Warren City Schools Crosswalk Updated 12/2023 Updated 7/22/2024 Updated 10/2024

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2023-2024	2024-2025	2025-2026
 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 valueadded 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 Wean Foundation North Mar Church Second Harvest Food Bank United Way Akron Children Hospital ESCEO TCESC MVCAP UPWARD BOUND AVI Cadence Care Academic Achievers Delphi SSTR5 Christine Brugler Keethe Matheny (Launch Pad) Ohio Extension Farm YSU Any Given Child – SMARTS BAC EOESC Battelle Safe & Civil Schools reThink	Department of Community Outreach and Associate Supt of Student Services, Wellness and Success Supervisor of Community Outreach/CAO/B Keck (AGC) Assistant Curriculum Director 6-12	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 .	Foundation of work based in strong SEL practices, trauma informed practices and foundations/expectations through PBIS. Regular staff wellness communications, TIC (Trauma Informed Care) information regularly shared with staff, CHAMPS – universal classroom management implemented in all classrooms. Trainings occurred summer and Fall 2023. Designated personnel along with building admins will identify and monitor those students being supported by external partners and the impact on student outcomes. Identified focus for arts integration. Continue Beats in all PK8 buildings, Early Smarts for all PK classrooms, Empower for all CC classrooms PK8. Winter 2024 after school enrichment for those identified gifted or creative thinking through SMARTS. Collaboration with both TCESC and EOESC with various topics. ~one specific focus with EOESC is the BAC (Business Advisory Council and its connection to: Career Counselors, pre-apprenticeship and apprenticeship programs, The Builders Association, Ohio Carpenters', Mahoning Valley Manufacturers Coalition, Ultium Cells, America Makes. YSU workforce and ESCEO in demand industry skilled training	Early Smarts (PS – State and Federal) Beats/Empowers (special education) Gifted (grades 3-6) Foundation AI – all administrator 3-12 being trained through TCESC, 3 virtual sessions: What is AI, overview?, Leveraging AI for administrators and teachers to reduce time with tasks, Differentiation to support instruction. Forming an AI Task Force of five individuals within the district to partner with MHJF for a more in depth look at AI and to begin to plan out next steps and implementation. YSU STEM Excellence Training Center. Used to collaborate and build programming for students MS/HS. Attend the STEM Spark for grades 7-10 at YSU Nov 2 – students and two guests.	

					 Welding teacher hired for 2023- 2024. Purchased a CRS cutting table to better equip students to enter the workforce with skilled trades. WCS, 2023, recently identified as a pre-apprentice site recognized by OJFS in the areas of maintenance and food service. 2023-2024 continue to identify candidates. 39 people from district attended four days PD in Portland with Safe & Civil Schools. Three areas of focus: MTSS, CHAMPS, Explicit Instruction. 	During 2023-2024 sch students that complet welding or construction pursued pre-apprentian local unions within the study. WCS continues to emp in these two programs Since returning there in continued sessions with participants to lead the district-wide. Through work groups and ½ da admins on STOIC coace reinforcement to Waite containing both acade eliciting student respon instruction and continn with Instructional Rou evidence of STOIC/CH. teaching cycles rooted of the standard. All PI continued to dig deep Waiver Days and the t Anita Archer and Safe Schools. Contractual If the Science of Reading the state of Ohio.
RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2023-2024	2024-202
 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 	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. 	CAO/Director of C&I OIP Internal Facilitators District Core Team	Warren 2018 Community Engagement - Focus group meetings Community Connections grant ~ Language in the contract (6.21) addressing shared decision making has	SSTR5 supporting OIP process and literacy throughout the district. Through special education the SSTR5 will model literacy practices and assess math practices in cross categorical classrooms so WCS can align instructional practices to the CORE. Fall 2023 no school federal designations and January 2024 no district federal designations. Battelle, Project Hope, through	Consulting with SSTR5 State Literacy Coach D being used at Lincoln of Coach (Phil Latessa), a required but Sherry Le with C&I to look at ma build baseline data to next steps for the Mat Committee (DLT). SSTR5 has shared that will determine if there designations. Battelle no longer fun
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ne high school iilding nt.	
pport WCS neir work and District Literacy ding capacity in vorking directly s needed.	
S will continue DLT, BLT, and Climate g Achievement d submitted to red. DLT work ng the next 3 ir buildings in	
ess led a staff EAP is through the	

