RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2020-2021 COVID	2021-2022 COVID	2022-2023
Develop a process to measure the effectiveness and impact of the services provided by external partners. ● Identify an individual at each school to champion the evaluation of services provided by external partners to measure the effectiveness of their services. ● Identify students served by each external partner and document the academic progress of these students. Conduct focus groups and interviews with these students to possibly uncover strengths and weaknesses of activities and programs. ● Examine the students' academic performances, especially value-added or formative assessment data, of the students that are regularly attending activities sponsored by external partners	3	External partners are providing non-academic experiences. ● IM ● Valley Counseling ● Psycare ● CASEL ● Compass ● Someplace Safe ● Christy House ● Continuum of Care – Homeless ● *Wean Foundation* ● *North Mar Church* ● *Second Harvest Food Bank* ● *United Way* ● *Akron Children Hospital* ● *EOESC* ● *TCESC* ● *MVCAP* ● *UPWARD BOUND* ● *AVI* ● *Alta* ● *Academic Achievers* ● *Delphi* ● *SSTR5* ● *Christine Brugler* ● *Keethe Matheny (Launch Pad)* ● *Ohio Extension Farm*	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 .		Creation of position of Associate Superintendent of Student Services, Wellness and Success ✔ Will review partnerships pre/post COVID, then evaluate the alignment of the partnerships with district goals (specifically with behavioral health agencies) ✔ Buildings will identify students being served by external partners and monitor attendance/academic progress/Success Plans (6-12) for overall progress AGC: SMARTS ✔ ● Part of 11/2021 Waiver Day ● Arts Integration four days/wk, all bldgs.17 teachers ● 4 PK-8 hosting Art in non-art spaces with focus in K-2 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,	Foundation of work based in strong SEL practices, trauma informed practices and foundations/expectations through PBIS. Nurse Practitioner and school based health care on site. 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. 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.

					Ultium Cells, America Makes. ✔	
					Grants: Expanding Every Opportunity ✔	
					• BAC/ESCEO	
					• Kenniston	
					~3D virtual welding labs/simulators ~1/2 house for industry recognized credentials ~Carpenters bldg. safety bars for student safety harnesses ~community woodshop projects donated to community non-profit for local neighborhoods	Shift in staff from 2022-2023 to this year. Will continue to run program as it was created. New staff coming on board fall 2023.
				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. ✔		WCS recently identified as a pre-apprentice site recognized by OJFS in the areas of maintenance and food service.
					SSTR5 continues to ✔ support WCS with OIP process, support in literacy K-3 working with primary literacy coordinator and Director of C&I in implementation, monitoring and creating decision rules (guidelines) - for MTSS, continued work with PS coordinator in strengthening the academic components	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. SST5 auditing math to gain entry point to move forward. WCS working through math work group and support of Dana Butto to move forward.
				Heading to Kindergarten Project, collaboration with WCS, SSTR5 and ODE (Office of Early Learning and School Readiness) ✔		SST/Project Evident Feb 2023 – April 2023 "Unleash the Power of Your Data"

