Document shared 6/13/2017 w/BOE, SST, Clairie Huff Franklin

Document updated 12/18/17

Warren City Schools Crosswalk

Dec, 2016, SST to work with district on 18 month plan

Document Update 3/23/18

Document Update 4/16/18   Update 5/31/18 Update 11/4/18 *update 1/9/19 1/28/19*

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2017-2018	2018-2019	2019-2020
Develop a process to measure the effectiveness and impact of the services provided by external partners. ● Identify an individual at each school to champion the evaluation of services provided by external partners to measure the effectiveness of their services. ● Identify students served by each external partner and document the academic progress of these students. Conduct focus groups and interviews with these students to possibly uncover strengths and weaknesses of activities and programs. ● Examine the students' academic performances, especially value-added or formative assessment data, of the students that are regularly attending activities sponsored by external partners	3	External partners are providing non-academic experiences. • IM • Valley Counseling • Psycare • CASEL • Compass • Someplace Safe • Christy House • Continuum of Care - Homeless	Department of Community Outreach	Develop a rubric to evaluate current and potential partners to determine if the services that they provided align to the focus plan of the district and We Are Warren .	*Parent Café's* *Any Given Child beginning integration* • *1 arts experience per grade level K-8*	*Any Given Child with integration* • *1 arts experience per grade level K-8* • *TCESC – 42 students participated in Explore*	x
Create opportunities for district personnel and community stakeholders to provide formal feedback to the district regarding improvement initiatives and perceptions of progress toward district goals. ● The district's process to promote collaboration and shared decision-making with teachers is limited. ● Assess the value of having 44 individuals on the district leadership team. Such a large team may not be conducive to effective collaboration and decision making. A smaller team of maybe 15-20 individuals, with 50 percent teacher representation, may allow the voices and perspectives of the entire team to be heard. ● Review present collective bargaining agreement language	2	● ✔ OIP is the means of voice of those in the district regarding decision making in each building and district. Those on DLT are a good cross representation of our district. ● ✔ Given the size of the district, 50 members representation of the district. 64% is teacher based. ● ✔ The large DLT allows for shared decision making and subgroup work, for example the RAP.	District Core Team ✔	Warren 2018 Kevin - Focus group meetings Community Connections grant	x ✔	*Starting January 2019, BLT's to include family liaisons as a consistent connection to the community.* X	X x

regarding shared decision-making. Open dialogue with the teachers' association to determine potential enhancements to collective bargaining agreement language that may promote a stronger partnership between administration and teachers. Specifically, provide language that precisely identifies how teachers play a role in school-level and district decision making. ● Ensure that an effective Shared Decision Making Committee is fully operational and effective at each school. ✔ ● Consider implementing district-sponsored surveys to all school personnel at least once per school year to assess staff culture, solicit priority improvement needs and to identify barriers that may be impacting school personnel's ability to do their jobs. Investigate an anonymous online survey as a low-cost opportunity to solicit community-wide feedback on district improvement efforts and on how community stakeholders could support district efforts. ● Determine meaningful opportunities for teachers to participate in the selection process of incoming teachers to their schools.				● Language in the contract (6.21) addressing shared decision making has been changed the latest negotiations to the state approved collaborative process, Ohio Improvement Process. All teachers will be engaged in TBTs and individuals can volunteer to serve on the BLTs and the DLT. ✔ Both staff and students complete culture survey 3x per year during the 2017-18 school year. At the end of the 2017-18 school year part of the survey will include a needs assessment for priorities for the 2018-19 school year. ✓ Through both the collaborative hiring process as well as collaborative process for placement of university students for field experiences and student teaching teachers are part of the process. ✓	x X This was done. Fall/winter results were shared with DLT. Spring will be added and shared in August. x	x X One request from DLT was to include building specific identifiers on the survey so BLT's can disaggregate the data as well for climate discussions and actions. Will look to do a mid-year and end of year to identify priority improvements and identify barriers that may impact personnel's ability to do their jobs. (Looking at trauma support in SEL crosswalk) Fall 2018 students from the university from ECES. TESOL endorsement, pre-clinical experience, student teaching, STEP and general field experience 2630 WCS hosting 80 students from Kent, Mount Union, YSU, Cleveland State.	x Looking to implement the "We Surveys" through HM. Mentoring support for WCS students going into education beyond HS – what does this look like?