RECOMMENDATIONS/CHALLENGES	PRIORITY CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2023-2024	2024-2025	2025-2026
 reate a committee of teachers and dministrators representing grade bands o select curriculum materials that are ligned to Ohio's Learning Standards. 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) 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.) Monitor the delivery of the curriculum by all instructional staff. Annually evaluate and update selected materials. 	 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 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. 	Asst Director C&I 6-12 Representative teachers 5-HS Office of C&I Coordinators Coaches	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	Literacy, Math and Climate work groups in place and meet approximately four times a year to guide decisions district-wide based on data and necessary shifts in those areas. ~ Math currently looking at current curriculum, gaps and data outcomes ~ Literacy will monitor literacy practices and student achievement within district ~ Heggerty/phonic full implementation ~Wonders implementation Year 1 for K-2 and Year 2 for grades 3-5. Continue with Heggerty in PS to close gaps and address needs with phonological awareness Sound walls grade K – Year 2, Grade 1 – Year 1 Platforms to support intervention, individual pathways based upon data, Edmentum at Willard, IXL in ELA/Math in the other PK-8 buildings grades 3-8 and IXL at HS, math only. ~intervention implemented in K-8 in ELA/math during I/E. Focused academics a couple days a week during Raider Day – HS. Students in Alg I at HS have a math skills class as well. Algebra teachers have received weekly coaching to grow capacity. ~Dyslexia screener (NWEA Map Fluency) implemented, Year 1 January 2024. ~District will use Acadience for any referrals Proposed courses for the 2024- 2025 at HS: ~music production ~AP Computer Science ~Intro to Animation	Literacy, Math and Climate work groups in place and meet approximately five times a year to guide decisions district-wide based on data and necessary shifts in those areas. ~ Math currently looking at current curriculum, gaps and data outcomes ~ Literacy will monitor literacy practices and student achievement within district ~ Heggerty/phonics full implementation ~Wonders implementation Year 2 for K-2 and Year 3 for grades 3-5. Continue with Heggerty in PS to close gaps and address needs with phonological awareness. Looking at PS data against KRA for a deeper dive of students entering K without gaps. Sound walls grade K – Year 3, Grade 1 – Year 2 Platforms to support intervention, individual pathways based upon data, IXL in ELA/Math in the other PK-8 buildings grades 3-8 and IXL at HS, math and ELA only. ~intervention implemented in K-8 in ELA/math during I/E. Focused academics a couple days a week during Raider Day – HS. Identified students in Alg I at HS have a math skills class in addition to Alg I. ~Dyslexia screener (NWEA Map Fluency) implemented, Year 2 ~ District will use Acadience for any referrals Continue with JA curriculum for Financial Literacy. Proposed courses are fully functional this year. Drone class in place and WCS will be hosting the TCESC Drone	

					~Drones Embedding Financial Literacy in K-8 with a delineated HS course. HS using JA curriculum	Racing League this year in the spring.	
RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2023-2024	2024-2025	2025-2026
 Implement a <u>tiered system of supports</u> 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 -21st Century, 1AS 1.1.5) 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 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 Team process that can result in increased learning. Provide professional development on research-based interventions that will provide teachers resources on skill development for individual student's needs. Provide professional development in data collection and progress 	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 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. 		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 steps through the district focus plan for full implementation.	 Work this year is to refine the IAT process, utilize common forms across the district which align the interventions to the current academic and behavioral supports being utilized. ~Tiered systems of literacy supports ~need to align the Tiers for MTSS with Climate and math ~Math grades 3-12 can utilize IXL but must be assigned areas and monitored ~through the SSC's CHAMPS and Ripple Effects can be used for behavioral interventions Ongoing PD and support to strengthen PBIS and building teams through guidance, SSC and climate teams provided through Associate Supt/TIC and agency Review and revision of current IAT process and creation of common forms for all buildings. Sped and C&I working collaboratively to refine the process. Review and revise current literacy decision rules to include dyslexia requirement Monitoring of research based literacy interventions (Playground) Ongoing PD Oversight, monitoring, data conferences 	Common IAT forms in place with aligned interventions to the CORE. "Tiered systems of literacy supports "need to align the Tiers for MTSS with Climate and math "Math grades 3-12 can utilize IXL but must be assigned areas and monitored "through the SSC's CHAMPS and Ripple Effects can be used for behavioral interventions Ongoing PD and support to strengthen PBIS and building teams through guidance, SSC and climate teams provided through Associate Supt/TIC and agency Using Playground with some students. Jefferson and Willard going to do progress monitoring using MAP Fluency, looking to bring IXL down to K-2 for math intervention or possibly high dosage tutoring.	

