

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2017-2018	2018-2019	2019-2020	2020-2021
<p><b>Develop a process to measure the effectiveness and impact of the services provided by external partners.</b></p> <ul style="list-style-type: none"> <li>Identify an individual at each school to champion the evaluation of services provided by external partners to measure the effectiveness of their services.</li> <li>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.</li> <li>Examine the students' academic performances, especially value-added or formative assessment data, of the students that are regularly attending activities sponsored by external partners</li> </ul>	3	<p>External partners are providing non-academic experiences.</p> <ul style="list-style-type: none"> <li>IM</li> <li>Valley Counseling</li> <li>Psycare</li> <li>CASEL</li> <li>Compass</li> <li>Someplace Safe</li> <li>Christy House</li> <li>Continuum of Care – Homeless</li> <li>Wean Foundation</li> <li>North Mar Church</li> <li>Second Harvest Food Bank</li> <li>United Way</li> <li>Akron Children Hospital</li> <li>MCESC</li> <li>MVCAP</li> <li>UPWARD BOUND</li> </ul>	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 .	<p>Parent Café's</p> <p>Any Given Child beginning integration</p> <ul style="list-style-type: none"> <li>1 arts experience per grade level K-8</li> </ul> <p>Use of all ACH nursing services</p> <p>Food Pantries at 2 sites</p> <p>VCS – therapist and behavioral interventionist every building</p> <p>United Way</p> <ul style="list-style-type: none"> <li>K-3 Summer Prgrmg all PK8</li> <li>Read Across America PK8s</li> </ul>	<p>Any Given Child with integration</p> <ul style="list-style-type: none"> <li>1 arts experience per grade level K-8</li> <li>TCESC – 42 students participated in Explore</li> </ul> <p>WEAN: REI/Ground Water Effect – Equity Training</p> <p>Admins/Counselors/liasons/some teachers</p> <p>North Mar: Willard staff/student support Kids summer program at Lincoln</p> <p>Food pantries at 4 of 5 sites, 5<sup>th</sup> site coming 2019-20</p> <p>United Way</p> <ul style="list-style-type: none"> <li>K-3 Summer Prgrmg all PK8</li> <li>Read Across America PK8s</li> </ul> <p>ACH – school based health program</p> <p>MCESC – WCS is the fiscal agent for Expanding Every Opportunity Grant</p> <p>VCS – therapist and behavioral interventionist every building</p>	<p>ACH begins telehealth services, nurse practitioner</p> <p>VCS – adding social worker and additional behavioral interventionist to each PK-8, case manager for district</p> <p>AGC w/ Artist in Residence per PK-8</p> <p>Kennedy Center (Exchange) Feb 16-19 B. Kirk B. Mullane M. Christ W. Hartzell</p> <p>PK-8 bldgs gaining community adopters United Way</p> <ul style="list-style-type: none"> <li>Vision For All (Willard)</li> <li>K-3 Summer Prgrmg all PK8</li> <li>Read Across America PK8s</li> </ul> <p>MiniTrades Expo March 3&amp;4, 2020 grade 6</p> <p>Make it Take it – grade 7 May 2020 – focus on manufacturing (cancelled due to COVID-19)</p> <p>May 2020 Virtual Bus Tour or Career Exploration in the Valley.</p> <p>Senior Give-Away from Career</p>	

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<p><b>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.</b></p> <ul style="list-style-type: none"> <li>The district's process to promote collaboration and shared decision-making with teachers is limited.</li> <li>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.</li> <li>Review present collective bargaining agreement language 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.</li> <li>Ensure that an effective Shared Decision Making Committee is fully operational and effective at each school. ✓</li> <li>Consider implementing district-sponsored surveys to all school personnel at least once per school year to assess staff culture, solicit</li> </ul>	2	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Given the size of the district, 50 members representation of the district. 64% is teacher based.</li> <li>✓ The large DLT allows for shared decision making and subgroup work, for example the RAP.</li> </ul>	District Core Team ✓	<p>Warren 2018 Kevin - Focus group meetings Community Connections grant</p> <ul style="list-style-type: none"> <li>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. ✓</li> </ul>	x ✓	<p>Starting January 2019, BLT's to include family liaisons as a consistent connection to the community.</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>One request from DLT was to include building specific identifiers on the survey so BLT's can disaggregate the data as</p>	<p>Continue to meet monthly w feedback from internal educators</p> <p>X</p> <p>X</p>	