						Paid internships working with summer programs summer 2018 in collaboration with IM	
Develop and implement a balanced system of formative and benchmark assessments for all grade levels. ● A balanced system of formative and benchmark assessments is not currently in place to guide instruction.	1	Benchmarking system beginning 16-17. Due to technology issues will only benchmark 2x's this year	Office of Curriculum and Instruction.	● NWEA MAP Reading and Math in grades K-8 twice per year (16-17), three times (17-18) and include the high school (17-18) In place ● Will benchmark all K-9 in ELA, Math and Science three times per year using NWEA Map Grade 10 (18-19) ● Training for reading the reports begins in 16-17. Will continue through next few years getting more in depth ● Train SSI's on reading reports ● Begin training teachers on NWEA Map reports (2016-17) ● Teachers share assessment reports with parents	X ✓ X ✓	x science 2018-19 Grade 10 ELA/Math *January 2019 formal written communication to families on student progress through Illuminate* x	x x
● Teachers and building administrators are not accessing and utilizing value-added data from the Ohio Educational Value Added Assessment System (EVAAS for instructional decision-making ● Provide consistent and ongoing professional development throughout the district on the Formative Instructional Practices (FIP) model and the use of these		● Implemented beginning summer, 2015 by training FIP Bldg Teams. The teams are comprised of a balance of teachers and administrators.	District core team in conjunction with DLT and Office of C & I	● SSIs have been value-added training (December 2016). ✔ ● SSIs will collaborate with all principals on the use and importance value-added data. (Dec 2016) ✔ ● SSIs and principals will be trained and collaborate with teachers on the use and importance of value-added data (Jan 2017) ● Principals will have data conferences with the teachers with the support of another administrator and/or central office person personnel (Feb 2017). ● Teachers may use the value added to add to or revise their professional growth plans. ● Modules are reviewed and discussed with SSIs prior to FIP building teams meeting. This ensures level of consistency in the message ● SSIs the facilitate FIP building team meeting. FIP building teams create an action plan for	More conversations with 6-8 Executive Coaching with SSI's, principals and external facilitators/coaches ✓	Continue to have PD with administrators and teachers on a deeper dive and use of VA reports 11/5/18 first session MCESC for admins with step one of teacher level VA conversation *1/7/19 VA for Admins* Executive Coaching w/SSI's taking the lead, deepening data conference conversations Scaffolded PD within buildings for teachers giving feedback to students; use of FIP modules as needs present (possibly set up a	*Use of Illuminate to organize data to allow for deeper analysis for instructional decision-making* Training teachers to have data conferences with students Implementation of FIP practices is ongoing

assignments in designing high-quality instruction. Develop data analysis and classroom observation tools to ensure the fidelity of implementation of the FIP model and the impact of this assessment model on student growth. ● Create a district assessment advisory committee to coordinate the development, implementation and analysis of all local and state assessments that includes representation from administrators, school improvement personnel, instructional coaches and grades preK-12 teachers. ● Provide professional development and implement a benchmarking assessment system for grades K-11 that uses a computerized system of adaptable tests, given three-four times per year, to ensure a consistent measurement of student growth and progress toward Ohio's Learning Standards. .		● During the 201-16 school year all ✓ buildings examined FIP Modules 1-2 with FIP team and teachers began the process of deconstructing standards. The HS and some of the 6-8 grades began module 3 ● 2016-2017 school year buildings are expected to have the FIP teams lead buildings through modules 3 and 4. Implementation of these practices is expected. (Look at PD schedule) NWEAP Map selection 2015-16. Year 1 implementation 16-17 grades 1-8 ELA/M		their buildings. ● Administrators along with FIP building team and BLT members monitor implementation at the building level	x Finishing FIP modules and refining FIP practices in classroom instruction Through module 4 Feedback K-9 ELA/M ✓	monthly cycle to teach/reinforce) Implementation of FIP practices is ongoing K-10 ELA/M, possibly Science	
Create a committee of teachers and administrators representing grade bands to select curriculum materials that are aligned to Ohio's Learning Standards. ● The district has not developed a cohesive set of curriculum materials aligned to Ohio's Learning Standards. ● Provide professional development for the use of all material selected	1	● Materials in K-5 for both ELA and Math are aligned to the Ohio Learning Standards (Lit. Collab/Bridges 2)✓ ● Pacing guides have been updated at the HS.(2016-2017) ✓ ● There are and continue to have PD opportunities each week specific to the needs of teachers. Additionally, one-on-one coaching by coaches, supervisors, coordinators, and SST	✓	● A core committee of SSIs, supervisors, and coordinators is in place. The core committee selects the appropriate teachers, parents and administrators to review potential curriculum materials ● K-5 Bridges II ● 6-8 CPM/9-10 HS equivalent	Full implementation Bridges II 1st year CPM 6th-Alg I ✓ (17-18 SY) ✓ Social Studies materials K-11 and math 6-12: ✓	CPM Alg II and Geometry ✓ Ongoing ✓ *Implementation of SS grade 4, 7-12 ELA, My Perspectives grades 6-12 implementation*	Ongoing

