

### Basic Information

Plan Entity Name: FY 2025 Chardon Local One Plan (0)  
 Plan Fiscal Year: FY 2025  
 Cohort #: 1  
 District IRN: 047183  
 Plan Status: Plan In Progress  
 Revision #: 0

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### Plan Information

#### 1. Goal #1 of 3

##### 1.1. Root Cause Analysis

Underlying root causes for ELA and Math achievement: limited access, language proficiency, text anxiety, curriculum misalignment, and/or inequities in opportunities. Underlying root causes for why students may not enter into CTE programs: lack of information, perceived stigma, limited exposure, inadequate counseling, parental influence, rigidity in academic tracking, and/or societal expectations.

##### 1.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **All Students, High School** students at/in **Chardon High School** to **increase 6.00 %** in **Career Technical Education Experiences** using **Earned Industry Recognized Credentials**.

##### 1.3. Student Measures

###### 1.3.1. Student Measure #1

**Students with Disabilities and All Students** will be monitored for **Career Technical Education Experiences - Earned Industry Recognized Credentials** every **Semester** by **Staff** with an annual improvement of **increase 2.00 %** and an overall improvement of **increase 6.00 %** by the end of the plan

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

District will utilize community partnerships with Educational Service Centers and State Support Team 4 to provide consultation, support, and recommendations on building career technical education training for staff and experiences for students.

###### 1.4.1.3. 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.

###### 1.4.1.4. Action Steps

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

Provide staff with professional development on career technical education experiences, pathways, and opportunities.

###### Participant(s):

- Staff

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

DLT will consist of a cross section of district stakeholders to ensure all areas of education have representation on the DLT.

###### Participant(s):

- Staff

##### 1.5. Adult Measures

###### 1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Career Technical Education - Staff Reflection of High School Staff** will be monitored by **Staff, Principal**, with an annual improvement of **increase 2.00 %** resulting in an overall improvement of **increase 6.00 %** by the end of the plan.

01/01/2025	06/01/2025	01/01/2026	06/01/2026	01/01/2027	06/01/2027
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##### 1.6. Funding Sources

###### 1.6.1. FY 2025,2026,2027

Provide staff with professional development on career technical education experiences, pathways, and opportunities.

Title II-A Supporting Effective Instruction

###### 1.6.1. FY 2025,2026,2027

DLT will consist of a cross section of district stakeholders to ensure all areas of education have representation on the DLT.

Title IV-A Student Support and Academic Enrichment

#### 2. Goal #2 of 3

##### 2.1. Root Cause Analysis

The following underlying root causes, if addressed, would result in a positive impact: -lack of time spent investigating research on the best and most effective mathematical literacy instructional strategies, programs, and standards aligned pedagogical practices -need to provide continuous and ongoing teacher professional development in evidence based interventions for number sense, computation, and geometry (for math) as well as phonics, vocabulary, fluency, and comprehension (for literacy) -strengthening the district's MTSS model for intervention time, evidence based instructional intervention strategies, and high quality intervention materials -onboarding an early numeracy intervention program to prevent instructional gaps from developing -establishing clearer decision rules and literacy intervention programming for adolescent readers

##### 2.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **All Students, All Grades** students at/in **Chardon Local** to **increase 6.00 %** in **Math** using **State Report Card**.

##### 2.3. Student Measures

###### 2.3.1. Student Measure #1

Every **365 days, Math - Ohio State Tests - math of All Students** will be monitored by **Staff**, with an annual improvement of **increase 2.00 %** resulting in an overall improvement of **increase 6.00 %** by the end of the plan.

06/30/2025	06/30/2026	06/29/2027
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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 4

###### 2.4.1.2. Description:

Strategy Level: Level 1

###### 2.4.1.2. Description:

The District will utilize opportunities to provide high quality professional development to teachers, as well as implement high quality instructional materials and high dosage tutoring to support those students at most risk for poor math achievement.

###### 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: 2025, End Action Step:

PLCs will provide evidence through documentation, as to how instruction will be modified or changed because of the data collected.

###### Participant(s):

- Staff

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

TBTs and BLTs will collect student performance data to provide information regarding the inclusive instructional practices being provided in the classroom.

###### Participant(s):

- Staff

##### 2.5. Adult Measures

###### 2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Math - Implementation Data of Math Teachers** will be monitored by **Staff**, with an annual improvement of **increase 2.00 %** resulting in an overall improvement of **increase 6.00 %** by the end of the plan.

01/01/2025	06/01/2025	01/01/2026	06/01/2026	01/01/2027	06/01/2027
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##### 2.6. Funding Sources

###### 2.6.1. FY

PLCs will provide evidence through documentation, as to how instruction will be modified or changed because of the data collected.

General Fund

###### 2.6.1. FY 2025,2026,2027

TBTs and BLTs will collect student performance data to provide information regarding the inclusive instructional practices being provided in the classroom.

General Fund

#### 3. Goal #3 of 3

##### 3.1. Root Cause Analysis

Root causes if addressed that would result in a positive impact: more intervention time for students who are at risk, additional training in evidence based interventions, selection and procurement of varying structured literacy interventions that meet the diverse needs of students, improved alignment between standards and instructional materials used as well as fidelity to the implementation of materials.

##### 3.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **All Students, All Grades** students at/in **Chardon Local** to **increase 6.00 %** in **English Language Arts** using **State Report Card**.

##### 3.3. Student Measures

###### 3.3.1. Student Measure #1

Every **365 days, English Language Arts - Ohio State Tests of All Students** will be monitored by **Staff**, with an annual improvement of **increase 2.00 %** resulting in an overall improvement of **increase 6.00 %** by the end of the plan.

06/30/2025	06/30/2026	06/29/2027
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##### 3.4. Strategies and Actions

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

###### 3.4.1.1. Strategy Level: Level 4

###### 3.4.1.2. Description:

The District will utilize opportunities to provide high quality professional development to teachers, as well as implement high quality instructional materials and high dosage tutoring to support those students at most risk for poor literacy achievement.

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

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

###### 3.4.1.4. Action Steps

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

TBTs and BLTs will collect student performance data to provide information regarding the inclusive instructional practices being provided in the classroom.

###### Participant(s):

- Staff

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

PLCs will provide evidence through documentation, as to how instruction will be modified or changed because of the data collected.

###### Participant(s):

- Staff

##### 3.5. Adult Measures

###### 3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, English Language Arts - Implementation Data of English Language Arts Teachers** will be monitored by **Staff**, with an annual improvement of **increase 2.00 %** resulting in an overall improvement of **increase 6.00 %** by the end of the plan.

01/01/2025	06/01/2025	01/01/2026	06/01/2026	01/01/2027	06/01/2027
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##### 3.6. Funding Sources

###### 3.6.1. FY 2025,2026,2027

TBTs and BLTs will collect student performance data to provide information regarding the inclusive instructional practices being provided in the classroom.

Title II-A Supporting Effective Instruction

###### 3.6.1. FY 2025,2026,2027

PLCs will provide evidence through documentation, as to how instruction will be modified or changed because of the data collected.

Title II-A Supporting Effective Instruction