Counseling, MVCOG  
June 2020

Second Harvest Food Bank w/Nat'l Guard 4 food giveaways spring/summer 2020

<p>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.</p> <ul style="list-style-type: none"> <li>Determine meaningful opportunities for teachers to participate in the selection process of incoming teachers to their schools.</li> </ul>				<p>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.</p> <p>✓</p> <p>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.</p> <p>✓</p>	<p>This was done. Fall/winter results were shared with DLT. Spring will be added and shared in August.</p> <p>x</p> <p>Summer Career Development collaboration with IM</p>	<p>well for climate discussions and actions.</p> <p>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)</p> <p>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.</p> <p>Paid internships working with summer programs summer 2018 in collaboration with IM (Summer Career Development)</p>	<p>x</p> <p>Looking to implement the "We Surveys" through HM. Given 11/9 – 12/18 We Teach, We Learn, We Support, &amp; We Lead</p> <p>Mentoring support for WCS students going into education beyond HS – what does this look like?</p> <p>During "Stay at Home order" 6-12 students provided reflections regarding instruction/school MP4 (virtual)</p> <p>On-going communication with families/community during COVID-19</p> <ul style="list-style-type: none"> <li>*academics</li> <li>*instruction</li> <li>*food programs</li> <li>*SEL students/families</li> <li>*links to community supports</li> <li>*modes of communications</li> <li>-traditional mail</li> <li>-social media</li> <li>-district website</li> <li>-robocalls</li> <li>-REMIND</li> </ul>	
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<p><b>Develop and implement a balanced system of formative and benchmark assessments for all grade levels.</b></p> <ul style="list-style-type: none"> <li>A balanced system of formative and benchmark assessments is not currently in place to guide instruction. (1 AS 1.11.3, 2 AS 1.11.3)</li> </ul>	1	Benchmarking system beginning 16-17. Due to technology issues will only benchmark 2x's this year	Office of Curriculum and Instruction.	<ul style="list-style-type: none"> <li>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) <b>In place</b></li> <li>Will benchmark all K-9 in ELA, Math and Science three times per year using NWEA Map <b>Grade 10 (18-19)</b></li> <li>Training for reading the reports begins in 16-17. Will continue through next few years getting more in depth</li> <li>Train SSI's on reading reports</li> <li>Begin training teachers on NWEA Map reports (2016-17)</li> <li>Teachers share assessment reports with parents</li> </ul>	X ✓	<p>x</p> <p>science 2018-19 Grade 10 ELA/Math January 2019 formal written communication to families on student progress through Illuminate</p> <p>*writing benchmarks 3x MS * reading benchmark 2x MS * Critical areas of focus (math) MS CPM * Elem. ELA/M check pts with standards focus *fluency K-3/2x * writing 1<sup>st</sup>-5<sup>th</sup> 1-2x/yr *Number Corner check pts K-5, 4x/grade level &amp; discussed in data conferences</p>	<p>2019-2020, through SQIG at HS will be creating common formative assessments all grades and content areas</p> <p><i>PSAT to be used at HS to align with SAT. Both align better with standards than ACT - Parent mtgs to discuss change</i></p> <p>District-wide Internal literacy benchmarking in K</p> <ul style="list-style-type: none"> <li>Letter recog</li> <li>Letter ID &amp; sounds</li> </ul> <p>District-wide 1<sup>st</sup> grade number sense check</p>	
