

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2023-2024	2024-2025	2025-2026
<p>Develop a process to measure the effectiveness and impact of the services provided by external partners.</p> <ul style="list-style-type: none"> 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	<p>External partners are providing non-academic experiences.</p> <ul style="list-style-type: none"> 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 	<p>Department of Community Outreach and Associate Supt of Student Services, Wellness and Success</p> <p>Supervisor of Community Outreach/CAO/B Keck (AGC)</p> <p>Assistant Curriculum Director 6-12</p>	<p>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>	<p>Foundation of work based in strong SEL practices, trauma informed practices and foundations/expectations through PBIS.</p> <p>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.</p> <p>Designated personnel along with building admins will identify and monitor those students being supported by external partners and the impact on student outcomes.</p> <p>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.</p> <p>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</p>	<p>Early Smarts (PS – State and Federal) Beats/Empowers (special education) Gifted (grades 3-6) Foundation</p> <p>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.</p> <p>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.</p> <p>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.</p>	

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<p>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.</p> <ul style="list-style-type: none"> 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 	2	<ul style="list-style-type: none"> ✓ 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. 	<p>CAO/Director of C&I OIP Internal Facilitators</p> <p>District Core Team ✓</p>	<p>Warren 2018 Community Engagement - Focus group meetings Community Connections grant ✓</p> <p>~ Language in the contract (6.21) addressing shared decision making has been changed the latest negotiations to the state approved</p>	<p>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.</p> <p>Fall 2023 no school federal designations and January 2024 no district federal designations.</p> <p>Battelle, Project Hope, through WGH to support SEL in building sustainable relationships between</p>	<p>Consulting with SSTR5 consultants, State Literacy Coach Denise _____ being used at Lincoln 6-8, State Coach (Phil Latessa), and not required but Sherry Lewis walking with C&I to look at math instruction, build baseline data to determine next steps for the Math Leadership Committee (DLT).</p> <p>SSTR5 has shared that the 24-25 LRC will determine if there are designations.</p> <p>Battelle no longer funded for this work. Both Jefferson and HS are working with Keith Matheny on the Lighthouse Projects. Jefferson on</p>	

<p>representation, may allow the voices and perspectives of the entire team to be heard.</p> <ul style="list-style-type: none"> 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. 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. 				<p>collaborative process, Ohio Improvement Process. All teachers will be engaged in TBTs and individuals can volunteer to serve on the BLTs and the DLT.</p> <p>✓</p> <p>Assistant C&I Director</p> <p>Director of C&I/Literacy Coordinators</p> <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>teachers/students and self care. Part of the Climate Goal.</p> <p>SSTR5 continues to support WCS with OIP, continued their work and support through the District Literacy Team, building capacity in early childhood and working directly with PS Coordinator and teachers and strong focus with early literacy professional development.</p> <p>One Plan, Year 2. WCS will continue to follow OIP through DLT, BLT, TBT's, Literacy, Math and Climate work groups. Battelle supporting climate at WGH with Project Hope. Reading Achievement Plan (RAP) written and submitted to ODE 12/2023 as required.</p> <p>WGH had two TBT reboots, December and January to streamline the work that will allow teachers to be intentional with their instructional planning.</p> <p>Through climate and TIC surveys are being conducted (December, March, May) regarding climate, relationships, and mental well being. Results will be reviewed and strategies to support positive shifts will be implemented.</p> <p>Career Fair attended at TCESC 1/4/2024 to meet and potentially recruit university students that will be May 2024 graduates. Very positive response to the WCS connections. ~ Hired three university students in December 2023, two art and one IST to support the work in the district. ~Hired total of 31 teachers for the 2024-2025.</p>	<p>academic focus and the high school strengthen skills to building academic achievement.</p> <p>SSTR5 continues to support WCS with OIP, continued their work and support through the District Literacy and MathTeams, building capacity in early childhood and working directly with PS Coordinator as needed.</p> <p>One Plan, Year 3. WCS will continue to follow OIP through DLT, BLT, TBT's, Literacy, Math and Climate work groups. Reading Achievement Plan (RAP) written and submitted to ODE 12/2024 as required. DLT work groups will start writing the next 3 year One Plan for their buildings in January 2025.</p> <p>Continued with Wellness Wednesday's and added a staff EAP with wellness supports through the district.</p>	
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<p>Create a committee of teachers and administrators representing grade bands to select curriculum materials that are aligned to Ohio's Learning Standards.</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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 be 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 administrators to monitor and evaluate the implementation of the district adopted curriculum. ✓ 	<p>Asst Director C&I 6-12</p> <p>Representative teachers 5-HS</p> <p>Office of C&I Coordinators</p> <p>Coaches</p>	<p>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 ✓</p> <ul style="list-style-type: none"> K-5 Bridges II 6-8 CPM/9-10 HS equivalent 	<p>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.</p> <p>~ Math currently looking at current curriculum, gaps and data outcomes</p> <p>~ Literacy will monitor literacy practices and student achievement within district</p> <p>~ Heggerty/phonics full implementation</p> <p>~Wonders implementation Year 1 for K-2 and Year 2 for grades 3-5.</p> <p>Continue with Heggerty in PS to close gaps and address needs with phonological awareness</p> <p>Sound walls grade K – Year 2, Grade 1 – Year 1</p> <p>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.</p> <p>~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.</p> <p>~Dyslexia screener (NWEA Map Fluency) implemented, Year 1 January 2024.</p> <p>~ District will use Acadience for any referrals</p> <p>Proposed courses for the 2024-2025 at HS:</p> <p>~music production</p> <p>~AP Computer Science</p> <p>~Intro to Animation</p>	<p>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.</p> <p>~ Math currently looking at current curriculum, gaps and data outcomes</p> <p>~ Literacy will monitor literacy practices and student achievement within district</p> <p>~ Heggerty/phonics full implementation</p> <p>~Wonders implementation Year 2 for K-2 and Year 3 for grades 3-5.</p> <p>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.</p> <p>Sound walls grade K – Year 3, Grade 1 – Year 2</p> <p>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.</p> <p>~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.</p> <p>~Dyslexia screener (NWEA Map Fluency) implemented, Year 2</p> <p>~ District will use Acadience for any referrals</p> <p>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</p>	

