

Print Your Plan



Print Time: 4/29/2022 4:07:19 PM

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Basic Information

Plan Entity Name: FY 2023 Warren City One Plan (0)

Plan Fiscal Year: FY 2023

Cohort #: 2

District IRN: 044990

Plan Status: Plan In Progress

Revision #: 0

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Plan Information

1. Goal #1 of 4

1.1. Root Cause Analysis

The high school has developed and continues to develop multiple pathways a student can graduate. Utilizing a comprehensive Early Warning System that will immediately trigger students who are in jeopardy of graduating on time will help ensure the high school and middle school grades respond quickly to the need. This system will help the high school and middle school grades to determine a focused intervention while ensuring the curriculum meets the demands of the standards and students' needs. Additionally a focus on getting every child to read, write and comprehend mathematics on grade level before entering high school will reduce those that are not on track by the time students are in high school. During middle school, students need to be provided experiences in career and college fields to help determine a pathway earlier in a child's high school career. The high school will continue to develop and plan for multiple pathways for students to graduate by providing additional courses, industry recognized credentials and an aligned curriculum 9-12.

1.2. SMART Goal Statement

By **06/30/2025** we will improve the performance of **All Students, Students with Disabilities, Middle School, High School** students at/in **Warren City** to **increase 2.00 Stars in Graduation** using **State Report Card - Graduation Rate**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Quarter, Graduation - Course Credits Earned** of **Students with Disabilities and All Students** will be measured, with a final improvement of **increase 80.00 percent of students earning required yearly credits** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024	06/01/2024
11/01/2024	01/01/2025	04/01/2025	06/01/2025				

1.3.1. Student Measure #2

Every **Semester, Graduation - progress toward demonstrating competency of All Students** will be measured, with a final improvement of **increase 80.00 %** at the end of the plan.

01/01/2023

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

1.4. Strategies and Actions

1.4.1. Strategy #1: College and Career Readiness

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

An Early Warning System will be used to identify and monitor grades, competency, and readiness quarterly by both the schools and district in order to identify those students at risk for not graduating on time. This will identify those in need of intervention and additional pathways to develop.

1.4.1.3. Action Steps

1.4.1.3.1. (Plan Year: 2023)

06/30/2023 - Train teachers and school counselors on the Early Warning System for use in middle and high school.

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- Central Office Administration
- Graduation Task Force

1.4.1.3.2. (Plan Year: 2023)

07/01/2023 - Before, during and after school interventions will be created and monitored to meet the demand of students struggling to meet the grade criteria for credit completion.

Participants:

- Teachers
- Principals
- Support Staff
- Building Leadership Teams
- Instructional Coaches
- Central Office Administration

1.4.1.3.3. (Plan Year: 2023)

07/01/2023 - Increase outreach opportunities for students, families and community partnerships to support the needs of middle school and high school students in their pathways toward graduation.

Participants:

- Teachers
- Principals
- Support Staff

1.4.1.3.4. (Plan Year: 2023)

07/01/2023 - Create tool for monitoring of implementation and use of the Early Warning System.

Participants:

- Building Leadership Teams
- District Leadership Team

- Central Office Administration

1.4.1.3.5. (Plan Year: 2023)

06/30/2023 - High School Graduation Task Force will regularly review student data and progress monitoring of students 9-12, identifying at-risk students and providing interventions and supports, as needed, through student Success Plans, Attendance Intervention Team, conferencing with students/student families, afterschool intervention, tutoring and/or credit recovery, if needed.

Participants:

- Teachers
- Building Leadership
- Support Staff

1.4.1.3.6. (Plan Year: 2024)

07/01/2024 - Monitor the use and effectiveness of Early Warning System in identifying students at risk of not graduating in four years.

Participants:

- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

1.4.1.3.7. (Plan Year: 2024)

06/30/2024 - Review early warning system data to determine the effectiveness of the interventions and identify additional needs.

Participants:

- Teachers
- Staff
- Principals
- Building Leadership
- Building Leadership Teams
- District Leadership Team
- Instructional Coaches
- Central Office Administration

1.4.1.3.8. (Plan Year: 2024)

06/30/2024 - Implement additional pathways based on interests and needs as determined by the Early Warning System.

