NEw Lexington Elementary (Focus school) who will provide small group intervention.

Title-I Non-competitive, Supplemental School Improvement

## 2.6.1. FY 2024,2025,2026

Provide additional supports for students with disabilities in terms of personnel and/or materials throughout 3 yr plan.

IDEA-B Special Education

## 2.6.1. FY 2024,2025,2026

Provide technology throughout 3 yr plan to support literacy education for students.

Title IV-A Student Support and Academic Enrichment General Fund

## 2.6.1. FY 2024,2025,2026

Subgroups' performance, achievement data, resources will be monitored throughout the plan to ensure equity. There is currently no inequity between subgroups, but that will be reviewed annually.

General Fund

2.6.1. FY 2024,2025,2026

Professional Development "refresher" sessions will be provided for staff to help with gaps in knowledge from the last several years of elementary literacy PD.

General Fund

Title I-A Improving Basic Programs

2.6.1. FY 2024,2025,2026

Provide PD to MS/HS intervention specialists in LETRS.

General Fund

Title-I Non-competitive, Supplemental School Improvement

Title II-A Supporting Effective

Instruction

2.6.1. FY 2024,2025,2026

Monitor use of LETRS PD by MS and HS intervention specialists.

General Fund

2.6.1. FY 2024,2025,2026

Provide PD to MS/HS teachers using ESC Adolescent Literacy Specialists on literacy instruction and intervention approaches tailored to adolescent learners.

General Fund

Title-I Non-competitive, Supplemental School Improvement

Title II-A Supporting Effective

Instruction

2.6.1. FY 2024,2025,2026

Annually utilize embedded professional development time for teacher teams to continue to work on improving ELA instruction at all levels focused on the listed evidence based approaches. Use these PD times to support teachers, and to analyze student data to determine immediate needs.

Title II-A Supporting Effective Instruction

Title I-A Improving Basic Programs

General Fund

2.6.1. FY 2024,2025,2026

Throughout the three year plan, monitor implementation of literacy evidence-based instructional strategies from the PD in classrooms.

General Fund

2.6.1. FY 2024,2025,2026

Annually purchase PD supporting supplies if needed, such as books, LETRS modules, etc.

Title I-A Improving Basic Programs

General Fund

Title II-A Supporting Effective Instruction

2.6.1. FY 2024,2025,2026

Annually provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child with a focus on reading and writing.

Title I-A Improving Basic Programs

General Fund

2.6.1. FY 2024,2025,2026

Annually seek ways to engage families, community members and local agencies to improve students experiences academically, socially, emotionally and vocationally.

General Fund

Title I-A Improving Basic Programs

2.6.1. FY 2024,2025,2026

Annually continue to seek parent/family/ guardian input regarding involvement activities, needs, communication and effectiveness.

Title I-A Improving Basic Programs

General Fund

## 2.6.1. FY 2024,2025,2026

Annually provide Title I Schoolwide parent engagement activities, compacts, conferences and information on how to help students.

Title I-A Improving Basic Programs

## 2.6.1. FY 2024,2025,2026

Evaluate parent engagement activities annually to determine strengths and areas of need to address for next year.

General Fund Title I-A Improving Basic Programs

## 2.6.1. FY 2025,2026

Evaluate effectiveness of evidence based interventions related to Dyslexia education requirements. Determine strengths and areas of need moving forward to next year.

General Fund

## 2.6.1. FY 2025,2026

Monitor implementation of evidence based literacy instructional strategies in all grade levels. Review data to determine effectiveness. Determine strengths and areas of need going forward

General Fund

## 2.6.1. FY 2025,2026

Evaluate work on horizontal and vertical alignment of ELA curriculum, evidence based strategies, instruction and intervention. Determine if additional work/time is needed in this area.

General Fund

## 2.6.1. FY 2025,2026

Annually determine if there are elementary teachers, who still need refresher literacy PD or who are new and need to "catch up" on prior PDs.

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

## 2.6.1. FY 2025,2026

Monitor use of LETRS PD by MS and HS intervention specialists. Determine if additional PD is needed. Monitor impact on students.

General Fund

## 2.6.1. FY 2025,2026

Monitor MS/HS for implementation of literacy instruction and intervention approaches tailored to adolescent learners. Determine if additional PD is needed.

General Fund Title-I Non-competitive, Supplemental School Improvement

## 2.6.1. FY 2025,2026

Determine what additional PD supports teachers may need to meet Dyslexia education requirements.

General Fund

## 2.6.1. FY 2026

Monitor use of LETRS by MS and HS intervention specialists. Evaluate impact on students. Determine strengths and areas of need going forward.

General Fund

## 2.6.1. FY 2026

Evaluate MS/HS usage of literacy instruction and intervention approaches tailored to adolescent learners. Determine strengths and areas of need for future.

General Fund

## 2.6.1. FY 2026

Determine next steps needed in professional development in evidence-based reading instruction at all grade levels.  
Determine if there are specific gaps.

General Fund

### 3. Goal #3 of 5

#### 3.1. Root Cause Analysis

There is currently a lack of a benchmarking/progress monitoring tool in mathematics, there is an overall lack of intervention time as students get older and there is a lack of cohesion in the mathematics curriculum being used, especially in MS. Addressing those issues would result in a positive impact.

#### 3.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, Students with Disabilities, Gifted Student and Low-Economic Status Students, All Grades** students at/in **New Lexington School District** to **increase 3.00 % annually** in **Math** using **State Report Card - Indicators Met**.

#### 3.3. Student Measures

##### 3.3.1. Student Measure #1

Every **Semester, Math - District Formative Assessments** of **All Students** will be monitored by **Principal, Curriculum Director**, with an annual improvement of **increase 3.00 % annually** resulting in an overall improvement of **increase 3.00 % annually** by the end of the plan.

01/01/2024

06/01/2024

01/01/2025

06/01/2025

01/01/2026

06/01/2026

#### 3.4. Strategies and Actions

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

###### 3.4.1.1. Strategy Level: Level 1

###### 3.4.1.2. Description:

Work on aligning mathematics curriculum, evidence-based instructional and intervention approaches, assessment, data analysis and expectations across classrooms, grades and buildings integrating both horizontal and vertical alignment.