					~Drones Embedding Financial Literacy in K-8 with a delineated HS course. HS using JA curriculum	Racing League this year in the spring.	
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<p>Implement a <u>tiered system of supports for all students.</u> (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)</p> <ul style="list-style-type: none"> 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 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 	1	<ul style="list-style-type: none"> 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. 		<p>Revised focus plan Climate goal #3 SEL umbrella</p> <p>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.</p> <p>~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.</p> <p>~Repurpose the PBIS team to build actionable steps through the district focus plan for full implementation.</p>	<p>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</p> <p>Ongoing PD and support to strengthen PBIS and building teams through guidance, SSC and climate teams provided through Associate Supt/TIC and agency</p> <p>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.</p> <p>Review and revise current literacy decision rules to include dyslexia requirement</p> <p>Monitoring of research based literacy interventions (Playground)</p> <ul style="list-style-type: none"> Ongoing PD Oversight, monitoring, data conferences 	<p>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</p> <p>Ongoing PD and support to strengthen PBIS and building teams through guidance, SSC and climate teams provided through Associate Supt/TIC and agency</p> <p>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.</p>	

<p>monitoring which, may enable teachers to determine if students are making progress.</p>			<p>Office of C&I</p> <p>Literacy Coordinators and Coaches</p> <p>Lit coaches, coordinators, central office admin, sped supervisor</p>	<p>~Integrate Social Justice into MTSS.(summer 2017)</p>	<p>~decisions for student interventions in literacy determined by data and test results</p> <p>~two district employees trained as train the trainer for dyslexia PD</p> <p>~Literacy intervention (playground) being monitored for progress of students through data and data conferences</p> <p>Dyslexia PD provided to all new staff by the SSTR5</p> <p>Designated I/E time for students in grades K-8 (30-45 minutes) five days per week.</p> <p>~one school using Exact Path</p> <p>~ three using IXL ELA/M</p> <p>~Really Great Reading Tier II (K-4), Core for CC</p> <p>~Wilson Reading Tier 3</p> <p>~Heggerty in the core K-3</p> <p>~Keys to Content Writing grades 6-12</p> <p>~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.</p> <p>~LETRS training for Literacy Coaches, Coordinators and central office admin will be revisited for 2024-2025.</p> <p>~ODE may be requiring all administrators/principals to receive very specific literacy training during the 2024-2025.</p> <p>After school programs based on each building starting January 2024.</p> <p>Looking to support learners utilizing specific criteria for additional experiences for six weeks (approximately 60 students per building grades 4-9) – Campus Leaders part of planning.</p>	<p>Intervention time built into daily schedules. All PK-8 and HS have IXL ELA and math through Geometry.</p> <p>~Currently looking at students in cc settings. 50% are taking OST, of the 50% taking AA only half are scoring proficient or higher. Looking at the curriculum currently using and how to train and get core curriculum from approved list into CC classrooms. Also, may need to look at training with station teaching in the resource rooms.</p> <p>~one school using Exact Path</p> <p>~ three using IXL ELA/M</p> <p>~Really Great Reading Tier II (K-4), Core for CC</p> <p>~Wilson Reading Tier 3</p> <p>~Heggerty in the core K-3</p> <p>~Keys to Content Writing, keys to Vocab and Keys to comprehension strategies should be evident in planning and instruction for grades 6-12</p>	
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			Literacy Coordinator PK-3		<p>Summer Programs: ~Summer Academy grades 3-11 ~CR students 7-12 ~Jump Start ~United Way ~ESY</p>	<p>~LETRS training for Literacy Coaches, Coordinators and TESOL instructor.</p> <p>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.</p> <p>Jefferson began after school intervention with math grades 3 and 4 within the first month of school.</p>	
