Chippewa Local School District
One Plan
2025-2028

Goal Area #1: Literacy

SMART Goal: By June of 2028, 100% of the student population will meet or exceed expected growth in literacy performance and achievement, as evidenced by Ohio's report card (Early Literacy, ELA Achievement, and ELA Progress components) and/or district-approved measures.

Student Measure:
- Three times per year, 100% of K-6 students will meet or exceed expected growth on the Acadience.
- Every semester, 100% of 3-8 students will meet or exceed expected growth on the Renaissance STAR (reading).
- Quarterly, 100% of 9-12 students will improve their academic performance as measured by the ELA unit assessments and other District-approved Assessments.

Adult Implementation Measure:
- Quarterly, 100% of staff will use evidence-based strategies and district-approved curricular materials aligned to the Science of Reading, as evidenced by adult implementation walkthroughs.

Strategy #1: Curriculum, Instruction & Assessment

The instructional materials reviewed for Savvas MyView & MyPerspectives Language Arts curriculum, Fundations Phonics, and Heggerty Phonemic Awareness curriculum for Kindergarten, Grade 1, and Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, and Grade 8 meet the criteria for alignment to standards, the Science of Reading, and research-based practices for foundational skills in instruction and comprehension. The instructional materials use an approach that clearly delineates an intentional scope and sequence in which phonological and phonics skills are to be taught. Instructional materials include explicit instruction in letter identification and formation, phonological awareness, phonics skills, decoding phonetically spelled words using phonemes and/or syllables, systematic teacher-level instruction and modeling to demonstrate the use of phonics to spell words, and instruction of high-frequency words through Trick Word instruction.

The materials for PK-2 include strong foundational skills to support young students' reading development as they move from learning how to read to comprehending complex texts. Support for teachers to attend to the critical need of foundational skills is explicit and comprehensive, providing guidance and targeted instruction.

The Chippewa Local School District will also build the capacity of teachers to analyze and use data to guide their literacy instruction, intervention, and enrichment in Grades PK-12. The staff will implement high quality instructional materials and high-quality evidence-based strategies to meet the needs of each learner and Ohio's challenging academic standards, while providing a well-rounded program of instruction. According to research, high-quality professional learning: is aligned to specific content and standards; incorporates active learning, is job-embedded, is collaborative, provides models; includes coaching; is sustainable and continuous; and is aligned with school goals and other professional learning activities.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Analyze literacy assessment data (Acadience, Renaissance STAR, ELA unit assessments) to establish baseline performance levels. ● **How:** (1) Review previous year's literacy data; (2) Set school-specific goals based on student performance; (3) Identify priority areas for intervention. ● **Evidence:** (1) Data reports; (2) Goal-setting meeting minutes.	**Deepen data analysis cycles by incorporating predictive analytics and student trend tracking.** ● **How:** (1) Increase data review frequency to every 6 weeks; (2) Identify at-risk students earlier using multi-year trend analysis; (3) Adjust instructional strategies based on predictive patterns. ● **Evidence:** (1) Updated data reports; (2) Trend analysis.	**Use three-year data trends to make final refinements to literacy instruction.** ● **How:** (1) Determine which instructional strategies are most effective based on multi-year trends; (2) Adjust literacy curriculum to address persistent gaps; (3) Provide data-driven recommendations for future literacy planning. ● **Evidence:** (1) Data reports; (2) Curriculum updates.
Develop a literacy implementation & monitoring system for curriculum usage. ● **How:** (1) Define essential instructional practices & expectations; (2) Create a curriculum monitoring checklist; (3) Develop a system for teachers to self-assess curriculum implementation. ● **Evidence:** (1) Implementation checklists; (2) Teacher feedback.	**Expand curriculum implementation monitoring to ensure differentiated literacy instruction.** ● **How:** (1) Use walkthrough & coaching data from Yr 1 to refine instructional expectations; (2) Provide targeted support for teachers needing instructional adjustments; (3) Align curriculum monitoring with student performance outcomes. ● **Evidence:** (1) Walkthrough results; (2) Coaching session logs.	**Strengthen & sustain curriculum implementation with embedded coaching.** ● **How:** (1) Train teacher leaders to sustain literacy coaching within each building; (2) Ensure curriculum fidelity through structured peer coaching cycles; (3) Develop a literacy mentorship model for new teachers. ● **Evidence:** (1) Coaching logs; (2) Teacher self-assessments.
Conduct quarterly professional learning sessions on Science of Reading-aligned instructional strategies. ● **How:** (1) Provide workshops on structured literacy, vocabulary development, fluency,	**Enhance professional learning by introducing grade-band coaching cycles.** ● **How:** (1) Shift from general PD to targeted coaching sessions by grade bands (K-2, 3-6, 7-12); (2) Use peer observation to refine	**Institutionalize professional learning communities (PLCs) for literacy-focused collaboration.** ● **How:** (1) Shift from administrator-led PD to teacher-led PLCs focused on literacy

and comprehension strategies; (2) Differentiate sessions by grade bands (K-2, 3-6, 7-12); (3) Model best instructional practices through coaching.
- **Evidence:** (1) PD agendas; (2) Attendance logs; (3) Teacher implementation feedback.

instructional practices; (3) Implement collaborative lesson planning in PLCs.
- **Evidence:** (1) Coaching notes; (2) Teacher feedback.

improvement; (2) Embed literacy discussions in grade-level team mtgs; (3) Use PLCs to analyze student data and refine instruction.
- **Evidence:** (1) PLC mtg minutes; (2) Teacher collaboration logs.

Implement a literacy-focused instructional walkthrough system to assess curriculum fidelity and effectiveness.
- **How:** (1) Develop a structured walkthrough rubric; (2) Conduct monthly obs. to assess literacy instruction; (3) Provide targeted feedback and coaching based on walkthrough data.
- **Evidence:** (1) Walkthrough data reports; (2) Teacher feedback; (3) Coaching logs.

Increase literacy walkthroughs with a focus on real-time instructional feedback.
- **How:** (1) Conduct bi-weekly walkthroughs to provide immediate instructional feedback; (2) Embed "look-fors" related to student engagement, differentiation, and scaffolding; (3) Adjust teacher support based on walkthrough data.
- **Evidence:** (1) Walkthrough data reports; (2) Teacher reflections.

Embed literacy walkthroughs into ongoing instructional leadership practices.
- **How:** (1) Establish a system where building leadership teams routinely collect and act on literacy data; (2) Ensure instructional walkthroughs remain a core part of PD; (3) Align walkthrough findings with curriculum adjustments.
- **Evidence:** (1) Walkthrough reports; (2) Action plans.

Identify students at risk for literacy delays and implement Tier 2 & Tier 3 intervention plans.
- **How:** (1) Use Acadience, STAR & classroom assessments to identify students needing additional support; (2) Assign students to Tier 2 or Tier 3; (3) Prog. monitor every 6 wks to adjust interventions; (4) Title I services will be provided to applicable students as needed.
- **Evidence:** (1) Intervention rosters; (2) Student progress monitoring data.