<ul style="list-style-type: none"> <li>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</li> <li>Provide consistent and ongoing professional development throughout the district on the Formative Instructional Practices (FIP) model and the use of these assignments in designing high-quality instruction. Develop data analysis and classroom observation tools to ensure the fidelity of implementation of the</li> </ul>		<ul style="list-style-type: none"> <li>Implemented beginning summer, 2015 by training FIP Bldg Teams. The teams are comprised of a balance of teachers and administrators.</li> <li>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</li> </ul>	District core team in conjunction with DLT and Office of C & I	<ul style="list-style-type: none"> <li>SSIs have been value-added training (December 2016). ✓</li> <li>SSIs will collaborate with all principals on the use and importance value-added data. (Dec 2016) ✓</li> <li>SSIs and principals will be trained and collaborate with teachers on the use and importance of value-added data (Jan 2017)</li> <li>Principals will have data conferences with the teachers with the support of another administrator and/or central office person personnel (Feb 2017).</li> <li>Teachers may use the value added to add to or revise their professional growth plans.</li> <li>Modules are reviewed and discussed with SSIs prior to FIP building teams meeting. This ensures level of consistency in the message</li> <li>SSIs the facilitate FIP building team meeting. FIP building teams create an action plan for their buildings.</li> <li>Administrators along with FIP building team and BLT members monitor implementation at the building level</li> </ul>	<p>More conversations with 6-8</p> <p>Executive Coaching with SSI's, principals and external facilitators/coaches ✓</p> <p>x Finishing FIP modules and refining FIP practices in classroom instruction</p> <p>Through module 4 Feedback</p>	<p>Continue to have PD with administrators and teachers on a deeper dive and use of VA reports</p> <p>11/5/18 first session with MCEC for admins with step one of teacher level VA conversation</p> <p>1/7/19 VA for Admins</p> <p>Executive Coaching w/SSI's taking the lead, deepening data conference conversations</p> <p>Scaffolded PD within buildings for teachers giving feedback to students; use of FIP modules as needs present (possibly set up a monthly cycle to teach/reinforce)</p>	<p>Use of Illuminate to organize data to allow for deeper analysis for instructional decision-making</p> <p>*admin training 1<sup>st</sup> semester</p> <p>*2<sup>nd</sup> semester teacher training using the data in Illuminate</p> <p>*Training of SSI's/Coaches w/ BEN from Illuminate support through lens of practioner to plan for student needs</p> <p>Executive Coaching w/SSI's taking the lead, deepening data conference conversations continues</p>	

<p>FIP model and the impact of this assessment model on student growth. (1 AS 1.1.8, 2 S 1.2)</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>• 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)</li> </ul>		<p>NWEAP Map selection 2015-16. Year 1 implementation 16-17 grades 1-8 ELA/M</p>	<p>K-9 ELA/M ✓</p>	<p>Implementation of FIP practices is ongoing</p> <p>K-10 ELA/M, possibly Science</p> <p>June 2019 Additional training with administrators for Illuminate</p>	<p>Training teachers to have data conferences with students (will move to 2020-2021)</p> <p>Implementation of FIP practices is ongoing Revisiting modules, administrative led</p> <p>VA PD @ bldgs. From C&amp;I to 3-8 staff and admins</p> <p>SAS Training (Director/Assistant Director C&amp;I) deeper training to use VA data for school improvement</p>	
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<p><b>Create a committee of teachers and administrators representing grade bands to select curriculum materials that are aligned to Ohio's Learning Standards.</b></p> <ul style="list-style-type: none"> <li>• The district has not developed a cohesive set of curriculum materials aligned to Ohio's Learning Standards. (1 S 1.1, 2 G 1, 2 S 1.1)</li> <li>• Provide professional development for the use of all material selected to align with Ohio's Learning Standards. (1 AS 1.1.8, 2AS 1.1.3, 2 AS 1.1.6, 2AS 1.1.7, 2AS 1.2.2.)</li> </ul>	1	<ul style="list-style-type: none"> <li>• Materials in K-5 for both ELA and Math are aligned to the Ohio Learning Standards (Lit. Collab/Bridges 2) ✓</li> <li>• Pacing guides have been updated at the HS.