**\*\*Level 1 Evidence to support alignment\*\*** - "Why should assessments, learning objectives, and instructional strategies be aligned?" Carnegie Mellon University. EberlyCenter.

<https://www.cmu.edu/teaching/assessment/basics/alignment.html>

Standards Alignment to Curriculum and Assessment. The Center on Standards and Assessment Implementation (CSAI). CSAI, a collaboration between WestEd and CRESST. <https://files.eric.ed.gov/fulltext/ED588503.pdf>

Anderson, Lorin W. Curricular Alignment: A Re-Examination. Source: Theory into Practice, Vol. 41, No. 4.

<https://maken.wikiwijs.nl/bestanden/379389/Anderson%202002.pdf>

Aligning Curriculum, Standards, and Assessments: Fulfilling the Promise of School Reform CSE Report 645 Eva L. Baker National Center for Research on Evaluation, Standards, and Student Testing (CRESST) University of California. <https://files.eric.ed.gov/fulltext/ED483412.pdf>

###### 3.4.1.3. Action Steps

###### 3.4.1.3.1. Start Action Step: 2024, End Action Step: 06/30/2026

Examine vertical and horizontal alignment in mathematics across all grades and buildings. Identify needs in mathematics instruction and curriculum.

###### Participant(s):

- District Administration
- Teachers
- Staff
- Principals



- Building Leadership Teams

3.4.1.3.2. Start Action Step: 2024, End Action Step: 06/30/2026

Review evidence-based math curriculums for alignment to state standards and select one for purchase for middle school.

Participant(s):

- District Administration
- Teachers
- Principals

3.4.1.3.3. Start Action Step: 2024, End Action Step: 06/30/2026

Begin implementation of new mathematics curriculum at the middle school.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.4. Start Action Step: 2024, End Action Step: 06/30/2026

Begin to work on mathematics benchmark assessments, data analysis and identifying instructional gaps.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.5. Start Action Step: 2024, End Action Step: 06/30/2026

Analyze mathematics interventions at all grades to determine areas of strength and areas of need.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.6. Start Action Step: 2024, End Action Step: 06/30/2026

Annually analyze student achievement data in mathematics to identify gaps in curriculum, instruction and/or intervention.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.3.7. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide additional time for individual student instruction by reducing elementary class size when possible.

Participant(s):

- District Administration
- Principals

- 3.4.1.3.8. Start Action Step: 2024, End Action Step: 06/30/2026  
Annually Title I-D funds will be used to support supplemental curriculum and instruction at the Perry Multi County Juvenile Facility (PMCJF)
- Participant(s):
- District Administration
  - PMCJF staff & admin
- 3.4.1.3.9. Start Action Step: 2024, End Action Step: 06/30/2026  
Provide additional supports for students with disabilities in terms of personnel and/or materials throughout 3 yr plan.
- Participant(s):
- District Administration
  - Teachers
  - Staff
  - Principals
- 3.4.1.3.10. Start Action Step: 2024, End Action Step: 06/30/2026  
Provide technology throughout 3 yr plan to support math education for students.
- Participant(s):
- District Administration
  - Principals
- 3.4.1.3.11. Start Action Step: 2025, End Action Step: 06/30/2026  
Work to on vertical and horizontal alignment in mathematics instruction across all grades and buildings.
- Participant(s):
- District Administration
  - Teachers
  - Staff
  - Principals
- 3.4.1.3.12. Start Action Step: 2025, End Action Step: 06/30/2026  
Monitor implementation of new mathematics curriculum at specified grade level and identify if there are issues with implementation that need to be addressed.
- Participant(s):
- District Administration
  - Teachers
  - Staff
- 3.4.1.3.13. Start Action Step: 2025, End Action Step: 06/30/2026  
Continue work on mathematics benchmark assessments, data analysis and identifying instructional gaps.
- Participant(s):
- District Administration
  - Teachers
  - Staff
  - Principals
- 3.4.1.3.14. Start Action Step: 2025, End Action Step: 06/30/2026  
Research and implement additional evidence-based mathematics interventions as needed across grades/buildings in the district.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 3.4.1.3.15. Start Action Step: 2025, End Action Step: 06/30/2026

Monitor implementation of additional evidence-based math interventions.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 3.4.1.3.16. Start Action Step: 2025, End Action Step: 06/30/2026

Develop and implement plan and to address identified gaps in math curriculum, instruction and/or intervention.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 3.4.1.3.17. Start Action Step: 2026, End Action Step: 06/30/2026

Evaluate implementation of new math curriculum. Identify any areas that need additional attention.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 3.4.1.3.18. Start Action Step: 2026, End Action Step: 06/30/2026

Evaluate ongoing work on mathematics benchmark assessments, data analysis and identifying instructional gaps. Determine what is needed next.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 3.4.1.3.19. Start Action Step: 2026, End Action Step: 06/30/2026

Evaluate the evidence-based mathematics interventions in place across grades and buildings to determine effectiveness, areas of strength and areas of need for future planning.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 3.4.1. Strategy #2: Professional Capital

## 3.4.1.1. Strategy Level: Level 2

## 3.4.1.2. Description:

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

## 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: 2024, End Action Step: 06/30/2024

Provide embedded professional development time for teacher teams to examine our vertical and horizontal alignment in mathematics to identify needs in instruction, curriculum, PD, intervention, overall alignment.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

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

Provide PD focused on standards, alignment, evidence based strategies to facilitate selection of a new math curriculum at MS.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 3.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Provide PD in new math curriculum at middle school.

## Participant(s):

- District Administration
- Teachers
- Staff
- Principals

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

Determine what additional PD is needed in mathematics at all grade levels to increase student achievement. Utilize BLT's and TBT's for this work and create a plan for implementation.