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2020-2021 COVID	2021-2022	2022-2023
Create opportunities for district personnel and community stakeholders to provide formal feedback to the district regarding improvement initiatives and perceptions of progress toward district goals. • The district's process to promote collaboration and shared decision-making with teachers is limited. • Assess the value of having 44 individuals on the district leadership team. Such a large team may not be conducive to effective collaboration and decision making. A smaller team of maybe 15-20 individuals, with 50 percent teacher representation, may allow the voices and perspectives of the entire team to be heard. • Review present collective bargaining agreement language 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	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 Kevin - Focus group meetings Community Connections grant ✔ ~ 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. ✔ S. Jackson Teutsch/Literacy Coordinators 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.	Weekly TBT meetings discussing student ✔ data and strategies, Monthly BLT meetings continued monitoring action steps of building, DLT met three times (Jan, March and May) to monitor district data. ✔ Youth Truth Survey conducted through Ohio Collaborative Philanthropy Grant. Participation: 1805 students (EL 762, MS 618, HS 425), Staff 349 (EL 181, MS 74, HS 94), Family 226 ✔ Allowed parents to complete a survey to request type of learning environment (remote/hybrid) for their child/children. ✔	Continue to engage in the OIP process through and create the ONA plan for the 2022-2025 school years. ✔ Graduation Task Force TBT – additional HS guidance counselor for monitoring cohorts of students ✔ Survey to all students 3-12 focusing on their needs and voice of supports in school this school year. (Focus and work here will fall in SEL/Climate Crosswalk) ✔ Science Textbook Adoption Committee (grades 5-HS) ✔ Resume District Literacy Leadership Team (work grp) • to address Ohio's plan to raise literacy	District and building ONE Plans written and submitted to ODE for review and approval. As of 9/1/2022 final approval of plans not yet received. WCS will continue to follow OIP through DLT, BLT, TBT's, adding work groups for DLT this year. Plans approved. Possibly get support from Project Ignite HS math coaching. Survey to all students grades 3-12 regarding sense of belonging, outlook on school, revisiting topics from the last survey. Focus groups based on results will be formed and conversations to build student leadership and voice for change within the buildings. Resume District Literacy Leadership Team (work grp) ~monitor literacy practices and student

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2020-2021 COVID	2021-2022	2022-2023
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.				✓ Teutsch/Math Coordinators 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. ✓		● Dyslexic law/implication ● Revise Reading Improvement Plan & timeline Create District Math Leadership Team (work grp) ● conduct root cause analysis on student math performance develop a Math Improvement Plan & timeline for implementation Continue to utilize the collaborative hiring process. Also collaboratively assign university students for field experiences to buildings. ✓	achievement within the district. ~Wonders training grades 3-5 for implementation District Math Leadership Team (work grp) ● conduct root cause analysis on student develop a Math Improvement Plan & timeline for implementation Three December graduates from YSU hired in December 2022. One PS Itinerant, one IST, two reading support and one 4-9 ELA/Science.
Create a committee of teachers and administrators representing grade bands to select curriculum materials that are aligned to Ohio's Learning Standards. ● The district has not developed a cohesive set of curriculum materials aligned to Ohio's Learning Standards. (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.)		● 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,	Asst Director C&I 6-12 Representative teachers 5-HS Office of C&I Coordinators	● 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		Science Textbook Adoption Committee (grades 5-HS) ✓ Resume District Literacy Leadership Team (work grp) ● to address Ohio's plan to raise literacy	Monitoring of science implementation grades 5-HS. ~Studies Weekly for integration of SS and Science in grades K-4. Implementation of Wonders Grades 3-5. Sound walls grade K. District teams (ELA/M) review Edmentum platform

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2020-2021 COVID	2021-2022	2022-2023
- Monitor the delivery of the curriculum by all instructional staff. - Annually evaluate and update selected materials.		- 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. ✔	Coaches			- Dyslexic law/implication - Revise Reading Improvement Plan & timeline Create District Math Leadership Team (work grp) - conduct root cause analysis on student math performance develop a Math Improvement Plan & timeline for implementation	- others form an intervention based platform - search for dyslexia screener New HS COS for 2023-2024 (AP AA studies, Financial Lit, Mythology, Forensics) Updated health curriculum K-12 with items required by law put in Embedding Financial Literacy in K8 with a delineated HS course SY23-24.
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 -21st Century, 1AS 1.1.5)	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) ✔		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)	*District has implemented an RTI process. IAT Teams exist and function in each of the 5 buildings. 2021 looked at behavior side of MTSS.* ✔	*Working as district to move from RTI model to full MTSS in respect to both academic and behavior. Development of decision rules and the supports for students based upon rules.* *Through the creation of an MTSS Team they will determine the roll out for the district, the data to*	Development plan and timeline to overhall MTSS process in both behavioral and academic areas. Create timeline for rollout for start of 2023-2024. Ongoing PD and support to strengthen