(2016-2017) ✓</li> <li>• 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 personnel is available and expected.</li> <li>• 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.</li> </ul>	✓	<ul style="list-style-type: none"> <li>• 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</li> <li>• K-5 Bridges II ✓</li> <li>• 6-8 CPM/9-10 HS equivalent</li> </ul>	<p>Full implementation Bridges II 1st year CPM 6th-Alg I ✓</p> <p>(17-18 SY) ✓ Social Studies materials K-11 and math 6-12: ✓ training in the summer of 2017 ongoing throughout the school year.</p> <p>Ongoing</p>	<p>CPM Alg II and Geometry ✓</p> <p>Ongoing ✓ Implementation of SS grade 4, 7-12 ELA, My Perspectives grades 6-12 implementation</p> <p>Ongoing</p>	<p>Literacy Leadership Committee</p> <p>SB Report Cards exist in K, 1<sup>st</sup>, 2<sup>nd</sup></p> <p>Ongoing</p> <p>Ongoing</p>	

<ul style="list-style-type: none"> <li>Monitor the delivery of the curriculum by all instructional staff.</li> <li>Annually evaluate and update selected materials.</li> </ul>		<ul style="list-style-type: none"> <li>The Office of Curriculum and Instruction requires supervisors and coordinators to monitor, evaluate, and update the delivery of curriculum and curricular materials.</li> <li>The Office of the Superintendent and the Office of the Associate Superintendent require building administrators to monitor and evaluate the implementation of the district adopted curriculum.</li> </ul>			<p>This will be carried out through the Office of C&amp;I</p>	<p>This will be carried out through the Office of C&amp;I</p> <p>Close look and monitoring of ID students in Read/Math 180 along with implementation with fidelity and usage of program for students</p>	<p>This will be carried out through the Office of C&amp;I</p> <p>Instructional Rounds Jan 2020 first round, mid-March second round with bldg. admin debrief same day.</p> <p>Virtual School began 3/16/2020. Paper/pencil K-5, digital 6-12. Lead admins for teachers/TEAMS, consistent communication</p>	
<p><b>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.) (1 S 1.4, 1 S 1.11 -21<sup>st</sup> Century, 1AS 1.1.5)</b></p> <ul style="list-style-type: none"> <li>The district has not implemented a tiered system of supports for all students across all subjects and grade levels.</li> <li>The district has not fully implemented tiered systems of support to address the academic, social, and behavioral needs of the students.</li> <li>Provide professional development in data collection and progress monitoring which, may enable teachers to determine if students are making progress.</li> <li>There is not a district wide Intervention Assistance Team process that is implemented consistently in all schools.</li> </ul>	1	<ul style="list-style-type: none"> <li>District Teams, representing all buildings, were trained and PD provided to understand what a multi-tiered system of support means for all students. ✓</li> <li>A district wide inventory of what supports are in place was conducted (see attachment #1) ✓</li> <li>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. ✓</li> <li>A district PBIS team has been trained in the foundations of PBIS. ✓</li> <li>Building teams attended initial Social Justice training in summer, 2016 and continue to attend quarterly regional training through SSTR5 in addition to state training in Columbus. ✓</li> </ul>		<p>Revised focus plan Climate goal #3 SEL umbrella</p> <ul style="list-style-type: none"> <li>Build a continuum of reading services for all students. See attachment.</li> <li>Bridges 2 framework includes intervention at each grade level.</li> <li>The original work group will take the inventoried supports of the district to the building level (see attachment #2 )</li> <li>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.</li> <li>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.</li> <li>Repurpose the PBIS team to build actionable steps through the district focus plan for full implementation.</li> <li>Integrate Social Justice into MTSS.(summer 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Begin training personnel in Wilson Reading. ✓</li> <li>Explore options for Tier 2 and 3 in math. Wilson training</li> <li>Building MTSS work groups established.</li> <li>Complete the building inventories.