Refine Tier 2 & Tier 3 interventions and add small-group targeted literacy instruction.
- **How:** (1) Expand evidence-based intervention strategies for struggling readers; (2) Provide targeted small-group literacy instruction; (3) Adjust interventions based on student progress monitoring; (4) Title I services will be provided to applicable students as needed.
- **Evidence:** (1) Student progress reports; (2) Intervention tracking logs.

Ensure sustainability of intervention programs and literacy-focused supports.
- **How:** (1) Conduct an annual evaluation of Tier 2 & 3 intervention effectiveness; (2) Adjust small-group instruction based on long-term student performance trends; (3) Secure funding/grants to maintain high-quality literacy programming; (4) Title I services will be provided to applicable students as needed.

		● **Evidence:** (1) End-of-year intervention reports; (2) Funding records

Strategy #2: College & Career Readiness

Chippewa Local School District staff will follow the requirements of the Dyslexia Law, screening, progress-monitoring, and reporting any students performing below benchmark and "at risk" of demonstrating markers for Dyslexia. The Chippewa Local School District will use RIMPs, Success Plans, Graduation Plans, and when applicable, Transition Plans to ensure that students who are not on track, in reading, have the support needed to be able to graduate. The district will also create, adopt and implement a comprehensive multi-tiered system of supports (MTSS) framework to ensure that all off-track students receive the support needed to be successful and eventually graduate prepared for college, the military, or the workforce. John Hattie lists a variety of strategies related to the Science of Reading (phonics, exposure to reading, repeated readings, writing programs, vocabulary programs) and all have the potential to accelerate student achievement with effect sizes that should yield at least a year's growth in reading for students. The staff will be trained in these evidence-based strategies and practices based on neuroscience to ensure that students are able to read. If students are below grade level, they will be given support and interventions to close their literacy gaps. According to Ohio's Plan to Raise Literacy Achievement, "students who are not proficient in reading by third grade are three times more likely than their proficient peers to not graduate on time."

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Implement dyslexia screening & compliance measures as required by Ohio's Dyslexia Law. ● **How:** (1) Conduct universal dyslexia screenings for all students in grades K-3; (2) Use Acadience and other approved assessments to identify at-risk students; (3) Ensure compliance with state reporting requirements. ● **Evidence:** (1) Screening results; (2) Compliance reports.	**Refine dyslexia screening processes & expand monitoring efforts.** ● **How:** (1) Review and refine screening protocols based on Yr 1 data; (2) Expand progress monitoring to include more frequent formative assessments; (3) Ensure consistency in implementation across all grade levels. ● **Evidence:** (1) Updated screening reports; (2) Formative assessment data.	**Analyze multi-year dyslexia screening & intervention data for long-term refinements.** ● **How:** (1) Identify trends in student performance based on three years of data; (2) Adjust screening protocols and intervention entry/exit criteria; (3) Use data insights to refine instructional approaches. ● **Evidence:** (1) Multi-year data reports; (2) Adjusted intervention criteria.

Provide targeted interventions for students identified as at risk for dyslexia. • **How:** (1) Implement Tier 2 & Tier 3 intervention plans based on screening results; (2) Use evidence-based phonemic awareness & decoding interventions; (3) Monitor student progress every 6 wks. • **Evidence:** (1) Intervention rosters; (2) Progress monitoring data.	**Enhance Tier 2 & Tier 3 dyslexia interventions.** • **How:** (1) Expand small-group instruction with additional resources; (2) Increase the use of multisensory reading interventions; (3) Adjust intervention frequency based on student progress data. • **Evidence:** (1) Intervention lesson plans; (2) Student progress tracking.	**Sustain and scale dyslexia intervention programs.** • **How:** (1) Maintain fidelity of Tier 2 & 3 intervention programs; (2) Train additional staff to ensure continuity of services; (3) Expand access to dyslexia interventions beyond K-3 if needed. • **Evidence:** (1) Longitudinal intervention reports; (2) Training completion records.
Deliver professional development on structured literacy and dyslexia-specific instructional strategies. • **How:** (1) Train teachers on phonemic awareness, phonics & decoding strategies; (2) Provide coaching on using dyslexia-specific interventions; (3) Offer differentiated PD sessions for K-2 & 3-6 staff. • **Evidence:** (1) PD agendas; (2) Attendance logs; (3) Teacher feedback surveys.	**Deepen professional learning on dyslexia instruction.** • **How:** (1) Offer advanced training on dyslexia-specific instructional strategies; (2) Provide ongoing coaching for teachers implementing interventions; (3) Incorporate classroom-based modeling of best practices. • **Evidence:** (1) PD session materials; (2) Teacher implementation logs.	**Institutionalize dyslexia-focused professional learning communities (PLCs).** • **How:** (1) Establish PLCs dedicated to literacy intervention discussions; (2) Embed dyslexia training into ongoing PD cycles; (3) Create a mentoring program for new teachers on structured literacy approaches. • **Evidence:** (1) PLC meeting minutes; (2) Teacher self-assessments.
Create a system for tracking student progress and intervention effectiveness. • **How:** (1) Develop a central tracking system for students receiving dyslexia interventions; (2) Use data to adjust interventions as needed; (3) Align student progress with IEP or RTI processes when applicable.	**Expand tracking and reporting systems for dyslexia interventions.** • **How:** (1) Implement a district-wide intervention database; (2) Use predictive analytics to adjust support plans; (3) Ensure alignment with state compliance reporting.	**Embed dyslexia tracking into district-wide student support systems.** • **How:** (1) Integrate dyslexia data into MTSS and RTI frameworks; (2) Ensure intervention data is easily accessible to teachers and administrators; (3) Develop automated alerts for students needing additional support.

● **Evidence:** (1) Progress tracking reports; (2) RTI/IEP alignment logs.	● **Evidence:** (1) District intervention database reports; (2) Compliance submission records.	● **Evidence:** (1) MTSS/RTI alignment reports; (2) Data tracking system updates.
Engage families in the dyslexia intervention process. ● **How:** (1) Provide informational sessions for parents about dyslexia & intervention strategies; (2) Offer guidance on supporting literacy development at home; (3) Create communication pathways for parents to monitor student progress. ● **Evidence:** (1) Parent workshop attendance records; (2) Family communication logs.	**Increase family and community engagement in dyslexia awareness and support.** ● **How:** (1) Develop family literacy workshops focused on dyslexia support strategies; (2) Offer one-on-one parent consultations for intervention planning; (3) Strengthen communication between school teams & families. ● **Evidence:** (1) Workshop attendance records; (2) Parent feedback surveys.	**Secure funding and resources to sustain dyslexia intervention programs.** ● **How:** (1) Identify state & federal grants for literacy intervention funding; (2) Advocate for district budget allocations for dyslexia programming; (3) Expand partnerships with outside agencies for additional resources. ● **Evidence:** (1) Grant application records; (2) Budget allocation reports.

Strategy #3: Professional Capital (LEAP)

The Chippewa Local School District will build collective efficacy through shared leadership practices that align with high-quality organizational structures. Collective teacher efficacy is the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes. According to researcher John Hattie, collective teacher efficacy has an effect size of 1.57. The staff in the Chippewa Local School District will learn together and grow in our capability to impact the students, educators, administrators, families, and communities in our district.