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monitoring which, may enable teachers to determine if students are making progress.		~Integrate Social Justice into MTSS.(summer 2017)		
	Office of C&I Literacy Coordinators and Coaches		~decisions for student interventions in literacy determined by data and test results ~two district employees trained as train the trainer for dyslexia PD ~Literacy intervention (playground) being monitored for progress of students through data and data conferences Dyslexia PD provided to all new	
			staff by the SSTR5 Designated I/E time for students in grades K-8 (30-45 minutes) five days per week. ~one school using Exact Path ~ three using IXL ELA/M ~Really Great Reading Tier II (K-4), Core for CC ~Wilson Reading Tier 3 ~Heggerty in the core K-3 ~Keys to Content Writing grades 6- 12 ~principals monitoring the use of and implementation of strategies from Keys to Vocabulary, Keys to Comprehension and Keys to Content Writing along with student outcomes. ~LETRS training for Literacy Coaches, Coordinators and central	Intervention time built into schedules. All PK-8 and HS ELA and math through Geo ~Currently looking at stude settings. 50% are taking O 50% taking AA only half are proficient or higher. Looki curriculum currently using to train and get core curric approved list into CC classr Also, may need to look at t with station teaching in the rooms. ~one school using Exact Pa ~ three using IXL ELA/M ~Really Great Reading Tier Core for CC ~Wilson Reading Tier 3
			office admin will be revisited for 2024-2025. ~ODE may be requiring all administrators/principals to receive very specific literacy training during the 2024-2025.	~Heggerty in the core K-3 ~Keys to Content Writing, Vocab and Keys to compre strategies should be evider planning and instruction for 6-12
	Lit coaches, coordinators, central office admin, sped supervisor		After school programs based on each building starting January 2024. Looking to support learners utilizing specific criteria for additional experiences for six weeks (approximately 60 students per building grades 4-9) – Campus	

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RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Literacy Coordinator PK-3 Person(s)		MENTATION	Summer Programs: ~Summer Academy grades 3-11 ~CR students 7-12 ~Jump Start ~United Way ~ESY 2023-2024	~LETRS training for Literacy Coaches, Coordinators and TESOL instructor. All teaching staff required to complete the Science of Reading modules have been assigned the correct module through C&I. All admins will be completing module F. Jefferson began after school intervention with math grades 3 and 4 within the first month of school.	2025-2026
Ensure teachers are provided with	3		Responsible	PLAN		Create a focus group to discuss the	Mobile STEM lab fabrication during	Mobile STEM lab on site
 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. (1 S 1.5) 		 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. 	Supervisor of Technology, C&I, building staff and administrators	•	Team from district attending the technology conference in February. The y will then develop a plan of implementatio n 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).	use of technology to meet the needs of students. ~120 interactive white boards purchased, mostly focus in K-4, if staff agreed to use and go through	 this school year with planning at the building level for PK-5 students to utilize the lab during the 2025-2026 school year. More interactive boards have been purchased, installed, and training occurred. Continued expectation for teachers to keep Clever. Even at HS teachers switching t o more CLEVER with the online text and instructional materials that have many resources. Can still use TEAMS, the chat feature, but more turning to CLEVER. 	July 2025.

 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 interrater 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 (OTES) and the Ohio Principal Evaluation System (OTES) in the district. Deliver professional development on the creation of student learning objectives. Provide the district student learning to ensure growth measures reflect rigor and follow Ohio's Learning objectives committee with continuous training to ensure growth teacher-developed assessments given to students at 	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 practice.	Superintendent, Chief Academic Officer, Director of C&I (state trainer)	The areas of refinement of the evaluations will be reviewed annually and be used to drive professional development. Recalibration will be yearly	Updated policy 3220 and aligned more tightly with requirements under OTES/OPES with ODE. Also aligned non-OTES evaluation cycle with OTES. "mid-year check ins with all administrators. Those with expiring contracts in June 2024 mid-year evaluation. Executive Coaching " PK-2 Administrators – Curriculum Director "3-12 – external Executive coach	 WCS will continue to use OTES 2.0 as created by ODE during the 2024-2025 school year. Instructional Rounds began August 19, 2024 with the first day of school. Initial focus was environment with components of STOIC and CHAMPS evident visually and being used. After 2-3 weeks transitioned to environment along with the focus on academic teaching cycle and feedback. Executing Coaching at HS with Dr. Sandi Dibacco. Willard and Lincoln 3-8 Executing Coaching with Aggie VanBrocklin. 	