</li> <li>Complete the needs analysis of the students by building.</li> <li>Must provide PD on progress monitoring for staff.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Begin implementation of MTSS practices. <ul style="list-style-type: none"> <li>Implement revised IAT process (possibly can occur at TBT's/PD through PLC's and having the right people at the table) – groups of students/not individual</li> <li>Take admins through IAT process in</li> </ul> </li> </ul>	<p>45 min opposite B/C for intervention</p> <p>MS Schedule purposefully set for Rot/core/Rot due to transitions and putting focused 25 min SEL time during most critical transition time</p> <p>PD for Admins 8/2019 on IAT process / MTSS</p> <p>PBIS bldg. teams roll out reboot to staff at all bldgs. August 2019 and staff to students August 2019. There will be two focus visits to look for fidelity of implementation</p>	<p>District MTSS work group to be defined, the work to be done through DLT</p> <p>Monitor full implementation and results. (2021-2022)</p> <p>2019-2020</p> <ol style="list-style-type: none"> <li>OEC Review</li> <li>PBIS Reboot training bldg teens Summer 2019</li> <li>Rollout to all Staff Fall 2019</li> <li>Retooling &amp; reflection Jan 2020 Apr 2020</li> </ol> <p>June 2020 – plan for 2020-2021 SY</p>

<ul style="list-style-type: none"> <li>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.</li> <li>Provide professional development on research-based interventions.</li> <li>Develop a compendium of research-based interventions that will provide teachers resources on skill development for individual student's needs.</li> <li>Provide professional development in data collection and progress monitoring which, may enable teachers to determine if students are making progress.</li> </ul>		<ul style="list-style-type: none"> <li>2016-17 each building has an IAT team put into place and some initial training for members.</li> <li>The district is transitioning from the IAT process to MTSS.</li> </ul>			<ul style="list-style-type: none"> <li>IAT through the lens of MTSS returns back to Department of T&amp;L with SSI's and Sped Supervisors to ensure comprehensive process for all students. Oversight by Directors</li> </ul>	<p>August 2018/foundational understanding</p> <ul style="list-style-type: none"> <li>On-going PD with staff and administrators on progress monitoring</li> <li>Social Justice lens will begin in 6-12 through lens of equity</li> <li>Equity Audit and actions for building action steps</li> <li>PBIS bldg. teams trained from Amie Dean for PBIS reboot May 2019</li> </ul>	<p>5.Literacy Leadership Team Root Cause Analysis K-3 Jan 2020. Determined:</p> <ul style="list-style-type: none"> <li>-explicit teaching of foundational skills</li> <li>-phonological awareness</li> <li>-PD planned for how students develop</li> <li>-Heggerty Training Summer 2020 for coaches, admins, coordinators</li> </ul> <p>Jan 2020 PBIS Reboot PK-8's. Summer 2020 will work with building teams on needs and action steps regarding implementation with fidelity of Tier I, building Tier II and Tier III supports.</p> <ul style="list-style-type: none"> <li>-one bldg. focused specifically on climate through SQUIG Grant</li> <li>-Amie Dean</li> <li>-Triple P</li> <li>-environmental walks</li> </ul>
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<p><b>Ensure teachers are provided with professional development on the integration of classroom technology into daily instruction.</b></p> <ul style="list-style-type: none"> <li>There was little evidence of teachers and students using available classroom instructional technology across the district.</li> <li>Create a data monitoring and classroom walk-through process to measure the use of classroom technology by students and its impact on student growth. (1 S 1.5)</li> </ul>	3	<ul style="list-style-type: none"> <li>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.</li> </ul>	Supervisor of Technology, C&I, building staff and administrators	<ul style="list-style-type: none"> <li>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. ✓</li> <li>Students at the HS will have the availability to be certified in specific software (18-19).