## Participant(s):

- District Administration
- Teachers
- Staff

- Principals

3.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2026

Monitor implementation of evidence based math instruction/strategies/interventions from ongoing PD

Participant(s):

- District Administration
- Principals
- Building Leadership Teams

3.4.1.4.6. Start Action Step: 2024, End Action Step: 06/30/2026

Provide PD to staff in mathematics benchmark assessments, data analysis and identifying instructional gaps.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.7. Start Action Step: 2024, End Action Step: 06/30/2026

Annually evaluate effectiveness of professional development in mathematics and determine strengths and area of need for the next year.

Participant(s):

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

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

Determine what PD is still needed in MS for full implementation of new math curriculum and provide that PD with support through the year.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.9. Start Action Step: 2025, End Action Step: 06/30/2026

Provide professional development in evidence based mathematics strategies and approaches as need has been determined by BLT/TBT work.

Participant(s):

- District Administration
- Teachers
- Principals

3.4.1.4.10. Start Action Step: 2025, End Action Step: 06/30/2026

Obtain teacher input regarding math PD in year one, and what they believe they most need.

Participant(s):

- District Administration
- Teachers
- Staff

- Principals

3.4.1.4.11. Start Action Step: 2026, End Action Step: 06/30/2026

Determine if there are any gaps remaining in MS professional development on new math curriculum and as needed, provide targeted PD.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

3.4.1.4.12. Start Action Step: 2026, End Action Step: 06/30/2026

Evaluate impact of three years of mathematics PD on student achievement to determine and plan for future needs.

Participant(s):

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

3.4.1. Strategy #3: Community, Family Engagement

3.4.1.1. Strategy Level: Level 2

3.4.1.2. Description:

Maintain frequent communication with families about students' instruction, teaching and learning goals while working to communicate and build trusting relationships. Connect students and families to community resources that strengthen and support students' learning and well-being and provide information and training for families to support high expectations for their children's education.

\*\*\*Level 2 Evidence\*\*\* Source: Westat and Policy Studies Associates (2001) The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume I: Executive Summary, Washington, DC: US Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service. [https://www2.ed.gov/offices/OUS/PES/esed/lescp\\_highlights.html](https://www2.ed.gov/offices/OUS/PES/esed/lescp_highlights.html)<https://www.expandinglearning.org/expandingminds/article/evidence-based-strategies-supporting-and-enhancing-family-engagement> Linked with ODE from StateBoard Policy, PTA National Standards, and work by Joyce L. Epstein. <https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools> Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. & Luis Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. Educational Research Review, 14, 33-64 <https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000032> S. Wilder. (2014). Effects of parental involvement on academic achievement: a meta-synthesis. Educational Review, 66, 377-397

3.4.1.3. Embedded Plan Requirement(s):

- This strategy address 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: 2024, End Action Step: 06/30/2026

Annually seek ways to engage families, community members and local agencies to improve students experiences academically, socially, emotionally and vocationally.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

3.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child.

Participant(s):

- District Administration
- Teachers
- Principals

3.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Annually continue to seek parent/family/ guardian input regarding involvement activities, needs, communication and effectiveness.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

3.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide Title I Schoolwide parent engagement activities, compacts, conferences and information on how to help students.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

3.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2026

Evaluate parent engagement activities annually to determine strengths and areas of need to address for next year.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

### 3.5. Adult Measures

#### 3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Math - Walkthrough Data** of **Elementary Staff, Math Teachers and Intervention Teachers** will be monitored by **Principal, Curriculum Director**, with an annual improvement of **increase 100.00 % of teachers using these practices** resulting in an overall improvement of **increase 100.00 % of teachers using these practices** by the end of the plan.

01/01/2024 06/01/2024 01/01/2025 06/01/2025 01/01/2026 06/01/2026

### 3.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment
- Professional Capital

Every **Semester, Math - Walkthrough Data** of **Elementary Staff, Math Teachers and Intervention Teachers** will be monitored by **Principal, Curriculum Director**, with an annual improvement of **increase 100.00 % of teachers using these practices** resulting in an overall improvement of **increase 100.00 % of teachers using these practices** by the end of the plan.

01/01/2024 06/01/2024 01/01/2025 06/01/2025 01/01/2026 06/01/2026

## 3.6. Funding Sources

### 3.6.1. FY 2024

Provide embedded professional development time for teacher teams to examine our vertical and horizontal alignment in mathematics to identify needs in instruction, curriculum, PD, intervention, overall alignment.

General Fund

### 3.6.1. FY 2024

Provide PD focused on standards, alignment, evidence based strategies to facilitate selection of a new math curriculum at MS.

Title II-A Supporting Effective Instruction General Fund

### 3.6.1. FY 2024

Determine what additional PD is needed in mathematics at all grade levels to increase student achievement. Utilize BLT's and TBT's for this work and create a plan for implementation.

General Fund Title II-A Supporting Effective Instruction Title-I Non-competitive, Supplemental School Improvement

### 3.6.1. FY 2024,2025,2026

Examine vertical and horizontal alignment in mathematics across all grades and buildings. Identify needs in mathematics instruction and curriculum.

General Fund

### 3.6.1. FY 2024,2025,2026

Review evidence-based math curriculums for alignment to state standards and select one for purchase for middle school.

General Fund

### 3.6.1. FY 2024,2025,2026

Begin implementation of new mathematics curriculum at the middle school.

General Fund

### 3.6.1. FY 2024,2025,2026

Begin to work on mathematics benchmark assessments, data analysis and identifying instructional gaps.

General Fund

### 3.6.1. FY 2024,2025,2026

Analyze mathematics interventions at all grades to determine areas of strength and areas of need.



General Fund

3.6.1. FY 2024,2025,2026

Annually analyze student achievement data in mathematics to identify gaps in curriculum, instruction and/or intervention.

General Fund

3.6.1. FY 2024,2025,2026

Annually provide additional time for individual student instruction by reducing elementary class size when possible.

Title II-A Supporting Effective Instruction General Fund

3.6.1. FY 2024,2025,2026

Annually Title I-D funds will be used to support supplemental curriculum and instruction at the Perry Multi County Juvenile Facility (PMCJF)

Title I-D Delinquent

3.6.1. FY 2024,2025,2026

Provide additional supports for students with disabilities in terms of personnel and/or materials throughout 3 yr plan.