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ch	Executing Coaching at HS with Dr. Sandi Dibacco. Willard and Lincoln 3- 8 Executing Coaching with Aggie VanBrocklin.	

 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. 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.	Onboarding of new staff occurs at the beginning of each year with curricular materials. Admins to check in with new staff regularly to support the adjustment. ~informal mentors assigned based on content/grade level ~formal mentors through RESA assigned. Onboarding of hired December graduates ~hired non-bachelor sub student teacher in art for the first time. Experience and wrap around support went well, hired in January as teacher.	Onboarding of new staff occurs at the beginning of each year with curricular materials. Admins to check in with new staff regularly to support the adjustment. ~informal mentors assigned based on content/grade level ~formal mentors through RESA assigned. One teacher doing student teaching while actually teaching grade 1. Informal mentor and cooperating teacher is a Curriculum Liaison. One teacher working as a sub until passes OAE Foundations of Reading with a K-12 secondary science license focus. Monitoring student teachers in the district as potential teaching candidates. As of Nov 2024 two have been hired to begin teaching in January. Four other candidates have been interviewed.	
 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. 	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		All requirements of safety plans, drills, etcare maintained throughout the school year. Full use of Opengate Weapons detection system utilized in all buildings and after school activities at all facilities. Ongoing safety meetings: opening of school, waiver days, staff meetings	All requirements of safety plans, drills, etcare maintained throughout the school year. Full use of Opengate Weapons detection system utilized in all buildings and after school activities at all facilities. Ongoing safety meetings: opening of school, waiver days, staff meetings	

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utilized in all er school activities eetings: opening of	of safety plans, aintained chool year.	
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	eetings: opening of ys, staff meetings	

• Ensure that every school has a						Security liaisons at each building	Security liaisons at each building	
high-quality building safety plan in						provide support to the building,	provide support to the building,	
place and that students and staff						football games, and students at	football games, and students at the	
are prepared to follow it.						the direction of the Campus	direction of the Campus Leader.	
						Leader.		
evelop and implement strategies to	1					Through the construction of the	SRWC available for occupancy	
crease the graduation rate for the 2016-	-					Recreation and Wellness Center	October 2024. Principals continue to	
017 school year.						Hospitality Management &	work with Coordinator of the SRWC	
 The district's four-year graduation 						Tourism is being built at the HS as	to schedule and provide experience	
rate has declined as reported on		There was a slight increase in the 2014-2015	HS BLT in	•	Intervention	a viable IRC for students along	for students both academically and	
the state school report card and is				•		_	beyond.	
•		graduation rate. 🔨	conjunction with DLT		for targeted	with opportunity for pre-	beyond.	
below the state average and			DLI		EOC retakes	apprenticeship.	Dre engrantiseching in the MCC	
similar districts.		A graduation task force was established in		•	Winter		Pre-apprenticeships in the WCS	
		2013-2014. ✓			intervention	WCS is identified as an Ohio	continues to employ students in the	
<u>Monitor students who are not on</u>		2013-2014. 🔻			for required	Means Jobs apprenticeship	WCS.	
track to graduate or who are at					ACT	training site for maintenance and		
risk of not having enough credits		As indicated in documents that	District core	•	Winter	food service and currently	One teacher at the HS trained for	
to graduate. Review report data		were reviewed, utilize the	team with HS		intervention	employs students.	Drone Pre-apprenticeship summer	
on students and develop a plan to		graduation task force to analyze	administration		for struggling		2024. Has 2 classes of students that	
communicate failures to		current historical graduation data,	and designated		9th/10th	Joined the TC Drone Racing	are interested in drones. Spring of	
parents. Communicate the plan to		identify probable root causes and	ТВТ	•	General	League, one teacher undergoing	2025 Drone Racing League of TC will	
the teacher-based teams, building		create a plan to improve			tutoring	training as the advisor.	hold their competition at the SRWC.	
leadership teams and district		graduation rates. The historical		•	Alternative			
leadership team.		data indicated that students that			pathways	Introducing a Drone I and Drone II	Designated lab space to begin the	
• Continue to offer Ohio Graduation		fail in 9th grade, do not graduate		~Admir	nistration of	courses for 2024-2025 with	year for intro to music production.	
Tests Intervention classes after		on track. As a result, Warren G.		Work K	eys	identified teacher.	Tech department working on	
school and during the summer for		Harding at Monroe Center was		~Mont	nly monitoring		infrastructure, devices to make the	
students who have not passed all		established for 9th grade students		from g	uidance	Building the introduction to music	space designated for the course up	
or part of the state test.		who have failed. These students		~GTF		production course 2023-2024 for	to code for course. One band	
PS 1.S 1.8, 1 AS 1.8.1, 1 G 2)		receive an accelerated 9th/10th				implementation in 2024-2025	director is teaching the course.	
		grade in order to provide an				· ·	5	
		opportunity to graduate on track.				Graduation rate for 2024 will be	Graduation rate for 2025 will be	
						94.6%	87.7%.	
		v				54.070	<i>67.77</i> 6.	
						Exploring how WCS can		
						reinstitute, for all 8 th graders, .5		
		• 2016-2017 the graduation task				fine arts requirement prior to HS.		
		force is functioning as a TBT to	НЅ ТВТ			band/choir will earn completion		
		monitor students who are at risk of	monitored by HS			requirement. Staffing shortage	EWS through ODDEX now functional	
		not graduating or not having	BLT and HS			has been a deterrent.	for students in grades 7-12. This	
			administration				includes attendance, behavior and	
		enough credits to graduate. The TBT reviews the identified students	Needs to			Early Warning System to be used	academics. All administrators that	
			monitor and			with students K-5 to determine	have access to ODDEX can download	
		and communicate failures to	create action			areas of improvement aligned with	and sort students by degree of risk.	
		parents. Communicate the plan to	immediately			needs to support improvement of		
		the teacher-based teams, building	······culatery			school practices to improve		
		leadership teams and district				outcomes. Done through literacy		
		leadership team.				lens as mandated K-4 for SY23-24,		
		 A PBIS TBT reviews attendance, 				K-5 SY24-25 adding math in grades		
		discipline, and referral data. The				4 & 5 when ensuring able to meet		
		PBIS TBT and creates action steps				required minutes for literacy.		
			1	1				
		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. 		GTF at HS monitoring student progress toward graduation along with senior principal. This includes interventions, SEALS, pathways, CR, attendance, etc Climate team in PK-8 will monitor attendance, referrals and discipline data, GTF at HS. District Climate Work Group aligns this work.	GTF at HS monitoring stu progress toward graduati with senior principal. Thi interventions, SEALS, pat attendance, etc ~ Each building also has a teams and teachers now week per month that will allow them to focus as gr teams on at risk kids base attendance and provide
			opportunities to connect both the student and fan Climate team in PK-8 will attendance, referrals and
	 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 		data, GTF at HS. District Work Group aligns this w
	 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 		