</li> </ul> <p>Department of T&amp;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)</p>	<p>Develop the tech plan for implementation by grade level 16-17</p> <p>2017-18 review plan and make revisions</p> <p>Develop the walk-through "look-for's"</p>	<p>Have begun PD for staff of authentic implementation of technology for both instruction and student learning during Innovative Day</p> <p>Share plan with admin team beginning of year, Implement plan</p>	<p>on-going with depth Ongoing monitoring.</p> <p>Tech classes evolving to STEM-like w/focus on robotics and programming Create Comprehensive plan for implementation specific by grade level for two years; pilot in some grade levels - 2020-2021</p> <p>PD for staff on Google &amp; Office 365. 2020-2021</p> <p>Spring 2020 – integration of online programs and platforms to provided blended forms of instruction to meet the needs of students in a variety of environments.</p> <p>STEM Rotation Grades 6 &amp; 7</p> <p>2 week STEM after school 4pm – 5pm</p> <p>3 week summer STEM grades 7,8</p> <p>Purchased _____chromebooks for 6<sup>th</sup>-12<sup>th</sup> grade. All</p>	<p>March 2020 due to COVID 19 and Gov order, school went virtual. Teachers in grades 6-12 used Microsoft 365, through TEAMS, Zoom, REMIND, Youtube to provide on line learning.</p> <p>Need to authentically build capacity of staff/students to use technology for true instruction and learning. PD being developed out of Office of C&amp;I. Teachers in turn will provide training for students in classrooms.</p> <p>Begin implementation and monitoring of the use of technology by teachers and students</p> <p>Implement within the walk-through form in all buildings and monitor progress</p> <p>2020-2021 PD -webinars -live virtual -all to support the integration of technology into instructional practice</p> <p>3-5 laptops purchased for blended learning SY20-21. K-2 smaller</p>
Adjustment from face to face learning to remote learning due to school shut down via Governor DeWine's order March 16,			Building technicians, Primary/Second	HS transitioned to remote learning March 17, 2020, MS began remote learning paper/pencil March 16 <sup>th</sup> then went digital March 23, 2020. K-5 remote				



		2020. All students 6-12 Microsoft 365 platform, PK-5 paper pencil with Monday pick-up.	ary Tech Coordinators, Supervisor of Technology, all certificated staff and administration, C&I	paper/pencil March 16 <sup>th</sup> . All this continued through the remainder of the school year. System created for the distribution and collection of technology.			grades utilized REMIND, 6-12 Microsoft 365 platform, Illuminate for 6-8 assignments/assessments, Study Island for 4-8 SS/Science, Zoom, Robocalls  Communications through district website, USPS mail, REMIND, robocalls  3 <sup>rd</sup> grade not mtg cut score received laptop if needed to work through Headsprouts (30 min/day) during June.	devices with mini mice, Microsoft 365 platform for 6-12 with 1-1 devices -Edmentum for integration & enrichment -Headsprouts (K-3) strengthen rdg skills 6-12 purchase Wackem tablets (6-12 allows teachers to write on computer screen to demonstrate problems, problem solving)
<p><b>Develop and implement a systematic process for annual evaluations.</b></p> <ul style="list-style-type: none"> <li>The district is not following the Ohio Teacher Evaluation System with fidelity.</li> <li>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.</li> <li>Identify and select a district-level administrator that would be responsible for oversight of the Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES) in the district. ✓</li> <li>Deliver professional development on the creation of student learning objectives. ✓</li> <li>Provide the district student learning objectives committee with continuous training to ensure growth measures reflect rigor and</li> </ul>	3	<p>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.</p> <p>Each year there is a recalibration for OTES. This is done via a state trainer. ✓</p> <p>District level administrator has been selected to oversee OTES and OPES. (supt)</p> <p>PD was provided by legal counsel on developing professional growth and improvement plans to enhance teacher practice. ✓</p>		<p>The areas of refinement of the evaluations will be reviewed annually and be used to drive professional development. ✓</p> <p>Recalibration will be yearly ✓</p>	<p>SGM and performance ratings are currently part of teachers' personnel file.