- 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 monitoring which, may enable teachers to determine if students are making progress.		- 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.	Office of C&I Literacy Coordinators and Coaches	- 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. - Integrate Social Justice into MTSS.(summer 2017)	*PD provided on Equipped for Reading Success and Whiley Blevins Fresh Look at Phonics for teachers PK-5 (Book Study).* ✔ *Facilitator Training in The Keys to Early Reading for identified admins at each PK8 building.* ✔ *Summer Bridge, 12 days of instruction for regular hours of a school day for students K-11 focusing on key standards and skills students will need for the next grade level. Used to reinforce and solidify skills and understanding.* ✔ *21st Century both virtual and in person at Jefferson/Willard* ✔ *PD on The Keys to Early Reading for all K-3 teachers.* ✔ *Designated I/E time so core plus more* ✔	*be monitored and professional develop needs. Tier I of MTSS envelopes PBIS and the PBIS building teams. Re-evaluate committee members for MTSS, create work groups to carry out the plan.* *During IAT process experts in the area for why child is being brought to team are at the meeting. This will assist with the recommendations for intervention.* ✔ *Creation and implementation of decision rules for literacy in primary grades. For the behavior side of MTSS decision rules and implementation will be completed with committee members.* *Decision Rules: continuum of research based interventions based on Tier I, II and III. What the data is on the students and the progress of the student through whatever strategy or intervention of skills and next steps. This is through the lens of academic and behavior.* *PD on The Keys to Early Reading for all K-3 teachers.* ✔ *Designated I/E time so core plus more* ✔	PBIS and building teams through guidance and follow up from Associate Supt. 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. Monitoring of research based literacy interventions *PD on The Keys to Early Reading for all K-3 teachers.* ✔ Designated I/E time so core plus more ✔ Sketch outline of decision rules for literacy

			Lit coaches, coordinators, central office admin, sped supervisor Literacy Coordinator PK-3			Sketch outline of decision rules for literacy • Exact Path / Headsprouts Tier I • Really Great Reading Tier II (core for CC) • Wilson Tier III PD on Really Great Reading (evidence based), grades K-4 ✔ Implementation of Heggerty in the core to support struggling readers in grades 2 & 3, part of daily core instruction in grades PK-1 ✔ Curriculum supports to close gaps and train staff to implement strategies ✔ ~Keys to Vocab PD all teachers 4th-HS ✔ ~Keys to Beginning Reading PD all staff K-3 ✔ ~LETRS training Lit Coaches, Coordinators and central office admin ~Dyslexia Book Study with SSTR5 ✔ collaboration with Spec Ed regarding literacy interventions and core instruction	• Exact Path / Headsprouts Tier I • Really Great Reading Tier II (core for CC) • Wilson Tier III PD on Really Great Reading (evidence based) grades K-4 implementation of Heggerty in the core to support struggling readers in grades 2 & 3, part of daily core instruction in grades PK-1 Curriculum supports to close gaps and train staff to implement strategies ~Keys to Vocab PD all teachers 4th-HS ~Keys to Beginning Reading PD all staff K-3 ~Keys to Comprehension PD grades 4-HS ~LETRS training Lit Coaches, Coordinators and central office admin ~Dyslexia Book Study with SSTR5 collaboration with Spec Ed regarding literacy interventions and core instruction (IAT process too) ~book vending machines for