IDEA-B Special Education General Fund

3.6.1. FY 2024,2025,2026

Provide technology throughout 3 yr plan to support math education for students.

General Fund

3.6.1. FY 2024,2025,2026

Provide PD in new math curriculum at middle school.

General Fund Title II-A Supporting Effective Instruction

3.6.1. FY 2024,2025,2026

Monitor implementation of evidence based math instruction/strategies/interventions from ongoing PD

General Fund

3.6.1. FY 2024,2025,2026

Provide PD to staff in mathematics benchmark assessments, data analysis and identifying instructional gaps.

General Fund Title II-A Supporting Effective Instruction

3.6.1. FY 2024,2025,2026

Annually evaluate effectiveness of professional development in mathematics and determine strengths and area of need for the next year.

General Fund

3.6.1. FY 2024,2025,2026

Annually seek ways to engage families, community members and local agencies to improve students experiences academically, socially, emotionally and vocationally.

Title I-A Improving Basic Programs General Fund

3.6.1. FY 2024,2025,2026

Annually provide opportunities for community and family partners to collaborate with the district to nurture the overall development of the whole child.

General Fund Title I-A Improving Basic Programs

3.6.1. FY 2024,2025,2026

Annually continue to seek parent/family/ guardian input regarding involvement activities, needs, communication and effectiveness.

General Fund Title I-A Improving Basic Programs

## 3.6.1. FY 2024,2025,2026

Annually provide Title I Schoolwide parent engagement activities, compacts, conferences and information on how to help students.

Title I-A Improving Basic Programs

## 3.6.1. FY 2024,2025,2026

Evaluate parent engagement activities annually to determine strengths and areas of need to address for next year.

Title I-A Improving Basic Programs General Fund

## 3.6.1. FY 2025

Determine what PD is still needed in MS for full implementation of new math curriculum and provide that PD with support through the year.

General Fund

## 3.6.1. FY 2025,2026

Work to on vertical and horizontal alignment in mathematics instruction across all grades and buildings.

General Fund

## 3.6.1. FY 2025,2026

Monitor implementation of new mathematics curriculum at specified grade level and identify if there are issues with implementation that need to be addressed.

General Fund

## 3.6.1. FY 2025,2026

Continue work on mathematics benchmark assessments, data analysis and identifying instructional gaps.

General Fund

## 3.6.1. FY 2025,2026

Research and implement additional evidence-based mathematics interventions as needed across grades/buildings in the district.

General Fund

## 3.6.1. FY 2025,2026

Monitor implementation of additional evidence-based math interventions.

General Fund

## 3.6.1. FY 2025,2026

Develop and implement plan and to address identified gaps in math curriculum, instruction and/or intervention.

General Fund

## 3.6.1. FY 2025,2026

Provide professional development in evidence based mathematics strategies and approaches as need has been determined by BLT/TBT work.

Title II-A Supporting Effective Instruction General Fund Title-I Non-competitive, Supplemental School Improvement

## 3.6.1. FY 2025,2026

Obtain teacher input regarding math PD in year one, and what they believe they most need.

General Fund

## 3.6.1. FY 2026

Evaluate implementation of new math curriculum. Identify any areas that need additional attention.

General Fund

## 3.6.1. FY 2026

Evaluate ongoing work on mathematics benchmark assessments, data analysis and identifying instructional gaps. Determine what is needed next.

General Fund

## 3.6.1. FY 2026

Evaluate the evidence-based mathematics interventions in place across grades and buildings to determine effectiveness, areas of strength and areas of need for future planning.

General Fund

## 3.6.1. FY 2026

Determine if there are any gaps remaining in MS professional development on new math curriculum and as needed, provide targeted PD.

General Fund

Title II-A Supporting Effective Instruction

## 3.6.1. FY 2026

Evaluate impact of three years of mathematics PD on student achievement to determine and plan for future needs.

General Fund

## 4. Goal #4 of 5

## 4.1. Root Cause Analysis

District is in a high poverty Appalachian area with little public infrastructure in the form of mental health support for students in the area, so it is difficult for students and families to find that support. The school therefore provides most of that support and needs to continue to be able to offer guidance counselors and mental health supports during and after school hours.

## 4.2. SMART Goal Statement

By **06/30/2026** we will improve the performance of **All Students, All Grades** students at/in **New Lexington School District** to **increase 3.00 % annually** in **Attendance** using **Attendance**.

## 4.3. Student Measures

## 4.3.1. Student Measure #1

Every **Semester, Attendance - Attendance** of **All Students** will be monitored by **Principal**, with an annual improvement of **increase 3.00 % annually** resulting in an overall improvement of **increase 3.00 % annually** by the end of the plan.

01/01/2024

06/01/2024

01/01/2025

06/01/2025

01/01/2026

06/01/2026

## 4.4. Strategies and Actions

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

## 4.4.1.1. Strategy Level: Level 1

## 4.4.1.2. Description:

Improve student engagement, behavior and attendance by providing a safe and positive learning environment that engages students and provides mental health support. Utilize SWPBIS, School Wide Positive Behavioral Interventions & Supports, (ESSA evidence level 1) to support creating a safe and positive learning environment. **\*\*Level 1\*\*** Evidence to support -- Creating supportive relationships and skill-building to foster resiliency helps children manage stress. National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13. Positive Behavioral Interventions and Supports. Horner et al., 2009; Sprague & Horner, 2007 ; <https://www.pbis.org/resource-type/evaluation-briefs>; <https://education.vermont.gov/sites/aoe/files/documents/edu-best-act-230-grants-sample-level-of-evidence-statements-memo.pdf>. School mentalhealth promotion for all. National Center for School Mental Health at the Univ of Maryland School of Medicine is funded by the U.S. Department of Health & Human Services [<https://edsteps.education.ohio.gov/plan/2855/print>](http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-</a></p>
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Guides/Tier-1-Quality-Guide-1.29.20.pdf

National Center for School Mental Health at the University of Maryland School of Medicine is funded by the U.S. Department of Health and Human Services, Maternal and child Health

Bureau <http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Tier-1-Quality-Guide-1.29.20.pdf>

and

National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13.