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership
- Teacher-Based Teams
- Building Leadership Teams

1.4.1.3.9. (Plan Year: 2024)

06/30/2024 - Develop a district graduation task force that includes stakeholders from the prek-8

buildings that use the EWS and other data pieces to assist students with planning for high school.

Participants:

- District Administration
- Teachers
- Building Leadership
- school counselors

1.4.1.3.10. (Plan Year: 2025)

06/30/2025 - Evaluate effectiveness of the interventions and the pathways to determine adjustments.

Participants:

- District Administration
- Teachers
- Building Leadership
- Teacher-Based Teams
- Building Leadership Teams

1.4.1. Strategy #2: Community, Family Engagement

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Engage families in their students' learning and community/outside stakeholders in providing educational opportunities to prepare students for college and career readiness in alignment with Ohio's Graduation Requirements.

1.4.1.3. Action Steps

1.4.1.3.1. (Plan Year: 2023)

06/30/2023 - Identify outside stakeholders and develop partnerships with those stakeholders to create a career pathway for students.

Participants:

- District Administration
- Building Leadership
- Building Leadership Teams
- District Leadership Team
- Graduation Task Force

1.4.1.3.2. (Plan Year: 2023)

06/30/2023 - Increase outreach opportunities for students, families and community partnerships to support the needs of middle school and high school students in their pathways toward graduation.

Participants:

- District Administration
- Teachers
- Building Leadership
- Building Leadership Teams
- District Leadership Team
- Graduation Task Force

1.4.1.3.3. (Plan Year: 2023)

06/30/2024 - Audit current partnerships such as Business Advisory Council, Mahoning Valley Manufacturer Coalition, and MyPath Mahoning Valley for effectiveness and determine areas of growth in order to enhance graduation pathways.

Participants:

- District Administration
- Building Leadership
- Building Leadership Teams
- District Leadership Team
- Graduation Task Force

1.4.1.3.4. (Plan Year: 2023)

06/30/2023 - Provide professional development to teachers and leadership on the graduation pathways and partnerships.

Participants:

- District Administration
- Building Leadership
- Building Leadership Teams
- District Leadership Team
- Graduation Task Force

1.4.1.3.5. (Plan Year: 2024)

06/30/2024 - Evaluate through surveys, local report card data, and EWS the effectiveness of outreach programs and use the data to adjust the programs to increase effectiveness.

Participants:

- District Administration
- Building Leadership Teams
- District Leadership Team
- Graduation Task Force

1.4.1.3.6. (Plan Year: 2025)

06/30/2025 - Use graduation data and College, Career, Workforce and Military Readiness data from local report card to evaluate the effectiveness and to plan for adjustments.

Participants:

- District Administration
- Building Leadership
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Graduation Task Force

1.5. Adult Measures

1.5.1. Adult Measure #1

- College and Career Readiness

Every **Semester, Graduation - Implementation Data of Career pathway teachers** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

01/01/2023	06/01/2023	01/01/2024	06/01/2024	01/01/2025	06/01/2025
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1.6. Funding Sources

1.6.1. FY 2023

Train teachers and school counselors on the Early Warning System for use in middle and high school.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

Title I-D Neglected

1.6.1. FY 2023

Before, during and after school interventions will be created and monitored to meet the demand of students struggling to meet the grade criteria for credit completion.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

Title I-D Neglected

1.6.1. FY 2023

Increase outreach opportunities for students, families and community partnerships to support the needs of middle school and high school students in their pathways toward graduation.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

1.6.1. FY 2023

Create tool for monitoring of implementation and use of the Early Warning System.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

1.6.1. FY 2023

High School Graduation Task Force will regularly review student data and progress monitoring of students 9-12, identifying at-risk students and providing interventions and supports, as needed, through student Success Plans, Attendance Intervention Team, conferencing with students/student families, afterschool intervention, tutoring and/or credit recovery, if needed.

Title I-A Improving Basic Programs

Title I-D Neglected

Expanding Opportunities for Each Child

1.6.1. FY 2023

Identify outside stakeholders and develop partnerships with those stakeholders to create a career pathway for students.