Chippewa Local Schools will focus on building the capacity of educators, including new teachers. In order to build teacher qualifications, the Chippewa Local School District will provide opportunities for professional development and support for teachers that are aligned to Ohio's Professional Development Standards. Chippewa Local Schools will provide ongoing high-quality professional development to staff to build such efficacy. Professional development relates to adult learning aimed to enhance the beliefs, actions, and impact knowledge of teachers and school leaders. Providing professional development programs has an effect size of 0.41 according to John Hattie's meta-analysis of evidence-based strategies.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3

Establish a Literacy Leadership Team (LLT) to guide and monitor literacy implementation across the district. ● **How:** (1) Identify key staff members (BLT, administrators, literacy coordinator); (2) Hold monthly LLT mtgs to review literacy data and implementation progress; (3) Use LLT findings to adjust instructional priorities. ● **Evidence:** (1) LLT mtg agendas; (2) Literacy implementation reports.	**Expand the role of the Literacy Leadership Team to deepen impact across schools.** ● **How:** (1) Increase frequency of LLT data review mtgs; (2) Develop targeted school-specific literacy improvement plans; (3) Use multi-year data to refine instructional supports. ● **Evidence:** (1) LLT action plans; (2) School-based literacy progress reports.	**Institutionalize the Literacy Leadership Team as a long-term advisory group.** ● **How:** (1) Formalize LLT roles to ensure sustainability; (2) Establish a district-wide literacy improvement cycle; (3) Align LLT goals with school improvement plans. ● **Evidence:** (1) LLT sustainability plans; (2) Annual literacy review reports.
Provide structured professional development for administrators on supporting literacy instruction. ● **How:** (1) Train administrators on Science of Reading best practices; (2) Develop a walkthrough guide for observing literacy instruction; (3) Conduct quarterly admin-led discussions on literacy implementation. ● **Evidence:** (1) PD session materials; (2) Walkthrough feedback reports.	**Strengthen administrator literacy leadership through advanced professional learning.** ● **How:** (1) Provide training on analyzing literacy data to drive instructional decisions; (2) Align administrator coaching with literacy walkthroughs; (3) Use structured reflection to evaluate leadership impact on literacy. ● **Evidence:** (1) Administrator PD session logs; (2) Reflection notes.	**Sustain administrator professional learning and coaching integration.** ● **How:** (1) Embed literacy-focused coaching into administrator evaluation practices; (2) Establish administrator-led peer observation groups; (3) Ensure literacy best practices remain a core focus of leadership PD. ● **Evidence:** (1) Coaching cycle logs; (2) Administrator PD tracking records.
Provide PD for all staff and develop a peer mentorship program to build teacher capacity in literacy instruction. ● **How:** (1) Pair experienced literacy instructors with new or developing teachers; (2) Provide structured mentoring sessions focused on implementing	**Provide PD. Enhance the peer mentorship program to provide structured instructional support.** ● **How:** (1) Introduce formalized coaching cycles within mentorship; (2) Implement structured observation & feedback sessions; (3) Offer additional support for	**Provide PD. Scale the peer mentorship program for long-term instructional growth.** ● **How:** (1) Transition mentorship from a 1-yr model to an ongoing instructional support network; (2) Train experienced teachers as literacy coaches; (3) Create structured coaching cycles that align with district

high-quality literacy practices; (3) Collect teacher reflections on mentorship effectiveness; (4)Provide PD aligned to Ohio's Plan to Raise Literacy Achievement. ● **Evidence:** (1) Mentor-mentee session logs; (2) Teacher feedback surveys.	teachers new to the district; (4)Provide PD aligned to Ohio's Plan to Raise Literacy Achievement. ● **Evidence:** (1) Mentor feedback logs; (2) Coaching cycle records.	literacy goals; (4)Provide PD aligned to Ohio's Plan to Raise Literacy Achievement. ● **Evidence:** (1) Literacy coaching logs; (2) Teacher mentorship evaluations.
Embed literacy leadership discussions into existing PLCs and staff meetings. ● **How:** (1) Dedicate time in PLCs to review literacy walkthrough trends; (2) Provide teachers opportunities to share best practices; (3) Align PLC discussions with district-wide literacy goals. ● **Evidence:** (1) PLC mtg minutes; (2) Teacher collaboration logs.	**Increase PLC collaboration to focus on literacy data and best practices.** ● **How:** (1) Expand PLC meetings to include student case studies; (2) Develop a structured PLC guide for analyzing student work; (3) Incorporate vertical discussions to improve vertical literacy alignment. ● **Evidence:** (1) PLC structured agendas; (2) Teacher collaboration artifacts.	**Literacy-focused professional learning into long-term PLC structures.** ● **How:** (1) Ensure literacy discussions remain a core PLC component beyond initial implementation; (2) Provide ongoing training for PLC facilitators; (3) Use PLC findings to inform future curriculum adjustments. ● **Evidence:** (1) PLC evaluation reports; (2) Adjusted curriculum guides.
Implement leadership-driven progress monitoring to ensure literacy plan fidelity. ● **How:** (1) Use walkthrough data to assess curriculum fidelity; (2) Ensure all schools receive consistent leadership feedback on literacy progress; (3) Adjust PD plans based on findings. ● **Evidence:** (1) Walkthrough observation reports; (2) Adjusted PD schedules.	**Refine progress monitoring systems for district-wide literacy alignment.** ● **How:** (1) Establish a standardized literacy walkthrough rubric across schools; (2) Implement real-time instructional feedback tools for teachers; (3) Use progress monitoring to guide literacy-related decision-making. ● **Evidence:** (1) Standardized walkthrough reports; (2) Data-driven instructional planning documents.	**Ensure sustainability of leadership-driven literacy monitoring and accountability.** ● **How:** (1) Transition leadership walkthroughs into a fully embedded district process; (2) Use multi-year literacy trends to adjust district priorities; (3) Align long-term literacy governance with strategic district planning. ● **Evidence:** (1) Walkthrough sustainability plans; (2) District literacy governance reports.

Goal Area #2: Instruction

SMART Goal: By June of 2028, 100% of the student population will meet or exceed expected growth in overall academic performance and achievement, as evidenced by Ohio's report card (Achievement, Progress, and Gap Closing components).

Student Measure:
- Quarterly, 100% of K-12 students will show growth as evidenced by classroom common assessments.
- Every semester, 100% of 3-8? students will meet or exceed expected growth on the Renaissance STAR (reading).
- Every semester, 100% of 3-8? students will meet or exceed expected growth on the Renaissance STAR (math).
- Quarterly, 100% of K-12 students not on-track to graduate will have a RIMP or a Success Plan.

Adult Implementation Measure:
- Quarterly, 100% of staff will use evidence-based strategies and district-approved curriculum as evidenced by adult implementation walkthroughs.