#### 4.4.1.3. Action Steps

##### 4.4.1.3.1. Start Action Step: 2024, End Action Step: 06/30/2026

Provide student mental health supports via guidance counselor, student advocate, social worker and/or trained mental health professionals in the schools. This action step will continue every year of this three year plan.

Participant(s):

- District Administration
- Principals

##### 4.4.1.3.2. Start Action Step: 2024, End Action Step: 06/30/2026

Continue with PAX program in schools, with supportive PD as needed.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 4.4.1.3.3. Start Action Step: 2024, End Action Step: 06/30/2026

Provide additional PBIS professional development in all schools as needed.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 4.4.1.3.4. Start Action Step: 2024, End Action Step: 06/30/2026

BLT and TBTs will continue to examine needs, root causes and strategies related to student engagement and attendance

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams

##### 4.4.1.3.5. Start Action Step: 2024, End Action Step: 06/30/2026

Utilize relationship with the local police department to annually provide a School Resource Officer to enhance student safety.

Participant(s):

- District Administration
- Principals

## 4.4.1.3.6. Start Action Step: 2024, End Action Step: 06/30/2026

Annually use Title I-D funds to provide transition, testing, credits and transcript and coordination services for students at Perry Multi County Juvenile Facility(PMCJF)

Participant(s):

- District Administration
- PMCJF staff

## 4.4.1.3.7. Start Action Step: 2024, End Action Step: 06/30/2026

Continue to support food distribution programs to district families, both during school year and during summer.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 4.4.1.3.8. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide structured afterschool programming, support and tutoring for students via grants.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 4.4.1.3.9. Start Action Step: 2024, End Action Step: 06/30/2026

Annually evaluate ongoing student mental health needs to determine what is needed for the next school year.

Participant(s):

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

## 4.4.1.3.10. Start Action Step: 2024, End Action Step: 06/30/2026

Evaluate overall student supports, identify strengths, areas of need and potential solutions for the next several years.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

## 4.4.1.3.11. Start Action Step: 2024, End Action Step: 06/30/2026

Annually evaluate the impact of having trained mental health professionals in the schools and determine strengths and areas of need for the future.

Participant(s):

- District Administration
- Teachers
- Staff

- Principals
- Teacher-Based Teams
- Building Leadership Teams

4.4.1.3.12. Start Action Step: 2024, End Action Step: 06/30/2026  
Annually provide additional supports for special education students.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

4.4.1.3.13. Start Action Step: 2024, End Action Step: 06/30/2024  
Utilize poverty simulation activities as professional development for staff to help them understand and become more empathetic to families in poverty.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

4.4.1.3.14. Start Action Step: 2024, End Action Step: 06/30/2026  
Continue work toward providing full wraparound wellness services for students via partnerships with Children's Services, the Developmental Disabilities Board, SRO, AllWell and community partners. This will be a multi-year implementation.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

4.4.1.3.15. Start Action Step: 2024, End Action Step: 06/30/2026  
Seek ways to create student wellness services within the school for improved mental, physical and emotional health throughout the 3 yr plan.

Participant(s):

- District Administration

4.4.1.3.16. Start Action Step: 2024, End Action Step: 06/30/2026  
Annually provide supports for students who are homeless.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

4.4.1.3.17. Start Action Step: 2024, End Action Step: 06/30/2026  
Provide alternative learning options for students including online learning throughout the 3 yr plan.

Participant(s):

- District Administration
- Teachers
- Staff

- Principals

4.4.1.3.18. Start Action Step: 2024, End Action Step: 06/30/2026

Monitor transitions and alignment from building to building to identify any areas of need for students.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

4.4.1.3.19. Start Action Step: 2024, End Action Step: 06/30/2026

Continue with implementation of SWPBIS at all buildings. This work will be ongoing throughout the three year plan.

Participant(s):

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

4.4.1.3.20. Start Action Step: 2024, End Action Step: 06/30/2026

Utilize a remote learning coordinator in order to provide alternative learning options for students including online learning throughout the 3 yr plan.

Participant(s):

- District Administration

4.4.1. Strategy #2: Community, Family Engagement

4.4.1.1. Strategy Level: Level 2

4.4.1.2. Description:

Provide family and community engagement activities that help families support their students academically; connect families to mental health and community resources; foster better school-to-home communication and build positive relationships between the school, families and the community.

**\*\*Level 2\*\* Evidence --- Connect students & families to community resources that strengthen and support students' learning & well-being.**<https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Sc>. Communicate & build trusting relationships

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

Conduct frequent, in-person communication w families linked to teaching and learning goals. Source: Westat and Policy Studies Associates (2001) The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume I: Executive Summary, Washington, DC: US Dept of Educ, Office of the Deputy Secretary,[https://www2.ed.gov/offices/OUS/PES/esed/lescp\\_highlights.html](https://www2.ed.gov/offices/OUS/PES/esed/lescp_highlights.html)

Provide information and training for families to support high expectations for their children's education. Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. & Luis Gáviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. Educational Research Review, 14, 33-64<https://www.sciencedirect.com/science/article/abs/pii/S1747938X15000032>

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

4.4.1.3. Embedded Plan Requirement(s):

- This strategy address 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: 2024, End Action Step: 06/30/2026

Annually, continue to conduct a wide variety of family and community engagement activities with varied approaches, times and dates to reach more families.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 4.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

Continue with efforts to build community partnerships that support students.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 4.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Annually, using Title I-D funds, provide family engagement activities and support at the Perry Multi County Juvenile Facility (PMCJF)

Participant(s):

- District Administration
- PMCJF staff

##### 4.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide Title I Schoolwide parent/family engagement activities, support and materials.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

##### 4.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2026

Annually obtain family/community input and recommendations regarding engagement activities, materials and communication.

Participant(s):

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

##### 4.4.1.4.6. Start Action Step: 2024, End Action Step: 06/30/2026

Annually get parent/guardian input regarding Title I-A Schoolwide elementaries' parent policies, activities and communication.