Expanding Opportunities for Each Child

1.6.1. FY 2023

Increase outreach opportunities for students, families and community partnerships to support the needs of middle school and high school students in their pathways toward graduation.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

1.6.1. FY 2023

Provide professional development to teachers and leadership on the graduation pathways and partnerships.

Title I-A Improving Basic Programs
Each Child

Title II-A Supporting Effective Instruction

Expanding Opportunities for

1.6.1. FY 2023,2024

Audit current partnerships such as Business Advisory Council, Mahoning Valley Manufacturer Coalition, and MyPath Mahoning Valley for effectiveness and determine areas of growth in order to enhance graduation pathways.

Expanding Opportunities for Each Child

1.6.1. FY 2024

Monitor the use and effectiveness of Early Warning System in identifying students at risk of not graduating in four years.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

1.6.1. FY 2024

Review early warning system data to determine the effectiveness of the interventions and identify additional needs.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

Title I-D Neglected

1.6.1. FY 2024

Implement additional pathways based on interests and needs as determined by the Early Warning System.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

1.6.1. FY 2024

Develop a district graduation task force that includes stakeholders from the prek-8 buildings that use the EWS and other data pieces to assist students with planning for high school.

Title I-A Improving Basic Programs

Expanding Opportunities for Each Child

1.6.1. FY 2024

Evaluate through surveys, local report card data, and EWS the effectiveness of outreach programs and use the data to adjust the programs to increase effectiveness.

Title I-A Improving Basic Programs

Expanding Opportunities for Each Child

1.6.1. FY 2025

Evaluate effectiveness of the interventions and the pathways to determine adjustments.

Expanding Opportunities for Each Child

Title I-A Improving Basic Programs

1.6.1. FY 2025

Use graduation data and College, Career, Workforce and Military Readiness data from local report card to evaluate the effectiveness and to plan for adjustments.

Title I-A Improving Basic Programs

2. Goal #2 of 4

2.1. Root Cause Analysis

Children that have their mental and behavioral health needs met are more inclined to attend school regularly and engage in their school environments making positive and healthy decisions both behaviorally and academically. Many of the mental/behavioral health needs of our students often appear to be related to economic and familial instability within the home. The district is extremely fortunate to have the partnerships it does. These partnerships do have a positive impact on the students of Warren City Schools. One goal for future years is to increase proactive behavioral health support opportunities and coordinate existing resources in order to meet the district OIP Climate goal. In doing so, attendance will increase and student time in academic settings will increase (by reducing discipline referrals) while students gain and practice skills associated with both SEL and PBIS while also being supported by school personnel and community partners.

2.2. SMART Goal Statement

By **06/30/2025** we will improve the performance of **All Students, Students with Disabilities, Homeless Students, Gifted Student, Low-Economic Status Students, Foster Children, PK-12** students at/in **Warren City** to **increase 6.00 -9%** in **Attendance** using **reducing chronic absenteeism rate..**

2.3. Student Measures

2.3.1. Student Measure #1

Every **Quarter, Chronic absenteeism - Attendance** of **All Students** will be measured, with a final improvement of **increase 15.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024	06/01/2024
11/01/2024	01/01/2025	04/01/2025	06/01/2025				

2.3.1. Student Measure #2

Every **Quarter, Discipline - District collected data of All Students** will be measured, with a final improvement of **increase 10.00 percent of students remaining in instructional settings** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024	06/01/2024
11/01/2024	01/01/2025	04/01/2025	06/01/2025				

2.4. Strategies and Actions

2.4.1. Strategy #1: School Climate and Supports

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

District will develop opportunities to meet the affective needs of students/families, utilizing the philosophy of the Ohio's Whole Child Framework. Part of this framework will specifically focus on PBIS, a school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and continuing to develop foundational practices and beliefs through Social and Emotional Learning for students, staff and families will develop lifelong skills through the five CASEL competencies. In collaboration with community partners (Family Housing Navigator, behavioral health services, etc) schools will create environments that are structured, with clear expectations and procedures throughout the day while providing opportunities to authentically practice and refine these skills the goal is to increase attendance rates and increase the time students spend in instructional settings (reduce the removal of students from instructional settings due to discipline infractions).