Strategy #1: Curriculum, Instruction & Assessment

Chippewa Local Schools staff will provide a comprehensive academic program that aims to satisfy the unique needs of every learner. The staff will prepare students for the 21st century by embracing and infusing essential (life) skills into daily practice. Chippewa Local Schools administration and staff will create and promote district policies that effectively guide decision-making and management. The staff within the Chippewa Local School District will use data to set learning goals, provide direct instruction, and provide a MTSS structure to ensure that each child is given the support needed to be successful. According to researcher John Hattie, an effect size of 0.40 represents a year's growth. Using data to set appropriately challenging learning goals has an effect size of 0.59. Direct instruction has an effect size of 0.59. Response to Intervention (MTSS) has an effect size of 1.29. These strategies will be employed to ensure that all students will show at least a year's growth.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Analyze student performance data to establish baseline academic achievement levels for all students, including students with disabilities.	**Expand data analysis cycles to improve instructional decision-making.**	**Use multi-year academic data trends to refine instructional practices.**

How: (1) Review prior year's OST, Renaissance STAR, Acadience, and common assessment data; (2) Identify trends and learning gaps across grade levels; (3) Use data findings to set school and classroom learning goals. **Evidence:** (1) Data analysis reports; (2) School-level goal-setting documents.	**How:** (1) Increase frequency of data reviews to every 6 weeks; (2) Use predictive analytics to identify students at risk for underperformance; (3) Adjust classroom strategies based on data trends. **Evidence:** (1) Updated data reports; (2) Student trend analysis findings.	**How:** (1) Analyze three-year data trends to identify areas of academic improvement; (2) Adjust instructional priorities based on longitudinal student growth data; (3) Implement research-based strategies to address persistent gaps. **Evidence:** (1) Multi-year data analysis reports; (2) Updated instructional frameworks.
Implement a structured Multi-Tiered System of Supports (MTSS) for academic interventions. **How:** (1) Use data to identify students needing Tier 2 and Tier 3 interventions; (2) Develop intervention plans based on student needs; (3) Monitor progress every 6 wks & adjust supports as necessary. **Evidence:** (1) Intervention rosters; (2) Progress monitoring reports.	**Strengthen MTSS interventions with targeted supports.** **How:** (1) Expand Tier 2 & Tier 3 interventions with additional resources; (2) Use small-group instruction and targeted interventions to close learning gaps; (3) Improve tracking of student progress through intervention documentation. **Evidence:** (1) MTSS progress reports; (2) Intervention success rate data.	**Sustain MTSS structures and integrate best practices into core instruction.** **How:** (1) Ensure MTSS is fully embedded in daily classroom instruction; (2) Provide ongoing professional learning for intervention specialists and teachers; (3) Use intervention effectiveness data to refine supports. **Evidence:** (1) MTSS implementation logs; (2) Intervention impact studies.
Provide PD on evidence-based instructional strategies. **How:** (1) Offer training on differentiated instruction, scaffolding & formative assess. techniques; (2) Use coaching cycles to reinforce instructional best practices; (3) Ensure professional learning aligns w/ student performance data.	**Enhance professional learning by incorporating instructional coaching.** **How:** (1) Provide job-embedded coaching sessions for teachers; (2) Use peer obs. to strengthen best practices; (3) Align PD with instructional walkthrough feedback. **Evidence:** (1) Coaching cycle logs; (2) Teacher reflection forms.	**Institutionalize instructional coaching as part of professional growth.** **How:** (1) Transition coaching from a temporary initiative to a long-term PD model; (2) Develop internal teacher leaders to serve as instructional coaches; (3) Align coaching goals w/ school improvement plans.

• **Evidence:** (1) PD session agendas; (2) Coaching observation logs.		• **Evidence:** (1) Instructional coaching reports; (2) Teacher self-assessment reflections.
Implement school-wide common assessment practices to ensure consistency in measuring student growth. • **How:** (1) Align classroom assessments w/ district-wide performance measures; (2) Train teachers on assessment literacy and data analysis; (3) Use assessment results to guide instructional	**Refine common assessment practices for improved student progress monitoring.** • **How:** (1) Expand the use of formative assessments to provide real-time feedback; (2) Align assessment tools w/ high-impact instructional strategies; (3) Ensure all teachers have training on analyzing student performance data. • **Evidence:** (1) Common assessment alignment documents; (2) PLC meeting notes.	**Ensure common assessments remain embedded in instructional practices.** • **How:** (1) Use data-driven assess. cycles to inform curriculum adjustments; (2) Ensure all teachers continue using stand. assess. for student growth monitoring; (3) Provide ongoing PD on assessment literacy. • **Evidence:** (1) Common assessment data reports; (2) Curriculum revision documentation.
Integrate technology and digital learning tools to enhance instructional effectiveness. • **How:** (1) Identify and implement high-impact edtech tools for personalized learning; (2) Provide training on using data from digital platforms to inform instruction; (3) Monitor technology use to ensure equitable student access. • **Evidence:** (1) Digital learning tool usage reports; (2) Teacher feedback surveys.	**Increase the use of technology-driven instruction for personalized learning.** • **How:** (1) Implement adaptive learning platforms that respond to student needs; (2) Train teachers on effectively incorporating blended learning strategies; (3) Ensure equitable access to instructional technology. • **Evidence:** (1) Digital learning impact reports; (2) Student engagement data.	**Sustain technology integration and digital learning innovations.** • **How:** (1) Continue scaling effective digital learning tools for student achievement; (2) Provide refresher training on blended learning strategies; (3) Secure funding and infrastructure support for long-term technology use. • **Evidence:** (1) Digital learning sustainability reports; (2) Student achievement data from technology-enhanced instruction.

Strategy #2: Community & Family Engagement

The staff of Chippewa Local Schools will actively engage families and community members in on-going, two-way communication practices that promote district news, accomplishments, and a vision for the future. The Chippewa Local School District will use a variety of methods to engage stakeholders, especially parents, in this goal area. The district will identify opportunities for stakeholders and community partners to be actively involved in the improved outcomes for each child in grades (Preschool-12). According to research, parent and community involvement in schools has many benefits for students. These include: improved academic engagement, increased life success, and decreased school dropout. John Hattie's meta-analysis of research shows when there is a positive school climate effect, which means there are positive relationships between parents and school sta, there is a potential to increase student achievement. School climate effect has an effect size of 0.53. When there is a positive school climate effect, school staff are more likely to involve parents and help them gain the skills needed to help their child succeed. Including parents has the potential to positively influence student outcomes. Parental involvement has an effect size of 0.30. Parental expectations have an effect size of 0.50. Parental programs have an effect size of 0.39. Parent/adult tutoring has an effect size of 0.64.