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<p>Ensure teachers are provided with professional development on the integration of classroom technology into daily instruction.</p> <ul style="list-style-type: none"> 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) 	3	<ul style="list-style-type: none"> 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. 	<p>Supervisor of Technology, C&I, building staff and administrators</p> <p>Office of C&I</p>	<ul style="list-style-type: none"> 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). 	<p>Create a focus group to discuss the 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 training. ~looking to add a larger commitment and more boards across the district for 2024-2025</p> <p>Continued expectation for teachers to keep Clever or Teams page updated weekly, utilizing online platforms to engage student in learning.</p> <p>Development of cohesive pathways for HS students, Teach, robotics, engineering with goal to obtain IRC's ~music production ~AP Computer Science ~Drones ~Intro to animation</p> <p>Broadcasting put into the middle school rotations.</p> <p>CRS Cutting table in place and being utilized in welding courses. Capacity has been met and students gaining knowledge in this area.</p>	<p>Mobile STEM lab fabrication during this school year with planning at the building level for PK-5 students to utilize the lab during the 2025-2026 school year.</p> <p>More interactive boards have been purchased, installed, and training occurred.</p> <p>Continued expectation for teachers to keep Clever. Even at HS teachers switching to 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.</p>	<p>Mobile STEM lab on site July 2025.</p>

<p>Develop and implement a systematic process for annual evaluations.</p> <ul style="list-style-type: none"> The district is not following the Ohio Teacher Evaluation System with fidelity. Schedule a <u>recalibration process annually</u> 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 (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 	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>Superintendent, Chief Academic Officer, Director of C&I (state trainer)</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>Updated policy 3220 and aligned more tightly with requirements under OTES/OPES with ODE. Also aligned non-OTES evaluation cycle with OTES.</p> <p>~mid-year check ins with all administrators. Those with expiring contracts in June 2024 mid-year evaluation.</p> <p>Executive Coaching ~ PK-2 Administrators – Curriculum Director ~3-12 –external Executive coach</p>	<p>WCS will continue to use OTES 2.0 as created by ODE during the 2024-2025 school year.</p> <p>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.</p> <p>Executing Coaching at HS with Dr. Sandi Dibacco. Willard and Lincoln 3-8 Executing Coaching with Aggie VanBrocklin.</p>	

<p>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"> • 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. 							
<p>Create a culture of collaboration in the selection and assignment of new staff.</p> <ul style="list-style-type: none"> • 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	<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 Collaborative hiring practice</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>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	
<p>Monitor and promote school safety.</p> <ul style="list-style-type: none"> • 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	<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>			<p>All requirements of safety plans, drills, etc...are maintained throughout the school year.</p> <p>Full use of Opengate Weapons detection system utilized in all buildings and after school activities at all facilities.</p> <p>Ongoing safety meetings: opening of school, waiver days, staff meetings</p>	<p>All requirements of safety plans, drills, etc...are maintained throughout the school year.</p> <p>Full use of Opengate Weapons detection system utilized in all buildings and after school activities at all facilities.</p> <p>Ongoing safety meetings: opening of school, waiver days, staff meetings</p>	