2.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.
- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. (Plan Year: 2023)

06/30/2025 - Assess SEL need in district/building. Determine what/if any changes need to be implemented in K-5 programming.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Central Office Administration

2.4.1.4.2. (Plan Year: 2023)

06/30/2025 - Develop district messaging about SEL vision and priorities.

Participants:

- District Administration
- Staff
- Principals

- District Leadership Team
- Central Office Administration

2.4.1.4.3. (Plan Year: 2023)

06/30/2025 - Identify and Implement strategies to support SEL initiative.

Participants:

- District Administration
- Staff
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- Central Office Administration

2.4.1.4.4. (Plan Year: 2023)

06/30/2025 - Develop and update annually a districtwide implementation guide for PBIS, with common district language, resources, expectations for implementation, timelines.

Participants:

- District Administration
- Staff
- Principals
- Building Leadership
- Central Office Administration
- Positive Behavior Intervention Support Team

2.4.1.4.5. (Plan Year: 2023)

06/30/2025 - Provide coaching and on-site support to building PBIS teams to develop and implement local action plans, in response to district data collection.

Participants:

- District Administration
- Staff
- Principals
- Building Leadership
- Support Staff
- Building Leadership Teams
- District Leadership Team
- Central Office Administration
- Positive Behavior Intervention Support Team

2.4.1.4.6. (Plan Year: 2023)

06/30/2025 - Through DLT work group, in conjunction with BLT/PBIS teams, will create procedures and practices to monitor attendance, SEL and PBIS implementation and make adjustments based on data.

Participants:

- District Administration
- Principals
- Building Leadership
- District Leadership Team
- Central Office Administration

- Positive Behavior Intervention Support Team
- community partner

2.4.1.4.7. (Plan Year: 2023)

06/30/2025 - Ongoing PD to address knowledge, vision, and skills to best support the whole child (SEL, PBIS, Trauma Informed and culturally responsive practices, etc.).

Participants:

- District Administration
- Staff
- Building Leadership
- Support Staff
- Related Service Personnel
- Central Office Administration
- Positive Behavior Intervention Support Team

2.4.1.4.8. (Plan Year: 2023)

06/30/2025 - Through district created data collection instrument that will identify the authentic integration of SEL skills and PBIS during the instructional day BLT's can make adjustments rooted in data of implementation and outcomes

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership Teams
- Central Office Administration
- Positive Behavior Intervention Support Team

2.4.1.4.9. (Plan Year: 2023)

06/30/2025 - Early warning system will be reviewed and adjusted to meet the needs of the district in regard to attendance and chronic absenteeism

Participants:

2.4.1.4.10. (Plan Year: 2023)

06/30/2025 - Family Community Liaisons and other family outreach personnel at each building will provide opportunities to engage families in their child's learning, specifically ensuring students are attending school on a daily basis.

Participants:

2.4.1.4.11. (Plan Year: 2024)

06/30/2025 - Staff will participate in verbal de-escalation training. Example, yearly CPI training for paraprofessionals.

Participants:

- Teachers
- Principals
- Support Staff
- Related Service Personnel
- Instructional Coaches
- Positive Behavior Intervention Support Team

2.4.1.4.12. (Plan Year: 2024)

06/30/2025 - Through data analysis, DLT will support BLT's to engage community partners to meet student behavioral health needs.

Participants:

2.4.1.4.13. (Plan Year: 2025)

06/30/2025 - State of the art Wellness Center will have undergone construction and will be open as a means to engage stakeholders to meet individual and collective needs of the whole child

Participants:

- Central Office Administration
- Community Partners

2.4.1. Strategy #2: Community, Family Engagement

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Engaging all stakeholders in creating an environment that addresses the economic disparities relating to the health and wellness of students which contribute to the overall academic gaps will ensure the needs of the whole child are met and result in a positive impact academically, socially/emotionally, and physically.