to align with Ohio's Learning Standards. ● Monitor the delivery of the curriculum by all instructional staff. ● Annually evaluate and update selected materials.		personnel is available and expected. ● Wavier days are scheduled in the district. Vendors have been and continue to brought in to deliver PD on the use of new curriculum materials. ● The Office of Curriculum and Instruction requires supervisors and coordinators to monitor, evaluate, and update the delivery of curriculum and curricular materials. ● The Office of the Superintendent and the Office of the Associate Superintendent require building administers to monitor and evaluate the implementation of the district adopted curriculum.			training in the summer of 2017 ongoing throughout the school year. Ongoing This will be carried out through the Office of C&I	Ongoing This will be carried out through the Office of C&I Close look and monitoring of ID students in Read/Math 180 along with implementation with fidelity and usage of program for students	Ongoing This will be carried out through the Office of C&I
Implement a tiered system of supports for all students. **(Adopt and implement a district wide multi-tiered system of supports that addresses both the academic and social/emotional/behavior needs of students, monitors the progress of students and responds quickly to the needs of students in order to increase academic achievement and student growth.)** ● The district has not implemented a tiered system of supports for all students across all subjects and grade levels. ● The district has not fully implemented tiered systems of support to address the academic, social, and behavioral needs of the students. ● Provide professional development in data collection and progress monitoring which, may enable teachers to determine if students	1	● District Teams, representing all buildings, were trained and PD provided to understand what a multi-tiered system of support means for all students. ✔ ● A district wide inventory of what supports are in place was conducted (see attachment #1) ✔ ● An MTSS work group is in place. The initial team was school psychologists, special education supervisors, coordinators, and SSIs. This work group has determined that there should be MTSS building teams. ✔ ● A district PBIS team has been trained in the foundations of PBIS. ✔ ● Building teams attended initial Social Justice training in summer, 2016 and		Revised focus plan Climate goal #3 SEL umbrella ● Build a continuum of reading services for all students. See attachment. ● Bridges 2 framework includes intervention at each grade level. ● The original work group will take the inventoried supports of the district to the building level (see attachment #2) ● The BLT will reorganize the building MTSS work group that will inventory what supports are in place in each building will be conducted (2016-2017) to identify the specific building needs. ● The MTSS building group analysis of the needs of the student population to align the supports with the needs of the students. The analysis will be submitted to the Department of Teaching and Learning. ● Repurpose the PBIS team to build actionable	● Begin training personnel in Wilson Reading. ✔ ● Explore options for Tier 2 and 3 in math. Wilson training ● Building MTSS work groups established. ● Complete the building inventories. ● Complete the needs analysis of the students by building.	● Identify Tier 2 and 3 mathematical supports and begin *Wilson implementation grade 3-12, LLI K-8, Literacy Lessons 1-5, Study Island K-12, Read/Math 180 grades 6-10* ● Begin implementation of MTSS practices. ● Implement revised IAT process (possibly can occur at TBT's/PD through PLC's and having the right people at	● *District MTSS work group will train building MTSS work groups.* ● Monitor full implementation and results.

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are making progress.

- There is not a district wide Intervention Assistance Team process that is implemented consistently in all schools.
- Identify and provide the training needed to allow Intervention Assistance Teams to fully function to provide students the necessary supports that can result in increased learning.
- Provide professional development on research-based interventions.
- Develop a compendium of research-based interventions that will provide teachers resources on skill development for individual student's needs.
- Provide professional development in data collection and progress monitoring which, may enable teachers to determine if students are making progress.

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continue to attend quarterly regional training through SSTR5 in addition to state training in Columbus. ✔️

- 2016-17 each building has an IAT team put into place and some initial training for members.
- The district is transitioning from the IAT process to MTSS.