Participant(s):

- District Administration
- Teachers



- Staff
- Principals

4.4.1.4.7. Start Action Step: 2024, End Action Step: 06/30/2026

Annually evaluate the effectiveness of parent/community engagement during the year and identify strengths and areas of need for the next year.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

4.4.1.4.8. Start Action Step: 2024, End Action Step: 06/30/2026

Annually provide mental health support services in the schools for students/families with ongoing engagement of families in these efforts.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals

4.4.1.4.9. Start Action Step: 2024, End Action Step: 06/30/2026

Seek ways to create student wellness services within the school for improved mental, physical and emotional health throughout the 3 yr plan. If possible, extend services to families as well.

Participant(s):

- District Administration

4.4.1. Strategy #3: Professional Capital

4.4.1.1. Strategy Level: Level 1

4.4.1.2. Description:

Provide embedded professional development and teacher teams work time focusing on evidence-based best practices in supporting students including SWPBIS (ESSA evidence level 1), improving student engagement, behavior, attendance, mental health and safety in grades K-12.

**\*\*Level 2- Evidence\*\*** Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well Issue Brief, written by the National Comprehensive Center for Teacher Quality in collaboration with the Mid-Atlantic Comprehensive Center and the National Staff Development Council, describes the research on job-embedded professional development, provides several descriptive examples, and details the conditions necessary for successful implementation. It also provides recommendations for how states, districts, and schools can support high-quality, job-embedded professional development to advance teaching and learning in all schools. <http://www.gtlcenter.org/sites/default/files/docs/JEPD%20Issue%20Brief.pdf>

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: 2024, End Action Step: 06/30/2026

Provide additional PBIS professional development in all schools as needed.

Participant(s):

- District Administration

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

4.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

BLT and TBTs will continue to examine needs, root causes and strategies related to student engagement and attendance

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams

4.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

Throughout the plan, use embedded PD time for TBT's to work on issues of student engagement, behavior, attendance, mental health and safety. Identify areas where they need additional support and implement targeted PD for teams.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

4.4.1.4.4. Start Action Step: 2025, End Action Step: 06/30/2026

Monitor implementation of PBIS additional tiers in all buildings and give added PD support if needed.

Participant(s):

- District Administration
- Principals
- Building Leadership Teams

4.4.1.4.5. Start Action Step: 2025, End Action Step: 06/30/2026

Utilize poverty simulation activities as professional development for staff to help them understand and become more empathetic to families in poverty.

Participant(s):

- District Administration
- Building Leadership
- Building Leadership Teams

## 4.5. Adult Measures

### 4.5.1. Adult Measure #1

- School Climate and Supports
- Community, Family Engagement

Every **Semester, implementation of student supports - Walkthrough Data** of **All Staff** will be monitored by **Principal**, with an annual improvement of **increase 100.00 % of teachers using these practices** resulting in an overall improvement of **increase 100.00 % of teachers using these practices** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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## 4.6. Funding Sources

## 4.6.1. FY 2024

Utilize poverty simulation activities as professional development for staff to help them understand and become more empathetic to families in poverty.

Title II-A Supporting Effective Instruction

## 4.6.1. FY 2024,2025,2026

Provide student mental health supports via guidance counselor, student advocate, social worker and/or trained mental health professionals in the schools. This action step will continue every year of this three year plan.

Title IV-A Student Support and Academic Enrichment    General Fund    Title I-A Improving Basic Programs    Title V-B Rural and Low-Income

## 4.6.1. FY 2024,2025,2026

Continue with PAX program in schools, with supportive PD as needed.

General Fund

## 4.6.1. FY 2024,2025,2026

Provide additional PBIS professional development in all schools as needed.

Title II-A Supporting Effective Instruction    General Fund    Title-I Non-competitive, Supplemental School Improvement

## 4.6.1. FY 2024,2025,2026

BLT and TBTs will continue to examine needs, root causes and strategies related to student engagement and attendance

General Fund

## 4.6.1. FY 2024,2025,2026

Utilize relationship with the local police department to annually provide a School Resource Officer to enhance student safety.

Title V-B Rural and Low-Income

## 4.6.1. FY 2024,2025,2026

Annually use Title I-D funds to provide transition, testing, credits and transcript and coordination services for students at Perry Multi County Juvenile Facility(PMCJF)

Title I-D Delinquent

## 4.6.1. FY 2024,2025,2026

Continue to support food distribution programs to district families, both during school year and during summer.

General Fund

## 4.6.1. FY 2024,2025,2026

Annually provide structured afterschool programming, support and tutoring for students via grants.

21st Century    ARP ESSER

## 4.6.1. FY 2024,2025,2026

Annually evaluate ongoing student mental health needs to determine what is needed for the next school year.

General Fund

## 4.6.1. FY 2024,2025,2026

Evaluate overall student supports, identify strengths, areas of need and potential solutions for the next several years.

General Fund

## 4.6.1. FY 2024,2025,2026

Annually evaluate the impact of having trained mental health professionals in the schools and determine strengths and areas of need for the future.

General Fund

4.6.1. FY 2024,2025,2026

Annually provide additional supports for special education students.

IDEA-B Special Education

General Fund

4.6.1. FY 2024,2025,2026

Continue work toward providing full wraparound wellness services for students via partnerships with Children's Services, the Developmental Disabilities Board, SRO, AllWell and community partners. This will be a multi-year implementation.

General Fund

Title V-B Rural and Low-Income

ARP ESSER

Title IV-A Student Support and Academic Enrichment

4.6.1. FY 2024,2025,2026

Seek ways to create student wellness services within the school for improved mental, physical and emotional health throughout the 3 yr plan.

ARP ESSER

General Fund

4.6.1. FY 2024,2025,2026

Annually provide supports for students who are homeless.

Title I-A Improving Basic Programs

ARP-Homeless round II

4.6.1. FY 2024,2025,2026

Provide alternative learning options for students including online learning throughout the 3 yr plan.

General Fund

ARP ESSER

Title-I Non-competitive, Supplemental School Improvement

4.6.1. FY 2024,2025,2026

Monitor transitions and alignment from building to building to identify any areas of need for students.