2.4.1.3. Action Steps

2.4.1.3.1. (Plan Year: 2023)

08/31/2023 - Construction of a state of the art wellness center.

Participants:

- Central Office Administration
- Community Stakeholders and students

2.4.1.3.2. (Plan Year: 2023)

06/30/2025 - Partner with families & community members to identify & address student needs, including those of vulnerable children & youth (homeless, foster, ELs, etc). This includes supporting caregivers identify the supports and services available to improve their academic success and well-being.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Related Service Personnel
- Central Office Administration

2.4.1.3.3. (Plan Year: 2023)

06/30/2025 - District will continue to build supports and capacity of behavioral health partnerships to directly meet the needs of stakeholders.

Participants:

- Central Office Administration
- Community Partners

2.4.1.3.4. (Plan Year: 2024)

06/30/2025 - Creation of spaces and programs responsive to student mental and physical needs.

Participants:

- Principals
- Building Leadership Teams
- Central Office Administration
- Positive Behavior Intervention Support Team

2.4.1.3.5. (Plan Year: 2024)

06/30/2025 - Development of opportunities that will engage students in a healthy lifestyle.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Building Leadership Teams
- Central Office Administration
- Positive Behavior Intervention Support Team
- Community Stakeholders and students

2.4.1.3.6. (Plan Year: 2024)

06/30/2025 - Development of opportunities that will engage staff in self care which has to potential to reduce staff absenteeism, increase retention of staff, improve employee morale and provide healthy role models for students.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Related Service Personnel
- Instructional Coaches
- Central Office Administration

2.5. Adult Measures

2.5.1. Adult Measure #1

- School Climate and Supports

Every **Quarter, Engaging classroom environments - Walkthrough Data** of **All Staff** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024	06/01/2024
11/01/2024	01/01/2025	04/01/2025	06/01/2025				

2.6. Funding Sources

2.6.1. FY 2023

Construction of a state of the art wellness center.

ARP ESSER

2.6.1. FY 2023,2024,2025

Assess SEL need in district/building. Determine what/if any changes need to be implemented in K-5 programming.

Title I-A Improving Basic Programs Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2023,2024,2025

Develop district messaging about SEL vision and priorities.

General Fund Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2023,2024,2025

Identify and Implement strategies to support SEL initiative.

Title I-A Improving Basic Programs Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2023,2024,2025

Develop and update annually a districtwide implementation guide for PBIS, with common district language, resources, expectations for implementation, timelines.

Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2023,2024,2025

Provide coaching and on-site support to building PBIS teams to develop and implement local action plans, in response to district data collection.

Title I-A Improving Basic Programs Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2023,2024,2025

Through DLT work group, in conjunction with BLT/PBIS teams, will create procedures and practices to monitor attendance, SEL and PBIS implementation and make adjustments based on data.

Title I-A Improving Basic Programs Title IV-A Student Support and Academic Enrichment McKinney-Vento Homeless Assistance Program

2.6.1. FY 2023,2024,2025

Ongoing PD to address knowledge, vision, and skills to best support the whole child (SEL, PBIS, Trauma Informed and culturally responsive practices, etc.).

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction Title IV-A Student Support and Academic Enrichment McKinney-Vento Homeless Assistance Program

2.6.1. FY 2023,2024,2025

Through district created data collection instrument that will identify the authentic integration of SEL skills and PBIS during the instructional day BLT's can make adjustments rooted in data of implementation and outcomes

Title IV-A Student Support and Academic Enrichment General Fund

2.6.1. FY 2023,2024,2025

Early warning system will be reviewed and adjusted to meet the needs of the district in regard to attendance and chronic absenteeism

21st Century McKinney-Vento Homeless Assistance Program

2.6.1. FY 2023,2024,2025

Family Community Liaisons and other family outreach personnel at each building will provide opportunities to engage families in their child's learning, specifically ensuring students are attending school on a daily basis.

Title I-A Improving Basic Programs Title IV-A Student Support and Academic Enrichment 21st Century McKinney-Vento Homeless Assistance Program

2.6.1. FY 2023,2024,2025

Partner with families & community members to identify & address student needs, including those of vulnerable children & youth (homeless, foster, ELs, etc). This includes supporting caregivers identify the supports and services available to improve their academic success and well-being.