RECOMMENDATIONS/CHALLENGES	PRIORITY	CURRENT PRACTICE	Person(s) Responsible	IMPLEMENTATION PLAN	2020-2021 COVID	2021-2022	2022-2023
						~book vending machines for students to earn books through PBIS and keep for themselves ✔	students to earn books through PBIS and keep for themselves
Ensure teachers are provided with professional development on the integration of classroom technology into daily instruction. ● There was little evidence of teachers and students using available classroom instructional technology across the district. ● Create a data monitoring and classroom walk-through process to measure the use of classroom technology by students and its impact on student growth. (1 S 1.5)	3	● The technology teachers and supervisors are developing a scope and sequence for the development of the technology that can be integrated into the classroom (K-8). A similar process is being done 9-12 in collaboration with Youngstown State University to look at technology in the workforce.	Supervisor of Technology, C&I, building staff and administrators Office of C&I	● Team from district attending the technology conference in February. They will then develop a plan of implementation for the next three years that will support instruction and learning with the authentic use of technology. ✔ ● Students at the HS will have the availability to be certified in specific software (18-19). Department of T&L to create a data monitoring system to measure the use of classroom technology by students and the impact of student growth (must make sure the technology is used for the intent of the standard)	*August 2020 teachers received PD on: CLEVER, screen-castomatic, Classkick, Microsoft TEAMS, Remind, Gizmos, Raz Kids, Edmentum/Exact Path, Headsprouts, Online components for adopted curriculum.* ✔ *Specific to teachers of students that received education full remote: On-going PD regarding virtual instruction. PD based on book by Doug Fisher, Distance Learning* ✔ *PD for teachers of students in a hybrid/blended model received periodic PD for this instructional model.* ✔ *Data monitoring: PD for administrators with ongoing support on how to measure student engagement and instruction in the virtual world. (provided a gage where students should*	*Students grades 1-12 will receive a laptop to be used at home, and access to technology in school. Students PK/K will utilize ipads in school with ipads at home also.. WCS 2:1 for students. Hotspots provided on an as needed basis.* ✔ Expectation teachers keep Clever or Teams Page updated weekly utilizing online platforms to engage students in learning Ongoing support where needed	*Create Focus group 2023-2024 to discuss use of technology, needs of students* Continued expectations for teachers keep Clever or Teams Page updated weekly utilizing online platforms to engage students in learning Ongoing support where needed Development of a cohesive pathway for HS students, Tech, robotics, engineering and possibly obtain industry recognized credential ~explore courses that support music engineering

8

		Adjustment from face to face learning to remote learning due to school shut down via Governor DeWine's order March 16, 2020. All students 6-12 Microsoft 365 platform, PK-5 paper pencil with Monday pick-up.	Building technicians, Primary/Secondary Tech Coordinators, Supervisor of Technology, all certificated staff and administration, C&I	HS transitioned to remote learning March 17, 2020, MS began remote learning paper/pencil March 16th then went digital March 23, 2020. K-5 remote paper/pencil March 16th. All this continued through the remainder of the school year. System created for the distribution and collection of technology.	*be in their learning – evidence of engagement)* ✔ *Students in PK/1 each received ipad, students in grade 2-12 received district device/laptop for use at home. Provided hotspots for any family in need to ensure access.* ✔		~AP Computer Science (opportunities to obtain IRC's) MS rotations taking more strategic technology focus for a vertical articulation grades 6-8 and also aligns to IRC potentials at HS.
Develop and implement a systematic process for annual evaluations. ● The district is not following the Ohio Teacher Evaluation System with fidelity. ● Schedule a recalibration process annually that brings all of the district's evaluators together to review, and agree upon, the criterion for each of the four rating levels and develop inter-rater reliability. It may be of benefit to the district to use an Ohio Department of Education certified trainer. ● Identify and select a district-level administrator that would be responsible for oversight of the Ohio Teacher Evaluation System (OTES) and the Ohio Principal	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	The areas of refinement of the evaluations will be reviewed annually and be used to drive professional development. ✔ Recalibration will be yearly ✔	*Teachers teaching 50% or more of the year were evaluated through OTES 1.0.* ✔ *Administrators were evaluated under OPES.* ✔ *Counselors were evaluated under OSCES.* ✔ *All administrators received bridge training on OTES 2.0.* ✔	*All teachers teaching 50% or more will be evaluated under OTES 2.0 (implementation year 2021-2022)* ✔ *September 2021 All teachers provided PD on OTES 2.0 to include but not limited to PGP, HQSD (2022-2023) and evidence gathering.* ✔ *January 2022 Administrators* Calibration of OPES 1.0 among admin January 2022 *PD refresher on OTES 2.0.*	Admin recalibration on OTES 2.0 August 2022. ~implementation of HQSD for OTES 2.0 and OPES 2.0 Fall 2022 teaching staff provided PD on OTES 2.0 to include PGP, HQSD and evidence gathering. Sept/Nov callobrated admins. *Creation of the team that will support implementation of HQSD.*