<ul style="list-style-type: none"> Ensure that every school has a <u>high-quality building safety plan in place</u> and that students and staff are prepared to follow it. 					<p>Security liaisons at each building provide support to the building, football games, and students at the direction of the Campus Leader.</p>	<p>Security liaisons at each building provide support to the building, football games, and students at the direction of the Campus Leader.</p>	
<p>Develop and implement strategies to increase the graduation rate for the 2016-2017 school year.</p> <ul style="list-style-type: none"> 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. <u>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.</u> 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. <p>(PS 1.5 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"> 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 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. 	<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 Needs to monitor and create action immediately</p>	<ul style="list-style-type: none"> Intervention for targeted EOC retakes Winter intervention for required ACT Winter intervention for struggling 9th/10th General tutoring Alternative pathways <p>~Administration of Work Keys ~Monthly monitoring from guidance ~GTF</p>	<p>Through the construction of the Recreation and Wellness Center Hospitality Management & Tourism is being built at the HS as a viable IRC for students along with opportunity for pre-apprenticeship.</p> <p>WCS is identified as an Ohio Means Jobs apprenticeship training site for maintenance and food service and currently employs students.</p> <p>Joined the TC Drone Racing League, one teacher undergoing training as the advisor.</p> <p>Introducing a Drone I and Drone II courses for 2024-2025 with identified teacher.</p> <p>Building the introduction to music production course 2023-2024 for implementation in 2024-2025</p> <p>Graduation rate for 2024 will be 94.6%</p> <p>Exploring how WCS can reinstitute, for all 8th graders, .5 fine arts requirement prior to HS. band/choir will earn completion requirement. Staffing shortage has been a deterrent.</p> <p>Early Warning System to be used with students K-5 to determine areas of improvement aligned with needs to support improvement of school practices to improve outcomes. Done through literacy lens as mandated K-4 for SY23-24, K-5 SY24-25 adding math in grades 4 & 5 when ensuring able to meet required minutes for literacy.</p>	<p>SRWC available for occupancy October 2024. Principals continue to work with Coordinator of the SRWC to schedule and provide experience for students both academically and beyond.</p> <p>Pre-apprenticeships in the WCS continues to employ students in the WCS.</p> <p>One teacher at the HS trained for Drone Pre-apprenticeship summer 2024. Has 2 classes of students that are interested in drones. Spring of 2025 Drone Racing League of TC will hold their competition at the SRWC.</p> <p>Designated lab space to begin the year for intro to music production. Tech department working on infrastructure, devices to make the space designated for the course up to code for course. One band director is teaching the course.</p> <p>Graduation rate for 2025 will be 87.7%.</p> <p>EWS through ODDEX now functional for students in grades 7-12. This includes attendance, behavior and academics. All administrators that have access to ODDEX can download and sort students by degree of risk.</p>	

		<ul style="list-style-type: none"> Continue to implement the credit recovery programs to help students who have credit deficiencies by making up courses on the computer-based software. 		<ul style="list-style-type: none"> 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 	<p>GTF at HS monitoring student progress toward graduation along with senior principal. This includes interventions, SEALS, pathways, CR, attendance, etc...</p> <p>Climate team in PK-8 will monitor attendance, referrals and discipline data, GTF at HS. District Climate Work Group aligns this work.</p>	<p>GTF at HS monitoring student progress toward graduation along with senior principal. This includes interventions, SEALS, pathways, CR, attendance, etc...</p> <p>~ Each building also has attendance teams and teachers now have one week per month that will solely allow them to focus as grade level teams on at risk kids based on attendance and provide opportunities to connect more with both the student and family.</p> <p>Climate team in PK-8 will monitor attendance, referrals and discipline data, GTF at HS. District Climate Work Group aligns this work.</p>	
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<p>Establish a capital plan committee that includes district staff from all administrative areas.</p> <ul style="list-style-type: none"> 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. <p>COVID-19 expenses</p>	1		<p>Supt, Ex. Director Business Operations, Treasurer, Supervisor of Technology, Director of C&I</p>	<p>-purchase laptops for 1-1 remote learning K-12 -purchase carts, chargers, accessories to support digital learning (products) -online programming -wackem tablets (6-12) -items for return to school based on CDC guidelines * dividers for PS * plexiglass * masks *face shields *thermometers *hand sanitizer * e-mist and machines *sanitizing wipes * gloves</p> <p>Virtual meetings weekly with TC Health Dept regarding guidance for re-opening</p>	<p>First year for competitive e-sports. Approximately 60 students.</p> <p>Continued progress for Student Recreation and Wellness Center. Due to open August 2024.</p> <p>Fall 2024 e-sports lab in center and golf simulators will be available for use.</p> <p>Continue to update and upgrade cameras on buses and at schools. Looking at an outside vendor for maintenance.</p> <p>11 PS classrooms, added 14 more ECE slots.</p> <p>Upgrade and cycle out laptops/carts and infrastructure to accommodate increasing needs with technology, all buildings.</p> <p>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.</p>	<p>Within the SRWC a new Varsity e-sports lab was constructed. The existing e-sports lab within the academic wing of WGH will serve as the JV lab.</p> <p>Continue to update and upgrade cameras on buses and at schools. New bus video system purchased.</p> <p>12 PS classrooms</p> <p>Upgrade and cycle out laptops/carts and infrastructure to accommodate increasing needs with technology, all buildings.</p>	