McKinney-Vento Homeless Assistance Program
IV-A Student Support and Academic Enrichment

Title I-A Improving Basic Programs

Title I-D Neglected

Title

2.6.1. FY 2023,2024,2025

District will continue to build supports and capacity of behavioral health partnerships to directly meet the needs of stakeholders.

ARP ESSER

General Fund

2.6.1. FY 2024,2025

Staff will participate in verbal de-escalation training. Example, yearly CPI training for paraprofessionals.

General Fund

IDEA-B Special Education

2.6.1. FY 2024,2025

Through data analysis, DLT will support BLT's to engage community partners to meet student behavioral health needs.

Title II-A Supporting Effective Instruction

Title IV-A Student Support and Academic Enrichment

2.6.1. FY 2024,2025

Creation of spaces and programs responsive to student mental and physical needs.

General Fund

ARP ESSER

2.6.1. FY 2024,2025

Development of opportunities that will engage students in a healthy lifestyle.

21st Century

2.6.1. FY 2024,2025

Development of opportunities that will engage staff in self care which has to potential to reduce staff absenteeism, increase retention of staff, improve employee morale and provide healthy role models for students.

McKinney-Vento Homeless Assistance Program

2.6.1. FY 2025

State of the art Wellness Center will have undergone construction and will be open as a means to engage stakeholders to meet individual and collective needs of the whole child

Title IV-A Student Support and Academic Enrichment

General Fund

3. Goal #3 of 4

3.1. Root Cause Analysis

In using Ohio's Plan to Raise Literacy Achievement as a model, the literacy team analyzed data to determine the root cause of low student achievement within the district. The team determined that instructional practices in phonemic awareness and phonics were the underlying cause of low student achievement. Based on this analysis, one of the underlying root causes, that if addressed (phonemic awareness and phonics), will result in a positive impact. Our data also reveals significant weaknesses in vocabulary knowledge in grades 4-12. This is a direct result of gaps in foundational word solving knowledge an essential component of language comprehension and reading within the Science of Reading. Since our teachers were trained in balanced literacy, teachers have a learning curve in reflecting on what practices support structured literacy. They are currently making the switch to more explicit teaching in phonemic awareness and phonics, but it will take time, practice, planning, professional development, coaching, and monitoring to fully switch to structured literacy practices.

3.2. SMART Goal Statement

By **06/30/2025** we will improve the performance of **All Students, All Grades** students at/in **Warren City** to **increase 15.00 %** in **English Language Arts** using **State Report Card - Performance Index**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Trimester, English Language Arts - District Benchmark Assessments (K-8 NWEA, District Created 9-12)** of **All Students** will be measured, with a final improvement of **increase 15.00 %** at the end of the plan.

12/01/2022	03/01/2023	06/17/2023	12/01/2023	03/01/2024	06/17/2024	12/01/2024	03/01/2025
06/17/2025							

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Teachers will implement District adopted frameworks and provide explicit and systematic instruction aligned to the Science of Reading and Writing to support Tier 1 core instruction and Tier 2 and Tier 3 intensive interventions in accordance with Ohio's Plan to Raise Literacy.

3.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.
- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

3.4.1.4. Action Steps

3.4.1.4.1. (Plan Year: 2023)

06/30/2025 - Teachers will be trained to implement district adopted curriculum and materials through the effective use of I do, We do, You do model

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership
- Teacher-Based Teams
- Instructional Coaches

3.4.1.4.2. (Plan Year: 2023)

07/01/2024 - Designated teachers will be trained in explicit instruction and supports for Tier 2 and Tier 3 intensive intervention in ELA aligned to the Science of Reading and Ohio's Plan to Raise Literacy

Participants:

- District Administration
- Teachers
- Instructional Coaches

3.4.1.4.3. (Plan Year: 2023)

06/30/2025 - In ELA, provide ongoing professional development for PK-12 teachers in the knowledge/application of district adopted digital curricular resources/platforms, technology enhanced instructional models (such as rotational blended learning), and the utilization of digital formative assessment data to inform instructional practices.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Instructional Coaches
- Literacy Coordinators and technology teachers

3.4.1.4.4. (Plan Year: 2023)

06/30/2025 - Increase family and community engagement/outreach around literacy/ELA and Dyslexia through family days, digital resources, and other partnerships.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- District Leadership Team
- Instructional Coaches
- Literacy Coordinators

3.4.1.4.5. (Plan Year: 2023)

06/30/2023 - Establish an MTSS Team to develop and update annually a districtwide implementation guide for MTSS with common district language, resources, expectations, timelines, and decision rules.