Evaluation System (OPES) in the district. ✔ ● Deliver professional development on the creation of student learning objectives. ✔ ● Provide the district student learning objectives committee with continuous training to ensure growth measures reflect rigor and follow Ohio's Learning Standards. The student learning objectives committee review and approves the teacher-developed assessments given to students at the beginning of instruction and at the conclusion of instruction in the course, over time, to identify how much students have learned. ✔ ● Include student growth measure information in teachers' personnel files, along with their teacher performance ratings. This could provide a common repository for a teacher's growth over his or her tenure in the district.			Officer, Director of C&I (state trainer)			~Review January 2022 after first round completed of both OTES 2.0 and non OTES for calibration purposes ✔ *Creation of the team that will constitute HQSD.* Process developed with continued refinement when needed. *OPES 2.0 Training for District admins spring 2022, March 1, 2022* ✔	Ongoing support for implementation of OPES 2.0 Executive coaching supporting walkthroughs/feedback specific to WGH focusing on engagement and instructional practices. Executive Coaching through data conferences continue in PK-8's. Curriculum liaisons receive support and guidance with data/instruction through C&I Overview training for administrators impacted by OPES 2.0
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. ✔	*WCS continued to host university students through field experience and student teaching assignments throughout the district, even during COVID when other districts did not continue with placements.* ✔ *On-going utilization of the collaborative hiring process is used.* ✔ *Staff was surveyed to determine who would be full remote teachers vs hybrid teachers based upon skill sets and teacher input.* ✔	*WCS continues to host university students through field experience and student teaching assignments throughout the district.* ✔ *On-going utilization of the collaborative hiring process is used.* ✔	Defined time for buildings/district to meet with new staff to meet needs August 2022 onboarding of new staff over curriculum materials and practices. Coaching support provided. Onboarding of new substitute teachers to the district.

Monitor and promote school safety. ● Establish practices to create and <u>sustain safe environments</u>, procedures and plans. ● <u>Annually review the comprehensive safety plan</u> in conjunction with the police and fire departments to ensure safety for students and staff within school buildings, and submit the safety plan to comply with the Ohio Department of Education's safety regulations. ● Ensure that every school has a <u>high-quality building safety plan in place</u> and that students and staff are prepared to follow it.	3	Safety plans have been uploaded to ODE.within the given deadline and have been chosen as model plans for other districts by Homeland Security. ✔ All required safety drills are being done and recorded at each building while also being monitored by the Director of Business Operations ✔			*All requirements of safety plans, drills, etc.. were maintained throughout the school year.* ✔ *All guidance and mitigating strategies implemented in accordance with ODH and local health officials.* ✔	*All requirements of safety plans, drills, etc.. will be maintained throughout the school year.* ✔ *All guidance and mitigating strategies implemented in accordance with ODH and local health officials.* ✔ *Spring 2022 complete a table top exercise (review of safety plans with local law enforcement)*	*All requirements of safety plans, drills, etc.. will be maintained throughout the school year.* *All guidance and mitigating strategies implemented in accordance with ODH and local health officials.* *Purchase and use of Opengate Weapons Detection System for schools, school events and community events as school venues.* *Ongoing safety meetings: opening of school, waiver days, staff meetings. Opening days and every Waiver Day.* *Security liaisons at each building to provide support to the building and students at the direction of the Campus Leader*

Develop and implement strategies to increase the graduation rate for the 2016-2017 school year.
● The district's four-year graduation rate has declined as reported on the state school report card and is below the state average and similar districts.
 	
● <u>Monitor students who are not on track to graduate or who are at risk of not having enough credits to graduate.</u> 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.
	1	There was a slight increase in the 2014-2015 graduation rate. ✔
		
		A graduation task force was established in 2013-2014. ✔
		
		● As indicated in documents that were reviewed, utilize the graduation task force to analyze current historical graduation data, identify probable root causes and create a plan to improve graduation rates. The historical data indicated that students that
			HS BLT in conjunction with DLT
			
			District core team with HS administration and designated TBT
				● Intervention for targeted EOC retakes
				● Winter intervention for required ACT
				● Winter intervention for struggling 9th/10th
				● General tutoring
				● Alternative pathways
				  ○ Administration of Work Keys
				  ○ Capstone for all seniors
				  ○ Monthly monitoring from guidance
				  ○ GTF
					Followed the guidelines from ODE regarding graduation as shifts occurred due to COVID. ✔	*Review of industrial credits and pathways, adjustments made as needed, continued implementation and monitoring of student progress of meeting requirements.* ✔
						
						Follow guidelines from ODE regarding graduation SEALS and the implementation and monitoring of the plan. ✔
						
						Realignment of guidance counselors at the HS to better monitor cohorts of
							Build pathway for Hospitality Mgt – through pre-apprenticeship. WCS identified as an Ohio Means Jobs apprenticeship training site.
							