</p> <p>Provided calibration and deeper understanding for entire WCS teaching staff through two Waiver Days ✓</p>	<p>Continue to provide ongoing recalibration for administrators each year</p> <p>OTES, PIP, SGM refresher training at the beginning of the year and how to use evidence to support all three components</p>	<p>PD for admins and teachers on new OTES instrument</p> <p>PD for admins for new OPES standards and tool</p> <p>PD for admins on new OTES tool. Full implementation 2020-2021 HQSD and importance of PGP (moving to 2020-2021 for training, implementation 2021-2022 due to COVID -19)</p>	

<p>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. ✓</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>								
<p><b>Create a culture of collaboration in the selection and assignment of new staff.</b></p> <ul style="list-style-type: none"> <li>• The district does not provide opportunities for collaboration and participation in the selection and assignment of staff.</li> <li>• 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.</li> <li>• Refine the induction process of new hires to provide more support from current staff once selections and assignment have been made.</li> </ul>	3	<p>Administrators are part of the interview and selection process of new staff hiring. ✓</p>		<p>Administrators and/or teaching staff to be part of the interview process for new staff  <b>Collaborative hiring practice</b></p> <p>Teachers are part of the selection and matching clinical field placements and student teaching placements in conjunction with the district and local universities. ✓</p>	x	x	<p>X</p> <p>Spoke to university Dec 2019 graduates on hiring in Warren</p> <p>Summer Career Development program</p>	
<p><b>Monitor and promote school safety.</b></p> <ul style="list-style-type: none"> <li>• Establish practices to create and sustain safe environments, procedures and plans.</li> <li>• 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.</li> <li>• Ensure that every school has a high-quality building safety plan in</li> </ul>	3	<p>Safety plans have been uploaded to ODE within the given deadline and have been chosen as model plans for other districts by Homeland Security. ✓</p> <p>All required safety drills are being done and recorded at each building while also being monitored by the Director of Business Operations ✓</p>			<ul style="list-style-type: none"> <li>• 2017-18 hired a Supervisor of School Security. Was formerly with Homeland Security</li> <li>• 6<sup>th</sup> SRO added</li> </ul>	<ul style="list-style-type: none"> <li>• Active shooter drills</li> <li>• Evacuation drills</li> <li>• Stop the Bleed training at all buildings</li> </ul>	<p>Active Shooter</p> <p>Stop the Bleed – quick litters</p> <p>Monthly safety mtgs with bldg. safety teams</p> <p>In-service training, whole district, March 2020</p>	

<p>place and that students and staff are prepared to follow it.</p>							
<p><b>Develop and implement strategies to increase the graduation rate for the 2016-2017 school year.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p>(PS 1.S 1.8, 1 AS 1.8.1, 1 G 2)</p>	<p>1</p>	<p>There was a slight increase in the 2014-2015 graduation rate. ✓</p> <p>A graduation task force was established in 2013-2014. ✓</p> <ul style="list-style-type: none"> <li>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. ✓</li> <li>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 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.</li> <li>A PBIS TBT reviews attendance, discipline, and referral data. The PBIS TBT and creates action steps to address the monthly data.</li> <li>Continue to implement the credit recovery programs to help students who have credit deficiencies by making up courses on the computer-based software.