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership
- Support Staff
- District Leadership Team
- Related Service Personnel
- Instructional Coaches
- Central Office Administration
- District Literacy Leadership Team

3.4.1.4.6. (Plan Year: 2023)

06/30/2025 - Provide ongoing, job embedded PD for teachers PK-12 rooted in the Science of Reading/Writing, Ohio's Plan to Raise Literacy, and Dyslexia

Participants:

- District Administration
- Teachers
- Staff

- Principals
- Building Leadership
- Instructional Coaches
- Central Office Administration
- District Literacy Leadership Team

3.4.1.4.7. (Plan Year: 2023)

06/30/2025 - Teachers in grades 4-12 will utilize explicit vocabulary and comprehension strategies across all content areas

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership
- Teacher-Based Teams
- Instructional Coaches
- District Literacy Leadership Team

3.4.1.4.8. (Plan Year: 2023)

06/30/2023 - Create a district monitor tool for administrators aligned to the job embedded PD received in accordance with the Science of Reading and Ohio's Plan to Raise Literacy

Participants:

3.4.1.4.9. (Plan Year: 2023)

06/30/2025 - Monitor adult implementation of literacy/ELA practices to ensure Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension are taught daily in alignment to the Changing Emphasis of Big Ideas in Ohio's Plan to Raise Literacy Achievement

Participants:

- District Administration
- Principals
- Building Leadership
- Building Leadership Teams
- District Leadership Team
- Instructional Coaches
- District Literacy Leadership Team

3.4.1.4.10. (Plan Year: 2023)

06/30/2025 - PK-3 Teachers will implement phonological and phonemic awareness explicit evidence based instructional practices during the core literacy block.

Participants:

- District Administration
- Teachers
- Principals
- Teacher-Based Teams
- Instructional Coaches
- District Literacy Leadership Team

3.4.1.4.11. (Plan Year: 2023)

06/30/2025 - The District Literacy Leadership Team will continue to conduct ongoing review of

curricular materials for core instruction and intervention PK-12 and make necessary adjustments where need based on data and most current research.

Participants:

- District Literacy Leadership Team

3.4.1.4.12. (Plan Year: 2023)

06/30/2025 - Provide supplemental instruction, intervention and supports for students at-risk in Reading/Language Arts before, during, and afterschool during the year and in the summer.

Participants:

- District Administration
- Teachers
- Building Leadership
- Support Staff
- Instructional Coaches
- Central Office Administration

3.4.1.4.13. (Plan Year: 2024)

06/30/2025 - Implement a Multi-Tier System of Support which includes quality core instruction and evidence-based interventions based on the Science of Reading which will allow more significant students access to core curriculum which will in turn reduce the number of students taking the alternate assessment.

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership
- Related Service Personnel
- Instructional Coaches
- Central Office Administration
- District Literacy Leadership Team

3.4.1.4.14. (Plan Year: 2025)

06/30/2025 - Monitor implementation of evidence based practices in writing PK-12.