Action Step Year 1	Action Steps Year 2	Action Steps Year 3
Develop a structured family and community engagement plan to provide multiple opportunities for stakeholder feedback to support student learning. ● **How:** (1) Create a district-wide engagement framework with input from families and stakeholders; (2) Identify key focus areas (academic support, communication, community partnerships); (3) Ensure engagement strategies align with school improvement goals. ● **Evidence:** (1) Engagement framework document; (2) Stakeholder feedback reports.	**Enhance the family and community engagement framework based on Year 1 feedback.** ● **How:** (1) Refine engagement strategies using parent and community feedback; (2) Expand engagement opportunities tailored to diverse family needs; (3) Develop school-specific engagement action plans. ● **Evidence:** (1) Updated framework document; (2) Family and community feedback summaries.	**Institutionalize the family and community engagement framework as a long-term initiative.** ● **How:** (1) Ensure engagement efforts are embedded in school improvement plans; (2) Develop leadership roles within schools to oversee engagement efforts; (3) Create sustainability plans for engagement strategies. ● **Evidence:** (1) Updated school improvement plans; (2) Engagement sustainability reports.
Increase family access to student learning data and academic progress.	**Expand family access to student learning data with personalized support.**	**Sustain and deepen family access to student learning data.**

How: (1) Provide training for parents on accessing student progress reports (online portals, parent-teacher conferences); (2) Develop easy-to-understand guides on interpreting assessment data; (3) Establish a system for regular parent communication on student growth. **Evidence:** (1) Parent training attendance records; (2) Communication logs.	**How:** (1) Provide additional hands-on workshops for parents on student data interpretation; (2) Offer 1:1 academic progress consultations; (3) Develop an interactive parent dashboard for real-time progress monitoring. **Evidence:** (1) Workshop attendance logs; (2) Parent consultation records.	**How:** (1) Maintain ongoing parent training and consultation services; (2) Use predictive analytics to help families understand future student success indicators; (3) Provide annual data access training for new families. **Evidence:** (1) Parent training participation logs; (2) Family feedback data.
Implement family workshops and events focused on academic success so families can participate in their child's education and support their needs at home. **How:** (1) Host literacy, math, and college/career readiness nights at each school; (2) Provide families with take-home resources and strategies to support learning at home; (3) Offer flexible attendance options (in-person, virtual, recorded sessions). **Evidence:** (1) Event attendance records; (2) Workshop materials.	**Increase the frequency and impact of family academic workshops so families can participate in their child's education and support their needs at home.** **How:** (1) Double the number of family engagement events based on Year 1 participation data; (2) Introduce content-specific sessions (e.g., supporting struggling readers, STEM learning at home); (3) Expand virtual access to increase participation. **Evidence:** (1) Event participation data; (2) Post-event feedback surveys.	**Ensure family workshops remain a core component of student support so families can participate in their child's education and support their needs at home.** **How:** (1) Transition from school-hosted events to community-based workshops; (2) Establish annual events focused on literacy, STEM, and career readiness; (3) Use family feedback to refine workshop topics. **Evidence:** (1) Workshop attendance trends; (2) Family needs assessment data.
Strengthen community partnerships to support student learning. **How:** (1) Establish relationships with local businesses, libraries, and organizations to create academic support programs; (2) Develop mentorship and tutoring opportunities through community groups;	**Strengthen and formalize community partnerships.** **How:** (1) Establish long-term agreements with community partners; (2) Increase mentorship and tutoring opportunities for students; (3) Expand student internship and job shadowing programs.	**Expand and sustain community partnerships.** **How:** (1) Develop a district-wide advisory board for community engagement; (2) Formalize long-term agreements with business and non-profit partners; (3) Track student outcomes linked to community partnerships.

(3) Expand volunteer opportunities within schools. ● **Evidence:** (1) Community partnership agreements; (2) Volunteer tracking data.	● **Evidence:** (1) Signed partnership agreements; (2) Student participation data.	● **Evidence:** (1) Advisory board meeting minutes; (2) Student success data from partnerships.
Improve communication strategies to increase family engagement. ● **How:** (1) Utilize multiple communication platforms (email, social media, newsletters, school apps) to reach families; (2) Ensure all communication is accessible (translations, mobile-friendly formats); (3) Implement a feedback loop to assess the effectiveness of communication efforts. ● **Evidence:** (1) Engagement analytics (email open rates, social media interaction); (2) Parent feedback surveys.	**Refine communication strategies to maximize engagement.** ● **How:** (1) Analyze engagement data from Year 1 to adjust communication methods; (2) Increase personalized outreach efforts to underrepresented families; (3) Develop multilingual and inclusive resources for broader accessibility. ● **Evidence:** (1) Parent engagement analytics; (2) Communication effectiveness reports.	**Optimize communication strategies for long-term family engagement.** ● **How:** (1) Maintain an adaptable communication plan based on yearly analytics; (2) Expand direct outreach efforts for at-risk and underserved families; (3) Use annual surveys to refine communication effectiveness. ● **Evidence:** (1) Annual communication effectiveness reports; (2) Parent satisfaction survey results.

Strategy #3: College & Career Readiness

The Chippewa Local School District will use an early warning system to determine which students are on-track/off-track to graduate. The teaching staff will review student performance in English Language Arts and Math, attendance, and behavior data to determine which students need additional interventions and supports. The staff will use a multi-tiered system of supports (MTSS) to meet the needs of the off-track students in order to increase their likelihood to graduate prepared for enrollment, employment, or enlistment.

According to AIR, "A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students."

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3

Implement an early warning system to identify students at risk of not graduating. ● **How:** (1) Use attendance, behavior, and academic data to identify at-risk students; (2) Develop individualized support plans for off-track students; (3) Provide regular progress monitoring and intervention adjustments. ● **Evidence:** (1) Early warning system reports; (2) Student intervention records.	**Refine the early warning system and expand student support plans.** ● **How:** (1) Use predictive analytics to identify at-risk students earlier; (2) Expand intervention supports, including peer mentoring; (3) Align early warning data with MTSS intervention structures. ● **Evidence:** (1) Updated early warning reports; (2) MTSS intervention tracking.	**Fully integrate the early warning system into district-wide student support structures.** ● **How:** (1) Ensure the early warning system is used in all student intervention meetings; (2) Expand student support services based on multi-year data trends; (3) Use longitudinal data to refine intervention effectiveness. ● **Evidence:** (1) Longitudinal student success reports; (2) Updated intervention tracking systems.
Expand access to career exploration and readiness programs for students. ● **How:** (1) Introduce career interest assessments starting in middle school; (2) Provide job shadowing, workplace visits, and career fairs; (3) Implement a career speaker series featuring local professionals. ● **Evidence:** (1) Career exploration participation records; (2) Student career assessment data.	**Enhance career exploration opportunities with hands-on experiences.** ● **How:** (1) Introduce career mentorship programs in collaboration with local professionals; (2) Expand hands-on experiences like industry site visits and career camps; (3) Provide structured career planning sessions for all students. ● **Evidence:** (1) Career mentorship logs; (2) Student feedback on career exploration activities.	**Institutionalize career exploration as a core part of the student experience.** ● **How:** (1) Embed career exploration activities into middle and high school curricula; (2) Expand community partnerships to provide diverse career experiences; (3) Develop a structured career development portfolio for students. ● **Evidence:** (1) Career portfolio documentation; (2) Community partnership agreements.
Strengthen academic and technical pathways to post-secondary success. ● **How:** (1) Expand dual enrollment and AP course offerings; (2) Increase access to career-technical education (CTE) programs; (3) Provide guidance counseling	**Increase student participation in college-credit and technical programs.** ● **How:** (1) Expand outreach efforts to encourage participation in dual credit and CTE programs; (2) Provide targeted support for students enrolling in advanced	**Ensure sustainability of advanced academic and technical programs.** ● **How:** (1) Maintain funding and resources for dual enrollment and CTE programs; (2) Develop a long-term recruitment strategy to increase student participation; (3)

sessions focused on post-secondary options.
- **Evidence:** (1) Course enrollment data; (2) Student participation logs in CTE and dual enrollment programs.

coursework; (3) Strengthen partnerships with local colleges and technical schools.
- **Evidence:** (1) Enrollment data in advanced coursework; (2) Student success data in post-secondary programs.