</li> </ul>	<p>HS BLT in conjunction with DLT</p> <p>District core team with HS administration and designated TBT</p> <p>HS TBT monitored by HS BLT and HS administration <b>Needs to monitor and create action immediately</b></p>	<ul style="list-style-type: none"> <li>Intervention for targeted EOC retakes</li> <li>Winter intervention for required ACT</li> <li>Winter intervention for struggling 9th/10th</li> <li>General tutoring</li> <li>Alternative pathways <ul style="list-style-type: none"> <li>Administration of Work Keys</li> <li>Capstone for all seniors</li> <li>Monthly monitoring from guidance</li> <li>GTF</li> </ul> </li> </ul>	<p>*Work Keys administered</p> <p>*EOC intervention</p>	<p>Intervention must be targeted based need of students and monitored from throughout intervention for gains</p> <p>*Work Keys administered * Train staff on WIN * EOC Intervention both during SY and Summer</p> <p>GTF, once students are identified as needing intervention, either academic or non-academic, names must be communicated to CBT to align intervention</p> <p>*priority to 12<sup>th</sup> and 11<sup>th</sup> to align supports for graduation. Then target 9<sup>th</sup> and 10<sup>th</sup> grade students on needs based upon HS based on semester and create a focused plan and begin interventions</p>	<p>Fine Arts diploma</p> <p>AP Honor's Geography in 9<sup>th</sup> grade, pilot with honors courses (full implementation 2020-21)</p> <p>8<sup>th</sup> graders can fulfill .5 of fine arts requirement. In band/choir can fulfill entire requirement for fine arts</p> <p>Planning for industrial Credits and Pathways in welding(manufacturing) and continuing to explore hospitality mgt and maybe foods</p> <p>Determine local SEALS and graduation plan for different cohorts based on requirements defined by ODE</p>

				<ul style="list-style-type: none"> <li>Evaluate current recovery program success (Need to create a 3-6 where they come into school. Pay teacher 1x day per content to oversee)</li> <li>Make necessary adjustments based on student need</li> <li>Begin to offer the first phase of courses that support career pathway and industrial credit</li> <li>Explore option of CTE application for HS to support pathways. ✓</li> <li>Begin discussions with MS parents regarding these pathways.</li> </ul>	Evaluate program from Monroe with CR and the HS CR program after school to look at success rates	What MS programs support these pathways at HS? When will these conversations take place? Conferences? →	
<p><b>Establish a capital plan committee that includes district staff from all administrative areas.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Review and update annually.</li> </ul> <p>COVID-19 expenses</p>	1		<p>Supt, Ex. Director Business Operations, Treasurer, Supervisor of Technology, Director of C&amp;I</p> <ul style="list-style-type: none"> <li>-purchase laptops for 1-1 remote learning K-12</li> <li>-purchase carts, chargers, accessories to support digital learning (products)</li> <li>-online programming</li> <li>-wackem tablets (6-12)</li> <li>-items for return to school based on CDC guidelines</li> <li>* dividers for PS</li> <li>* plexiglass</li> <li>* masks</li> <li>*face shields</li> <li>*thermometers</li> <li>*hand sanitizer</li> <li>* e-mist and machines</li> <li>*sanitizing wipes</li> <li>* gloves</li> </ul> <p>Virtual meetings weekly with TC Health Dept regarding guidance for re-opening</p>	<p>Turf for football field fall 2017</p> <p>Hired 2 pipe fitters</p> <p>Boilers replaced at J/M and BOE</p> <p>Security – construction of vestibule at WGH</p> <p>Camera upgrades</p>	<p>Since 2016 – 12 new buses</p> <ul style="list-style-type: none"> <li>*LED stadium lights</li> <li>*track resurfacing</li> <li>*2 new lawn mowers</li> <li>*10 passenger van</li> <li>*1 new tractor/plow</li> <li>*4 welding booths at HS for graduation pathways</li> <li>*paving summer 2019 Lincoln</li> <li>*summer resurfacing at WGH/Willard (parking lots)</li> <li>* warehouse expansion project</li> <li>*bus camera upgrades</li> <li>*Camera upgrades</li> <li>*<i>track resurfacing July 2019</i></li> </ul>	<ul style="list-style-type: none"> <li>*construction of softball field</li> <li>*construction of tennis courts @ Lincoln</li> <li>*1 new bus</li> <li>*updating LED lights in hallways and cafeteria of all schools</li> <li>*LED's at BOE</li> <li>*Infrastructure of internet at WGH and Lincoln</li> </ul> <p>Camera upgrades in schools and buses</p> <p>See plans for implementation</p>	

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2017-2018	2018-2019	2019-2020	2020-2021