							Explore technology, robotics and computer pathways. Building AP Computer Science for 2023-2024. Training teacher SY22-23
							
							Explore possible development of music industry course at HS

● 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. **(PS 1.S 1.8, 1 AS 1.8.1, 1 G 2)**		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. ✔				*students and their progress toward graduation. Added a counselor.* ✔ *Explore how WCS can reinstitute, for all 8th graders, .5 of fine arts requirement prior to HS. Band/choir will earn completion requirement.*
		● 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. ● Continue to implement the credit recovery programs to help students who have credit deficiencies by making up courses on the computer-based software.	HS TBT monitored by HS BLT and HS administration Needs to monitor and create action immediately	● Evaluate current recovery program success (Need to create a 3-6 where they come into school. Pay teacher 1x day per content to oversee ● Make necessary adjustments based on student need ● Begin to offer the first phase of courses that support career pathway and industrial credit ● Explore option of CTE application for HS to support pathways. ✔ ● Begin discussions with MS parents regarding these pathways.		*Re-evaluate the use of student success plans, the criteria for Early Warning System and develop a plan and the ongoing monitoring system for the 2022-2023 school year.* *GTF at HS will monitor student progress toward graduation including interventions, SEALS, pathways, CR, attendance, etc.* ✔ *Climate team in PK-8 will monitor attendance, referral and discipline data* *Summer 2022 update early warning system*	Develop criteria and utilization of an Early Warning System for grades 6-HS for the use of Success Plans (ODDEX currently building a system of data collection and would include EWS). Developed electronic monitoring and training for counselors in 6-8 with new form. Early Warning System to be used with students K-5 to determine areas of improvement aligned with needs to support improvement of school practices for success. *GTF at HS will monitor student progress toward graduation including interventions, SEALS, pathways, CR, attendance, etc. Graduation/Success Plan.* *Climate team in PK-8 will monitor attendance, referral and discipline data , GTF at HS. District Climate Work Group aligns this work.*

Establish a capital plan committee that includes district staff from all administrative areas. ● Charge the committee with developing a written capital plan to outline the needs of the district for equipment, building repairs and preventive maintenance with priorities for the next five years. ● Review and update annually. COVID-19 expenses				Supt, Ex. Director Business Operations, Treasurer, Supervisor of Technology, Director of C&I	-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 Virtual meetings weekly with TC Health Dept regarding guidance for re-opening	*PPE, shields, cleaning products for health and well being of students.* *Purchase of buses (5)* *New roof on Willard* *Roof repair on McGuffey* *Tennis courts* *Softball field*	*Wellness center – guidance through Athletic Council* *Band shell* *Buses (3)* *PPE* *~update and purchase of 5 maintenance vehicles purchase of a ~refrigerated truck ~purchase of 2 vehicles for Sped ~Roadway @ Lincoln ~1 exterior cooler @ each PK-8 building (expanded storage needs with pandemic and food distributions) ~new boilers at Will, Linc, WGH (boilers J/Mc 2018-19) ~updated HVAC control monitoring system ~air purifiers in every building (multiple) ~house purchased for bus ingress/egress to prepare for Wellness Center construction ~roadway at WGH to begin wellness center construction*	*~ space near Wellness Center for robotics and e-sports* *~esports compete for the first time. Offers students that don't typically get involved to make friends and get connected with a school event with others.* Groundbreaking for Recreation & Wellness Center Grant for EV bus submitted Purchase of 2 new buses for fleet Food Service purchased software for maintaining inventory/ordering electronically Upgrading cameras throughout district as needed Add PS Secretary due to growing program 11th PS classroom (intervention room)

The "1" appears in the second column next to "COVID-19 expenses".