Establish formal articulation agreements with higher education institutions.
- **Evidence:** (1) Course participation data; (2) Program sustainability plans.

Develop structured internship and work-based learning opportunities.

- **How:** (1) Partner with local businesses to create internship placements; (2) Establish a system for tracking student work-based learning experiences; (3) Ensure all students have the opportunity to complete an internship or job shadowing experience before graduation.
- **Evidence:** (1) Internship agreements; (2) Student work-based learning logs.

Scale up internship and work-based learning opportunities.

- **How:** (1) Develop additional partnerships with businesses and community organizations; (2) Increase the number of available internships and apprenticeships; (3) Establish a structured process for earning workforce credentials before graduation.
- **Evidence:** (1) Work-based learning agreement records; (2) Student credential completion rates.

Maintain a robust internship and work-based learning program.

- **How:** (1) Establish an alumni network for mentorship and job placement support; (2) Develop a system to track post-graduation employment and career success; (3) Expand certification and credentialing options in high-demand career fields.
- **Evidence:** (1) Alumni job placement data; (2) Certification completion rates.

Increase FAFSA completion rates and college readiness support.

- **How:** (1) Provide FAFSA workshops for students and families; (2) Offer college application support sessions; (3) Ensure every senior has an individualized post-graduation plan.
- **Evidence:** (1) FAFSA completion rate reports; (2) College application tracking data.

Expand financial aid and college/career planning supports.

- **How:** (1) Offer one-on-one financial aid consultations for families; (2) Develop a post-secondary planning guide for students; (3) Provide financial literacy workshops for high school students.
- **Evidence:** (1) Financial aid support participation logs; (2) Student post-secondary planning documents.

Ensure long-term sustainability of college and career readiness initiatives.

- **How:** (1) Secure long-term funding through grants and partnerships; (2) Embed college and career planning into school counseling programs; (3) Develop a district-wide college and career readiness advisory committee to oversee program effectiveness.

		● **Evidence:** (1) Grant and funding reports; (2) College and career advisory committee meeting records.

Goal Area #3: PBIS

SMART Goal: By June of 2028, 100% of students at Chippewa Local Schools will have their non-academic needs met through a tiered Positive Behavioral Intervention and Supports system framework as evidenced by PBIS data.

Student Measure:
- Quarterly, 100% of students on an attendance intervention plan will demonstrate a decrease in chronic absenteeism data.
- Quarterly, 100% of students on a behavior intervention plan will demonstrate a decrease in major behavior infractions/referrals.
- Annually, 100% of students will feel safe, supported, and engaged as measured by a district-created student survey.

Adult Implementation Measure:
- Annually, 100% of buildings will complete the PBIS TFI.
- Quarterly, 100% of staff will use district-approved Tier I, Tier II, and Tier III PBIS strategies and curriculum as evidenced by adult implementation walkthroughs.

Strategy #1: School Climate & Culture

Chippewa Local School District will implement a tiered PBIS framework. The district will build the capacity of teachers to inform and evaluate PBIS implementation and practices through providing professional learning, technical support, and coaching for all staff in Tier I, Tier II, and Tier III evidence-based PBIS practices.

According to the Center on PBIS, "Positive Behavioral Interventions and Supports (PBIS) is a widely implemented framework for promoting positive school systems and fostering students' social, emotional, behavioral, and mental health. Numerous studies indicate that PBIS implementation improves student outcomes, educator practices, and school systems."

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3

Analyze attendance, behavior, and survey data to establish baseline measures. ● **How:** (1) Collect and review school-wide attendance, discipline, and climate survey data; (2) Identify patterns of chronic absenteeism, behavior infractions, and school climate concerns; (3) Use data findings to inform PBIS planning. ● **Evidence:** (1) Attendance reports; (2) Discipline data; (3) Climate survey summaries.	**Refine PBIS implementation based on Year 1 data/Analyse attendance, behavior, and survey data.** ● **How:** (1) Use PBIS behavior tracking data to assess the effectiveness of Tier I interventions; (2) Adjust behavior expectations and supports based on staff and student feedback; (3) Expand targeted interventions for Tier II and Tier III students. ● **Evidence:** (1) PBIS effectiveness reports; (2) Adjusted intervention plans.	**Analyze attendance, behavior, and survey data/Fully embed PBIS as a long-term school culture initiative.** ● **How:** (1) Ensure PBIS strategies are integrated into daily school operations; (2) Develop a PBIS leadership team to oversee long-term implementation; (3) Embed PBIS strategies into district policy and school improvement plans. ● **Evidence:** (1) PBIS policy documents; (2) School climate survey results.
Implement a school-wide PBIS framework/Conduct the PBIS TFI and develop the PBIS action plan ● **How:** (1) Establish clear Tier I, Tier II, and Tier III PBIS practices; (2) Provide PBIS training for staff to ensure consistency in implementation; (3) Align behavior expectations across all grade levels. ● **Evidence:** (1) PBIS implementation guide; (2) Training attendance records.	**Enhance staff professional learning in trauma-informed behavior practices.** ● **How:** (1) Provide PD sessions on de-escalation strategies and trauma-informed care; (2) Offer coaching support for teachers working with students with behavioral challenges; (3) Integrate mental health resources into PBIS strategies. ● **Evidence:** (1) PD attendance logs; (2) Staff implementation feedback.	**Sustain professional development on advanced PBIS and behavior interventions.** ● **How:** (1) Transition PBIS training to an embedded coaching model; (2) Provide advanced training on equity in discipline practices; (3) Ensure new staff receive PBIS onboarding training. ● **Evidence:** (1) Coaching session logs; (2) PD session evaluations.
Conduct PBIS professional development for staff (Tier I, II, III). ● **How:** (1) Provide training on behavior intervention strategies and classroom management techniques; (2) Offer ongoing	**Expand PBIS recognition and student acknowledgement system.** ● **How:** (1) Develop a PBIS acknowledgement system that recognizes positive behaviors at all grade levels; (2)	**Ensure sustainability of student PBIS recognition programs.** ● **How:** (1) Institutionalize PBIS acknowledgement and student recognition systems; (2) Expand student leadership

coaching and peer collaboration on PBIS best practices; (3) Introduce data-driven behavior intervention planning.
- **Evidence:** (1) PD session agendas; (2) Staff feedback surveys.

