

Logan Elm Local Schools 2025-28 One Plan for Continuous Improvement

Attendance

A systematic yet responsive tiered approach to addressing attendance is planned and implemented, reducing the percentage of chronically absent students.

Goal: Because chronic absenteeism is highest with students who have a disability, are homeless, or qualify as low-economic status, the district will work to decrease this yearly by 3%, with a decrease of 9% by June, 2028. Progress will be measured every quarter by the District Leadership Team (DLT).

School Climate & Supports Strategy and Action Steps: Improve student connections to school/staff and increase opportunities for incentives.

- Offer more frequent and cumulative incentives to students identified with Tier 2 and 3 attendance needs.
- Conduct yearly student engagement surveys and senior exit surveys to provide insight on effectiveness of strategies.
- At middle/high school, schedule students into classes (specifically AEs) with identified staff supports where possible.

Community & Family Engagement Strategy and Action Steps: Provide attendance support and resources to all and targeted as needed to families multiple times throughout the year.

- Create a teacher/staff attendance team to monthly address attendance and provide support for students/families who have not yet triggered for chronic absenteeism or truancy but have been absent for more than five percent of the time.
- Plan for family events at school which are supported with meals, resources, rideshare/carpooling, and babysitting.
- Provide tiered incentives for parents.
- Create targeted family cohorts for support starting in Kindergarten.

Principals will monitor the completion of the following tasks monthly.

- Teachers/staff attend and engage in team meetings.
- PBIS postcards are sent by all teachers, targeted to students with high risk factors.
- First period/homeroom teachers monitor attendance and address any concerns early, before triggering the attendance team.

Graduation

Students who are economically disadvantaged, homeless, and/or have a disability need to be connected to school to improve confidence, hope, and success, improving likelihood of graduating and being college or workforce ready.

Goal: Because students who have a disability, are homeless, or qualify as low-economic status have lower graduation rates than the general population, Building Leadership Teams (BLTs) and DLTs will monitor risk factor data every semester, resulting in a 1% increase in graduation rates each year with a 3% increase by June, 2028.

College and Career Readiness (CCR) Strategy and Action Steps: In order to support students in unlocking career opportunities, curriculum, instruction, and assessments will be geared towards pathways, emphasizing career exploration and the importance of graduation.

- Professional Development Opportunities focused on CCR
- See [District College and Career Readiness Plan](#)

Curriculum, Instruction and Assessment Strategy and Action Steps: Improve literacy achievement for students who are below grade level, which will increase their likelihood of graduating.

- Provide High Dosage Tutoring for students who are on a Reading Improvement Plan.

Community & Family Engagement Strategy and Action Steps: District Households will be linked to available resources through collaboration with community partnerships to assist with next steps upon graduation.

- Contact with households of students with high risk factors will be continuous and individualized.
- Open House, Family Nights and Parent Meetings at key transitional times

Principals will monitor the completion of the following tasks monthly.

- Staff participate in planned professional development.
- Staff actively work to connect with households of students with high risk factors.

Mathematics

Structured math intervention is planned for at all grade levels, increasing student growth and closing gaps.

Goal: By June of 2026, the district's percentage of students who score proficient or better on the state math tests will increase to 65%, June of 2027 to 70%, and June of 2028 to 75%. Teachers will monitor progress towards this goal quarterly based on diagnostics, benchmarks, and classroom assessments.

Curriculum, Instruction, & Assessment Strategy and Action Steps: Use researched based intervention programs and data analysis to guide instruction.

- Progress monitoring is done quarterly to guide instruction.
- Provide small group intervention by classroom teachers, intervention specialists, tutors, and volunteers.
- Monitor data from personalized learning programs and intervene as needed.

Principals will monitor those action steps quarterly.

Instruction

High quality PD and collaboration time are planned and implemented to deepen knowledge of standards and improve vertical alignment which will increase achievement and the District Performance Index.

Goal: The district's Gap Closing component of the state report card will improve to earning 24 out of 44 points by June of 2026, 29 out of 44 points by June of 2027, and 34 out of 44 by June of 2028. Teachers will monitor progress towards this goal quarterly based on diagnostics, benchmarks, and classroom assessments.

Curriculum, Instruction, & Assessment Strategy and Action Steps: Use assessment data to plan for effective differentiation for learners.

- Utilize staff surveys to offer PD opportunities which include job-embedded.
 - Improve vertical alignment of standards during TBT and department meetings.
 - Share instructional strategies that lead to high student engagement and promote learning during TBT and department meetings.
 - Teams meet quarterly to evaluate data and plan for intervention.
 - Incorporate effective strategies into standards-based lesson plans.
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- Principals will monitor those action steps quarterly.

Safe & Healthy Schools

All components of the Multi-Tiered System of Supports (MTSS) are aligned, increasing student engagement and decreasing loss of instruction.

Goal: Increase positive recognition of students with high risk factors through MTSS , which includes the Positive Behavior Interventions and Supports (PBIS). BLTs will monitor this quarterly, working towards an increase of 3% more positive recognitions for these students each year, resulting in a 9% increase over the next three years.

School Climate & Supports Strategy and Action Steps: Monitor well defined MTSS process and procedures to make adjustments as needed.

- Provide professional development on classroom management, trauma informed care, and understanding poverty.
- Identify students with high risk factors such as poor attendance, discipline concerns, or low grades.

Participation by all teachers and support staff in professional development, which includes job embedded and collaboration opportunities, will be monitored every semester by principals.