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steps through the district focus plan for full implementation.
- Integrate Social Justice into MTSS.(summer 2017)

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- Must provide PD on progress monitoring for staff.

- IAT through the lense of MTSS returns back to Department of T&L with SSI's and Sped Supervisors to ensure comprehensive process for all students. Oversight by Directors

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the table) – groups of students/not individual
- Take admins through IAT process in August 2018/foundational understanding
- On-going PD with staff and administrators on progress monitoring
- Social Justice lens will begin in 6-12 through lens of equity
- Equity Audit and actions for building action steps

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Ensure teachers are provided with professional development on the integration of classroom technology into daily instruction. ● There was little evidence of teachers and students using available classroom instructional technology across the district. ● Create a data monitoring and classroom walk-through process to measure the use of classroom technology by students and its impact on student growth.	3	● The technology teachers and supervisors are developing a scope and sequence for the development of the technology that can be integrated into the classroom (K-8). A similar process is being done 9-12 in collaboration with Youngstown State University to look at technology in the workforce.		● Team from district attending the technology conference in February. They will then develop a plan of implementation for the next three years that will support instruction and learning with the authentic use of technology. ✔ ● Students at the HS will have the availability to be certified in specific software (18-19). Department of T&L to create a data monitoring system to measure the use of classroom technology by students and the impact of student growth (must make sure the technology is used for the intent of the standard)	Develop the tech plan for implementation by grade level 16-17 2017-18 review plan and make revisions Develop the walk-through "look-for's"	*Have begun* PD for staff of authentic implementation of technology for both instruction and student learning during *Innovative Day* *Create* Comprehensive plan for implementation specific by grade level for two years; pilot in some grade leveles Share plan with admin team beginning of year, Implement plan	on-going with depth Ongoing monitoring. Implementation of comprehensive plan *Begin implementation and monitoring of the use of technology by teachers and students* *Implement within the walk-through form in all buildings and monitor progress*
Develop and implement a systematic process for annual evaluations. ● The district is not following the Ohio Teacher Evaluation System with fidelity. ● Schedule a recalibration process annually that brings all of the district's evaluators together to review, and agree upon, the criterion for each of the four rating levels and develop inter-rater reliability. It may be of benefit to the district to use an Ohio Department of Education certified trainer. ● Identify and select a district-level administrator that would be responsible for oversight of the Ohio Teacher Evaluation System	3	The evaluations that were reviewed during the DRT review were prior to OTES. The district has fully implemented OTES and OPES beginning in 2014-2015. Each year the district strives to improve the implementation of OTES and OPES. Each year there is a recalibration for OTES. This is done via a state trainer. ✔ District level administrator has been selected to oversee OTES and OPES. (supt) PD was provided by legal counsel on developing professional growth and improvement plans to enhance teacher		The areas of refinement of the evaluations will be reviewed annually and be used to drive professional development. ✔ Recalibration will be yearly ✔	SGM and performance ratings are currently part of teachers' personnel file. Provided calibration and deeper understanding for entire WCS teaching staff through two Waiver Days ✔	Continue to provide ongoing recalibration for administrators each year OTES, PIP, SGM refresher training at the beginning of the year and how to use evidence to support all three components	X PD for admins and teachers on new OTES instrument PD for admins for new OPES standards and tool

(OTES) and the Ohio Principal Evaluation System (OPES) in the district. ✔ ● Deliver professional development on the creation of student learning objectives. ✔ ● Provide the district student learning objectives committee with continuous training to ensure growth measures reflect rigor and follow Ohio's Learning Standards. The student learning objectives committee review and approves the teacher-developed assessments given to students at the beginning of instruction and at the conclusion of instruction in the course, over time, to identify how much students have learned. ✔ ● Include student growth measure information in teachers' personnel files, along with their teacher performance ratings. This could provide a common repository for a teacher's growth over his or her tenure in the district.		practice.✔					
Create a culture of collaboration in the selection and assignment of new staff. ● The district does not provide opportunities for collaboration and participation in the selection and assignment of staff. ● Design and implement a detailed plan for human resources that includes the collaborative role of building leadership across the district in the hiring process. Include in the plan a recruitment process that attracts a diverse group of applicants and objective screening and selection processes. ● Refine the induction process of new hires to provide more support from current staff once selections and assignment have been made.	3	Administrators are part of the interview and selection process of new staff hiring.✔		Administrators and/or teaching staff to be part of the interview process for new staff Collaborative hiring practice Teachers are part of the selection and matching clinical field placements and student teaching placements in conjunction with the district and local universities. ✔	x	x	x