Increase student voice in PBIS initiatives through student leadership teams; (3) Host PBIS celebration events to reinforce school-wide expectations.
- **Evidence:** (1) PBIS acknowledgement program records; (2) Student participation data.

roles in PBIS initiatives; (3) Track long-term behavior improvements and adjust rewards accordingly.
- **Evidence:** (1) PBIS participation data; (2) Student behavior improvement reports.

Implement a system for tracking and responding to student behavior trends.

- **How:** (1) Use PBIS data tracking tools to monitor student behavior patterns; (2) Develop tiered intervention supports for students with repeated behavioral incidents; (3) Provide staff with training on using behavior data to inform interventions.
- **Evidence:** (1) PBIS behavior tracking reports; (2) Intervention success data.

Strengthen data collection and behavior trend analysis.

- **How:** (1) Use real-time behavior dashboards to identify at-risk students; (2) Implement early interventions based on behavior trends; (3) Use behavior data to adjust school-wide PBIS strategies.
- **Evidence:** (1) Behavior tracking reports; (2) PBIS program adjustments.

Use longitudinal data to refine PBIS and behavior intervention strategies.

- **How:** (1) Analyze multi-year PBIS data trends to refine interventions; (2) Adjust tiered behavior supports based on historical data; (3) Align PBIS with long-term student success measures.
- **Evidence:** (1) Longitudinal behavior reports; (2) Updated PBIS action plans.

Engage students and families in PBIS initiatives.

- **How:** (1) Introduce PBIS expectations to students through assemblies and classroom discussions; (2) Communicate PBIS strategies to families through newsletters and workshops; (3) Develop a PBIS recognition program to reinforce positive behavior.
- **Evidence:** (1) PBIS student participation records; (2) Family engagement logs.

Increase family and community engagement in PBIS initiatives.

- **How:** (1) Expand family education on PBIS strategies through workshops and newsletters; (2) Partner with community organizations to provide additional behavior supports; (3) Develop family recognition programs that reinforce positive student behavior at home.

Secure funding and resources to sustain PBIS initiatives.

- **How:** (1) Identify grants and funding sources for PBIS program expansion; (2) Partner with local businesses to provide PBIS acknowledgement; (3) Develop district-level PBIS resource allocation plans.
- **Evidence:** (1) PBIS funding reports; (2) Community partnership agreements.

	Evidence: (1) Family engagement event records; (2) Parent feedback surveys.	

Strategy #2: Family & Community Engagement

The Chippewa Local School District will use a variety of methods to engage stakeholders, including students, schools, families, and other community partners, in this goal area. The District will identify opportunities for stakeholders and community partners to be actively involved in the improvement of outcomes for each child in grades (Preschool-12) in the CLSD.

According to research, parent and community involvement in schools has many benefits for students. These include: improved academic engagement, increased life success, and decreased school dropout. John Hattie's meta-analysis of research shows when there is a positive school climate effect, which means there are positive relationships between parents and school sta, there is a potential to increase student achievement. School climate effect has an effect size of 0.53. When there is a positive school climate effect, school staff are more likely to involve parents and help them gain the skills needed to help their child succeed. Including parents has the potential to positively influence student outcomes. Parental involvement has an effect size of 0.30. Parental expectations have an effect size of 0.50. Parental programs have an effect size of 0.39. Parent/adult tutoring has an effect size of 0.64.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3
Develop a structured family and community engagement plan to support PBIS initiatives. ● **How:** (1) Create a district-wide engagement framework that includes family and community input; (2) Identify key focus areas (behavior support, attendance, mental health resources); (3) Align engagement strategies with school-wide PBIS goals. ● **Evidence:** (1) Engagement framework document; (2) Stakeholder feedback reports.	**Refine the family and community engagement framework based on Year 1 feedback.** ● **How:** (1) Use family and community feedback to adjust engagement strategies; (2) Expand engagement opportunities tailored to diverse family needs; (3) Develop school-specific PBIS engagement action plans. ● **Evidence:** (1) Updated engagement framework; (2) Family and community feedback summaries.	**Institutionalize the family and community engagement framework as a long-term initiative.** ● **How:** (1) Embed PBIS family engagement strategies into school improvement plans; (2) Develop leadership roles within schools to oversee engagement efforts; (3) Create sustainability plans for PBIS engagement strategies. ● **Evidence:** (1) Updated school improvement plans; (2) Engagement sustainability reports.

Increase parent and caregiver understanding of PBIS and school-wide behavioral expectations. ● **How:** (1) Host parent information sessions on PBIS strategies and behavior expectations; (2) Develop user-friendly PBIS guides for families; (3) Provide real-time updates on PBIS implementation through newsletters and school apps. ● **Evidence:** (1) Parent training attendance logs; (2) PBIS guide	**Expand family access to student behavior and attendance data.** ● **How:** (1) Provide training for parents on assessing student behavior progress reports; (2) Develop user-friendly data dashboards for parents; (3) Offer individual behavior plan consultations for families of at-risk students. ● **Evidence:** (1) Parent training attendance logs; (2) Family engagement in behavior planning.	**Sustain and deepen family access to student behavior and attendance data.** ● **How:** (1) Maintain ongoing parent training and consultation services; (2) Use predictive analytics to help families understand and address attendance and behavior trends; (3) Provide annual data access training for new families. ● **Evidence:** (1) Parent training participation logs; (2) Family feedback data.
Establish community partnerships to support student social-emotional and behavioral needs. ● **How:** (1) Collaborate with local mental health organizations to provide student and family support; (2) Develop mentorship programs involving community leaders; (3) Partner with businesses to provide PBIS incentives for students. ● **Evidence:** (1) Community partnership agreements; (2) Student and family support service logs.	**Increase the frequency and impact of family engagement events.** ● **How:** (1) Double the number of PBIS-related family engagement events based on Year 1 participation data; (2) Introduce content-specific sessions (e.g., bullying prevention, digital citizenship, restorative practices); (3) Expand virtual access to increase participation. ● **Evidence:** (1) Event participation data; (2) Post-event feedback surveys.	**Ensure family workshops remain a core component of PBIS efforts.** ● **How:** (1) Transition from school-hosted events to community-based workshops; (2) Establish annual events focused on mental health, digital safety, and restorative justice; (3) Use family feedback to refine workshop topics. ● **Evidence:** (1) Workshop attendance trends; (2) Family needs assessment data.
Implement family engagement events focused on behavior and school climate. ● **How:** (1) Organize PBIS family nights that reinforce positive behavior strategies at home; (2) Provide workshops on mental health, stress management, and conflict	**Strengthen and formalize community partnerships.** ● **How:** (1) Establish long-term agreements with mental health providers and social service organizations; (2) Increase mentoring and volunteer opportunities for	**Expand and sustain community partnerships.** ● **How:** (1) Develop a district-wide advisory board for community engagement; (2) Formalize long-term agreements with social service agencies and local