General Fund

4.6.1. FY 2024,2025,2026

Continue with implementation of SWPBIS at all buildings. This work will be ongoing throughout the three year plan.

General Fund

Title-I Non-competitive, Supplemental School Improvement

4.6.1. FY 2024,2025,2026

Utilize a remote learning coordinator in order to provide alternative learning options for students including online learning throughout the 3 yr plan.

General Fund

ARP ESSER

Title-I Non-competitive, Supplemental School Improvement

4.6.1. FY 2024,2025,2026

Annually, continue to conduct a wide variety of family and community engagement activities with varied approaches, times and dates to reach more families.

Title I-A Improving Basic Programs

General Fund

4.6.1. FY 2024,2025,2026

Continue with efforts to build community partnerships that support students.

General Fund

4.6.1. FY 2024,2025,2026

Annually, using Title I-D funds, provide family engagement activities and support at the Perry Multi County Juvenile Facility (PMCJF)

Title I-D Delinquent

4.6.1. FY 2024,2025,2026

Annually provide Title I Schoolwide parent/family engagement activities, support and materials.

Title I-A Improving Basic Programs

- 4.6.1. FY 2024,2025,2026  
Annually obtain family/community input and recommendations regarding engagement activities, materials and communication.  
Title I-A Improving Basic Programs
- 4.6.1. FY 2024,2025,2026  
Annually get parent/guardian input regarding Title I-A Schoolwide elementaries' parent policies, activities and communication.  
Title I-A Improving Basic Programs
- 4.6.1. FY 2024,2025,2026  
Annually evaluate the effectiveness of parent/community engagement during the year and identify strengths and areas of need for the next year.  
General Fund Title I-A Improving Basic Programs
- 4.6.1. FY 2024,2025,2026  
Annually provide mental health support services in the schools for students/families with ongoing engagement of families in these efforts.  
General Fund Title IV-A Student Support and Academic Enrichment
- 4.6.1. FY 2024,2025,2026  
Seek ways to create student wellness services within the school for improved mental, physical and emotional health throughout the 3 yr plan. If possible, extend services to families as well.  
ARP ESSER General Fund
- 4.6.1. FY 2024,2025,2026  
Provide additional PBIS professional development in all schools as needed.  
Title-I Non-competitive, Supplemental School Improvement Title II-A Supporting Effective Instruction General Fund
- 4.6.1. FY 2024,2025,2026  
BLT and TBTs will continue to examine needs, root causes and strategies related to student engagement and attendance  
General Fund
- 4.6.1. FY 2024,2025,2026  
Throughout the plan, use embedded PD time for TBT's to work on issues of student engagement, behavior, attendance, mental health and safety. Identify areas where they need additional support and implement targeted PD for teams.  
General Fund
- 4.6.1. FY 2025,2026  
Monitor implementation of PBIS additional tiers in all buildings and give added PD support if needed.  
General Fund
- 4.6.1. FY 2025,2026  
Utilize poverty simulation activities as professional development for staff to help them understand and become more empathetic to families in poverty.  
Title II-A Supporting Effective Instruction

## 5. Goal #5 of 5

### 5.1. Root Cause Analysis

Root Cause Analysis Findings: 1. Gap in the percent of highly effective teachers at both New Lexington Elementary and New Lexington Middle School in the Economic Disadvantaged comparative in comparison to the state average. The main root cause of this gap is an administrative issue that is being corrected internally. In addition to procedural correction, the district will also be

pursuing a strategy of improving professional development for teachers in order to improve their overall effectiveness. Small gap in the minority status comparative between New Lexington Elementary (highest minority status) and Junction City Elementary (lowest minority status) in the % of highly effective teachers with JCE having more highly effective teachers than NLE. The root cause here is the same as item 1 with an administrative issue that is being corrected internally. In addition to procedural correction, the district will also be pursuing a strategy of improving professional development for teachers at New Lexington Elementary in order to improve their effectiveness.

## 5.2. SMART Goal Statement

**increase 100.00 % equitable access to excellent educators** will be achieved by **06/30/2026** with **All Students** students for **all subjects** in **All Grades** at/in **New Lexington School District** using **Equitable Access Tool Data** to monitor groups.

## 5.3. Student Measures

### 5.3.1. Student Measure #1

Every **Semester, access to excellent educators - Equitable Access Tool Data** of **All Students** will be monitored by **Principal, Curriculum Director, Superintendent**, with an annual improvement of **increase 100.00 % equitable access to excellent teachers** resulting in an overall improvement of **increase 100.00 % equitable access to excellent teachers** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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## 5.4. Strategies and Actions

### 5.4.1. Strategy #1: Professional Capital

#### 5.4.1.1. Strategy Level: Level 2

#### 5.4.1.2. Description:

Engage in targeted professional development for administrators regarding conducting effective observation and teacher evaluations.

**\*\* evidence to support Level 2 \*\*** Approaches to Evaluating Teacher Effectiveness: A Research Synthesis. National Comprehensive Center for Teacher Quality funded by USDOE.

<https://gtlcenter.org/sites/default/files/docs/EvaluatingTeachEffectiveness.pdf>

AND

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

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

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

#### 5.4.1.4. Action Steps

##### 5.4.1.4.1. Start Action Step: 2024, End Action Step: 06/30/2026

Annually the district conducts an analysis using data including the Equitable Access Analysis Tool, EMIS and the Local Report Card to identify where and to what extent any gaps in equitable access to excellent educators exist on a school-by-school basis and also in comparison to the state averages. After reviewing the data, the most concerning gaps are documented.

## Participant(s):

- District Administration
- District Leadership Team

## 5.4.1.4.2. Start Action Step: 2024, End Action Step: 06/30/2026

The district annually conducts a root-cause analysis with stakeholders as part of the DLT/OIP to determine gaps, root causes and the systemic challenge(s) contributing to gaps in equitable access. The DLT works with stakeholders in meetings to review data from the Equitable Access Analysis Tool along with EMIS and the Report Card, and district and community information. The State Support Team member also provides support for this work in the district. DLT with stakeholders will continue to monitor on an annual basis.