Monitor and promote school safety. ● Establish practices to create and sustain safe environments, procedures and plans. ● Annually review the comprehensive safety plan in conjunction with the police and fire departments to ensure safety for students and staff within school buildings, and submit the safety plan to comply with the Ohio Department of Education's safety regulations. ● Ensure that every school has a high-quality building safety plan in place and that students and staff are prepared to follow it.	3	Safety plans have been uploaded to ODE.within the given deadline and have been chosen as model plans for other districts by Homeland Security. ✔️ All required safety drills are being done and recorded at each building while also being monitored by the Director of Business Operations ✔️			● 2017-18 hired a Supervisor of School Security. Was formerly with Homeland Security ● 6th SRO added	● Active shooter drills ● Evacuation drills ● Stop the Bleed training at all buildings

Develop and implement strategies to increase the graduation rate for the 2016-2017 school year.
 ● The district's four-year graduation rate has declined as reported on the state school report card and is below the state average and similar districts.
 	
 ● Monitor students who are not on track to graduate or who are at risk of not having enough credits to graduate. Review report data on students and develop a plan to communicate failures to parents. Communicate the plan to the teacher-based teams, building leadership teams and district leadership team.
 ● Continue to offer Ohio Graduation Tests Intervention classes after school and during the summer for students who have not passed all or part of the state test.
	1	There was a slight increase in the 2014-2015 graduation rate. ✔️
		
		 A graduation task force was established in 2013-2014. ✔️
		
		 ● As indicated in documents that were reviewed, utilize the graduation task force to analyze current historical graduation data, identify probable root causes and create a plan to improve graduation rates. The historical data indicated that students that fail in 9th grade, do not graduate on track. As a result, Warren G. Harding at Monroe Center was established for 9th grade students who have failed. These students receive an accelerated 9th/10th grade in order to provide an opportunity to graduate on track. ✔️
		
		 ● 2016-2017 the graduation task force is functioning as a TBT to monitor students who are at risk of not graduating or not having enough
			HS BLT in conjunction with DLT
			
			 District core team with HS administration and designated TBT
			
			 HS TBT monitored by
				● Intervention for targeted EOC retakes
				 ● Winter intervention for required ACT
				 ● Winter intervention for struggling 9th/10th
				 ● General tutoring
				 ● Alternative pathways
				   ○ Administration of Work Keys
				   ○ Capstone for all seniors
				   ○ Monthly monitoring from guidance
				   ○ GTF
					*Work Keys administered
					
					 *EOC intervention
						Intervention must be targeted based need of students and monitored from throughout intervention for gains
						
						 *Work Keys administered
						 * Train staff on WIN
						 * EOC Intervention

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credits to graduate. The TBT reviews the identified students and communicate failures to parents. Communicate the plan to the teacher-based teams, building leadership teams and district leadership team.

● A PBIS TBT reviews attendance, discipline, and referral data. The PBIS TBT and creates action steps to address the monthly data.

● Continue to implement the credit recovery programs to help students who have credit deficiencies by making up courses on the computer-based software.

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HS BLT and HS administration

Needs to monitor and create action immediately

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● Evaluate current recovery program success (Need to create a 3-6 where they come into school. Pay teacher 1x day per content to oversee
● Make necessary adjustments based on student need

● Begin to offer the first phase of courses that support career pathway and industrial credit
● Explore option of CTE application for HS to support pathways. ✔
● Begin discussions with MS parents regarding these pathways.

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Evaluate program from Monroe with CR and the HS CR program after school to look at success rates

What MS programs support these pathways

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GTF, once students are identified as needing intervention, either academic or non-academic, names must be communicated to CBT to align intervention

*priority to 12th and 11th to align supports for graduation. Then target 9th and 10th grade students on needs based upon HS based on semester and create a focused plan and begin interventions

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					at HS? When will these conversations take place? Conferences?	
Establish a capital plan committee that includes district staff from all administrative areas. ● Charge the committee with developing a written capital plan to outline the needs of the district for equipment, building repairs and preventive maintenance with priorities for the next five years. ● Review and update annually.						