resolution; (3) Offer flexible attendance options (in-person, virtual, recorded sessions). ● **Evidence:** (1) Event attendance records; (2) Workshop feedback surveys.	community members; (3) Expand student internship and service-learning projects. ● **Evidence:** (1) Signed partnership agreements; (2) Community service tracking data.	organizations; (3) Track student outcomes linked to community partnerships. ● **Evidence:** (1) Advisory board meeting minutes; (2) Student success data from partnerships.
Improve two-way communication between families and schools on PBIS efforts. ● **How:** (1) Utilize multiple communication platforms (email, social media, school apps) to share PBIS updates; (2) Ensure all communication is accessible (translations, mobile-friendly formats); (3) Implement a feedback loop to assess communication effectiveness. ● **Evidence:** (1) Engagement analytics (email open rates, social media interaction); (2) Family feedback surveys.	**Refine communication strategies to maximize family engagement.** ● **How:** (1) Analyze engagement data from Year 1 to adjust communication methods; (2) Increase personalized outreach efforts to underrepresented families; (3) Develop multilingual and inclusive PBIS communication resources. ● **Evidence:** (1) Family engagement analytics; (2) Communication effectiveness reports.	**Optimize communication strategies for long-term family engagement.** ● **How:** (1) Maintain an adaptable communication plan based on yearly analytics; (2) Expand direct outreach efforts for at-risk and underserved families; (3) Use annual surveys to refine communication effectiveness. ● **Evidence:** (1) Annual communication effectiveness reports; (2) Parent satisfaction survey results.

Strategy #3: Professional Capital (LEAP)

The Chippewa Local School District will focus on building the capacity of all of our educators. To build teacher capacity, CLSD will provide opportunities for ongoing professional development and support for teachers, especially in the area of trauma-informed responsiveness and instruction. The District will provide onboarding and mentoring for new teachers.

According to research, high-quality professional learning: is tied to specific content and standards; incorporates active learning; is job-embedded; is collaborative; provides models; includes coaching; is sustainable and continuous; and is aligned with school goals and other professional learning activities.

Action Steps Year 1	Action Steps Year 2	Action Steps Year 3

Develop a structured professional development plan for PBIS implementation. ● **How:** (1) Identify key PBIS training topics (Tier I, Tier II, and Tier III interventions, trauma-informed practices, restorative justice); (2) Schedule monthly professional learning sessions for staff; (3) Provide coaching and follow-up support to ensure implementation fidelity. ● **Evidence:** (1) PD calendar and agendas; (2) Staff participation logs.	**Expand PBIS professional development with advanced training opportunities.** ● **How:** (1) Offer training on de-escalation techniques and trauma-informed practices; (2) Provide hands-on workshops with behavior specialists; (3) Implement micro-credentialing for PBIS best practices. ● **Evidence:** (1) Advanced training session materials; (2) Staff certification records.	**Institutionalize PBIS professional learning as part of long-term staff development.** ● **How:** (1) Embed PBIS training into new teacher orientation and ongoing staff development; (2) Develop a PBIS certification pathway for teachers and staff; (3) Ensure PBIS is a required component of professional learning plans. ● **Evidence:** (1) Updated professional development plans; (2) PBIS certification records.
Establish a PBIS leadership team within each building. ● **How:** (1) Select staff members to serve as PBIS leaders in each school; (2) Provide leadership training on PBIS best practices; (3) Schedule regular PBIS leadership meetings to discuss implementation progress. ● **Evidence:** (1) PBIS leadership team meeting minutes; (2) Staff leadership participation records.	**Strengthen PBIS leadership roles within each school.** ● **How:** (1) Provide additional leadership development for PBIS team members; (2) Expand PBIS leadership responsibilities to include mentoring and training new staff; (3) Use leadership teams to develop school-specific PBIS action plans. ● **Evidence:** (1) PBIS leadership training logs; (2) School PBIS action plans.	**Ensure sustainability of PBIS leadership teams within each building.** ● **How:** (1) Formalize PBIS leadership roles and responsibilities; (2) Provide annual leadership training refreshers; (3) Develop a structured leadership succession plan to ensure continuity. ● **Evidence:** (1) PBIS leadership documentation; (2) Leadership succession planning documents.
Implement a peer mentorship program to support PBIS strategies in classrooms. ● **How:** (1) Pair experienced teachers with newer staff for PBIS coaching and support; (2) Provide structured observation and feedback sessions on behavior	**Enhance peer mentorship by introducing coaching cycles for PBIS implementation.** ● **How:** (1) Develop structured observation and coaching cycles focused on PBIS strategies; (2) Provide collaborative debrief sessions for staff; (3) Align	**Sustain peer mentorship and coaching as an embedded support structure.** ● **How:** (1) Transition mentorship from an informal system to a structured coaching program; (2) Train experienced teachers to serve as PBIS instructional coaches; (3)

management strategies; (3) Collect teacher reflections on the impact of mentorship.
- **Evidence:** (1) Mentor-mentee session logs; (2) Teacher feedback surveys.

coaching cycles with PBIS walkthrough findings.
- **Evidence:** (1) Coaching cycle logs; (2) Teacher feedback data.

Use coaching data to refine PBIS implementation strategies.
- **Evidence:** (1) Coaching program documentation; (2) Mentor teacher evaluations.

Embed PBIS professional learning into PLCs and staff meetings.

- **How:** (1) Dedicate time in PLCs to review PBIS data and discuss best practices; (2) Use case studies of student behavior to guide problem-solving discussions; (3) Align PBIS professional learning with school improvement goals.
- **Evidence:** (1) PLC meeting minutes; (2) Teacher collaboration logs.

Increase collaboration between schools on PBIS implementation.

- **How:** (1) Establish district-wide PBIS meetings to share best practices; (2) Develop cross-school PBIS learning teams for professional collaboration; (3) Use inter-school walkthroughs to identify strengths and areas for improvement.
- **Evidence:** (1) District PBIS collaboration meeting minutes; (2) Cross-school PBIS reports.

Use multi-year PBIS data trends to refine staff training and support.

- **How:** (1) Analyze three-year PBIS data trends to adjust training and intervention priorities; (2) Implement staff recognition programs for PBIS excellence; (3) Adjust training strategies to reflect best practices identified through longitudinal data.
- **Evidence:** (1) Multi-year PBIS data reports; (2) PBIS staff recognition records.

Monitor PBIS professional development effectiveness and adjust training as needed.

- **How:** (1) Collect staff feedback on PBIS training sessions; (2) Use PBIS walkthroughs to assess staff implementation of behavior interventions; (3) Adjust professional learning plans based on findings.
- **Evidence:** (1) Training evaluation forms; (2) PBIS walkthrough data reports.

Refine PBIS professional learning based on implementation data.

- **How:** (1) Use PBIS data to adjust future training topics; (2) Offer targeted support to staff based on areas of need; (3) Develop individualized PD plans for staff struggling with PBIS implementation.
- **Evidence:** (1) PBIS data-driven training adjustments; (2) Individualized staff PD plans.

Secure funding and resources to sustain PBIS professional learning initiatives.

- **How:** (1) Identify long-term funding sources for PBIS professional development; (2) Develop partnerships with organizations specializing in behavior interventions; (3) Advocate for district budget allocations to sustain PBIS training efforts.
- **Evidence:** (1) Grant and funding reports; (2) Partnership agreements.