student uation along This includes pathways, CR,	
as attendance ow have one will solely s grade level pased on de lect more with family.	
will monitor and discipline ict Climate is work.	

			these pathways.			
Establish a capital plan committee that				First year for competitive e-sports.	Within the SRWC a new Varsity e-	
includes district staff from all administrative areas.	Su	Supt, Ex. Director	-purchase laptops for 1-	Approximately 60 students.	sports lab was constructed. The existing e-sports lab within the	
 Charge the committee with developing a written capital plan to outline the needs of the district for equipment, building repairs 	Bu Oj Tr Su	Business Operations, Treasurer, Supervisor of	1 remote learning K-12 -purchase carts, chargers, accessories to support digital learning	Continued progress for Student Recreation and Wellness Center. Due to open August 2024.	academic wing of WGH will serve as the JV lab.	
and preventive maintenance with priorities for the next five years.		echnology, Director of C&I	(products) -online programming	Fall 2024 e-sports lab in center and golf simulators will be available for	Continue to update and upgrade	
 Review and update annually. 			-wackem tablets (6-12) -items for return to school based on CDC guidelines	Continue to update and upgrade cameras on buses and at schools.	cameras on buses and at schools. New bus video system purchased.	
			* dividers for PS * plexiglass * masks	Looking at an outside vendor for maintenance.	12 PS classrooms	
			*face shields *thermometers *hand sanitizer	11 PS classrooms, added 14 more ECE slots.	Upgrade and cycle out laptops/carts and infrastructure to accommodate	
COVID-19 expenses 1			* e-mist and machines *sanitizing wipes * gloves	Upgrade and cycle out laptops/carts and infrastructure to accommodate increasing needs with technology, all buildings.	increasing needs with technology, all buildings.	
			Virtual meetings weekly with TC Health Dept regarding guidance for re- opening	Researching a mobile STEM lab for 2024-2025 for experiential learning K-5, which buildings capacity and aligns to the 6-8, 9-12 pathways.		