## Participant(s):

- District Administration
- District Leadership Team

## 5.4.1.4.3. Start Action Step: 2024, End Action Step: 06/30/2026

The district will use strategies to assure that economically disadvantaged and minority students are not taught at higher rates than other students by unqualified, inexperienced, out-of-field, ineffective teachers and/or ineffective principals. Strategies for Root Cause 1 - Gap in the percent of highly effective teachers at both New Lexington Elementary and New Lexington Middle School in the Economically Disadvantaged comparative in comparison to the state average. Strategy 1. District will review and realign administrative process regarding administrator knowledge of determining teacher effectiveness. Strategy 2. The district will engage in targeted professional development for teachers in order to improve their overall effectiveness.

## Participant(s):

- District Administration
- Principals
- District Leadership Team

## 5.4.1.4.4. Start Action Step: 2024, End Action Step: 06/30/2026

The district will use strategies to assure that economically disadvantaged and minority students are not taught at higher rates than other students by unqualified, inexperienced, out-of-field, ineffective teachers and/or ineffective principals. Strategies for Root Cause 2 - Small gap in in the minority status comparative between New Lexington Elementary (highest minority status) and Junction City Elementary (lowest minority status) in the % of highly effective teachers with JCE having more highly effective teachers than NLE. The root cause here is the same as item 1 with an administrative issue that is being corrected internally. Strategy 1. District will review and realign administrative process regarding administrator knowledge of determining teacher effectiveness. Strategy 2. The district will engage in targeted professional development for teachers at New Lexington Elementary in order to improve their overall effectiveness.

## Participant(s):

- District Administration
- Principals
- District Leadership Team

## 5.4.1.4.5. Start Action Step: 2024, End Action Step: 06/30/2026

Supporting Activities: HQPD and BLT/TBT support will be provided for teachers in all buildings with an added emphasis on NLE and NLMS. Targeted professional development and coaching will occur over the course of the school year and will be embedded throughout the school year via monthly and

biweekly sessions. Leaders will visit classrooms regularly to see that teachers are adopting and using highly effective instructional strategies. Administrative team will engage in PD focused on teacher evaluation, effectiveness and process.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

5.4.1.4.6. Start Action Step: 2024, End Action Step: 06/30/2026

The district will see evidence of improvement when the percentage of highly effective teachers increases in the identified buildings, NLMS and NLE over the course of this plan. The goal is that the percentage of highly effective teachers in each building and the district as a whole meets or exceeds the state average. The DLT and BLT's will monitor this improvement annually using the Equitable Access data.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team

5.5. Adult Measures

5.5.1. Adult Measure #1

- Professional Capital

Every **Semester, access to excellent educators - Equitable Access Tool Data of All Staff** will be monitored by **Superintendent, Principal, Curriculum Director**, with an annual improvement of **increase 100.00 % equitable access to excellent teachers** resulting in an overall improvement of **increase 100.00 % equitable access to excellent teachers** by the end of the plan.

01/01/2024	06/01/2024	01/01/2025	06/01/2025	01/01/2026	06/01/2026
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5.6. Funding Sources

5.6.1. FY 2024,2025,2026

Annually the district conducts an analysis using data including the Equitable Access Analysis Tool, EMIS and the Local Report Card to identify where and to what extent any gaps in equitable access to excellent educators exist on a school-by-school basis and also in comparison to the state averages. After reviewing the data, the most concerning gaps are documented.

General Fund

5.6.1. FY 2024,2025,2026

The district annually conducts a root-cause analysis with stakeholders as part of the DLT/OIP to determine gaps, root causes and the systemic challenge(s) contributing to gaps in equitable access. The DLT works with stakeholders in meetings to review data from the Equitable Access Analysis Tool along with EMIS and the Report Card, and district and community information. The State Support Team member also provides support for this work in the district. DLT with stakeholders will continue to monitor on an annual basis.

General Fund

5.6.1. FY 2024,2025,2026



The district will use strategies to assure that economically disadvantaged and minority students are not taught at higher rates than other students by unqualified, inexperienced, out-of-field, ineffective teachers and/or ineffective principals. Strategies for Root Cause 1 - Gap in the percent of highly effective teachers at both New Lexington Elementary and New Lexington Middle School in the Economically Disadvantaged comparative in comparison to the state average. Strategy 1. District will review and realign administrative process regarding administrator knowledge of determining teacher effectiveness. Strategy 2. The district will engage in targeted professional development for teachers in order to improve their overall effectiveness.

General Fund

5.6.1. FY 2024,2025,2026

The district will use strategies to assure that economically disadvantaged and minority students are not taught at higher rates than other students by unqualified, inexperienced, out-of-field, ineffective teachers and/or ineffective principals. Strategies for Root Cause 2 - Small gap in in the minority status comparative between New Lexington Elementary (highest minority status) and Junction City Elementary (lowest minority status) in the % of highly effective teachers with JCE having more highly effective teachers than NLE. The root cause here is the same as item 1 with an administrative issue that is being corrected internally. Strategy 1. District will review and realign administrative process regarding administrator knowledge of determining teacher effectiveness. Strategy 2. The district will engage in targeted professional development for teachers at New Lexington Elementary in order to improve their overall effectiveness.

General Fund

5.6.1. FY 2024,2025,2026

Supporting Activities: HQPD and BLT/TBT support will be provided for teachers in all buildings with an added emphasis on NLE and NLMS. Targeted professional development and coaching will occur over the course of the school year and will be embedded throughout the school year via monthly and biweekly sessions. Leaders will visit classrooms regularly to see that teachers are adopting and using highly effective instructional strategies. Administrative team will engage in PD focused on teacher evaluation, effectiveness and process.

General Fund

5.6.1. FY 2024,2025,2026

The district will see evidence of improvement when the percentage of highly effective teachers increases in the identified buildings, NLMS and NLE over the course of this plan. The goal is that the percentage of highly effective teachers in each building and the district as a whole meets or exceeds the state average. The DLT and BLT's will monitor this improvement annually using the Equitable Access data.

General Fund