Participants:

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, implementation of effective literacy/ELA instructional practices - based on walk through look for data of all teaching staff** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

01/01/2023

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

3.6. Funding Sources

3.6.1. FY 2023

Establish an MTSS Team to develop and update annually a districtwide implementation guide for MTSS with common district language, resouces, expectations, timelines, and decision rules.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction Title IV-A Student Support and Academic Enrichment

3.6.1. FY 2023

Create a district monitor tool for administrators aligned to the job embedded PD received in accordance with the Science of Reading and Ohio's Plan to Raise Literacy

Title II-A Supporting Effective Instruction

3.6.1. FY 2023,2024

Designated teachers will be trained in explicit instruction and supports for Tier 2 and Tier 3 intensive intervention in ELA aligned to the Science of Reading and Ohio's Plan to Raise Literacy

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

IDEA-B Special Education

3.6.1. FY 2023,2024,2025

Teachers will be trained to implement district adopted curriculum and materials through the effective use of I do, We do, You do model

School Quality Improvement

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

ARP ESSER

General Fund

3.6.1. FY 2023,2024,2025

In ELA, provide ongoing professional development for PK-12 teachers in the knowledge/application of district adopted digital curricular resources/platforms, technology enhanced instructional models (such as rotational blended learning), and the utilization of digital formative assessment data to inform instructional practices.

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

Title IV-A Student Support and Academic Enrichment

Early Childhood Education

3.6.1. FY 2023,2024,2025

Increase family and community engagement/outreach around literacy/ELA and Dyslexia through family days, digital resources, and other partnerships.

Title I-A Improving Basic Programs

3.6.1. FY 2023,2024,2025

Provide ongoing, job embedded PD for teachers PK-12 rooted in the Science of Reading/Writing, Ohio's Plan to Raise Literacy, and Dyslexia

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

School Quality Improvement

3.6.1. FY 2023,2024,2025

Teachers in grades 4-12 will utilize explicit vocabulary and comprehension strategies across all content areas

General Fund

Title I-A Improving Basic Programs

School Quality Improvement

3.6.1. FY 2023,2024,2025

Monitor adult implementation of literacy/ELA practices to ensure Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension are taught daily in alignment to the Changing Emphasis of Big Ideas in Ohio's Plan to Raise Literacy Achievement

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

3.6.1. FY 2023,2024,2025

PK-3 Teachers will implement phonological and phonemic awareness explicit evidence based instructional practices during the core literacy block.

General Fund

School Quality Improvement

3.6.1. FY 2023,2024,2025

The District Literacy Leadership Team will continue to conduct ongoing review of curricular materials for core instruction and intervention PK-12 and make necessary adjustments where need based on data and most current research.

Early Childhood Education
Supporting Effective Instruction

School Quality Improvement

Title I-A Improving Basic Programs

Title II-A

3.6.1. FY 2023,2024,2025

Provide supplemental instruction, intervention and supports for students at-risk in Reading/Language Arts before, during, and afterschool during the year and in the summer.

Title I-A Improving Basic Programs

IDEA-B Special Education

ARP ESSER

3.6.1. FY 2024,2025

Implement a Multi-Tier System of Support which includes quality core instruction and evidence-based interventions based on the Science of Reading which will allow more significant students access to core curriculum which will in turn reduce the number of students taking the alternate assessment.

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

School Quality Improvement

IDEA-B Special Education

3.6.1. FY 2025

Monitor implementation of evidence based practices in writing PK-12.

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

4. Goal #4 of 4

4.1. Root Cause Analysis

Our mathematics curriculums are rich in opportunities for students to collaborate and develop deep understanding in math content. Opportunities for group work in math classes have decreased. It is necessary that classrooms move towards these structures of group work, again. These opportunities contribute to not only math understanding, but life skills in general. Students are more likely to thrive when they have opportunities to develop 21st century skills. The mathematics curriculums have several components, and failure to implement the entire program as it is intended, causes gaps in student understanding of mathematics standards. The math curriculums require highly prepared lessons where teachers must understand the math being taught where this learning fits in the large scope and sequence of what students need to know and be able to do. Lack of understanding how to effectively teach evidenced based mathematical practices and the mathematical scope and sequence creates gaps in students understanding and retention of math concepts. Increasing teacher understanding of the learning standards and evidence based mathematical practices that support the learning of the math standards would result in a positive impact. Implementing the math curriculums as intended, understanding the depth of the standards and where this math instruction fits in the overall scope and sequence of instruction will ensure that teachers do not move to a more traditional way of solving math problems versus implementing evidenced based mathematical practices. Addressing this would ensure the instruction does not create gaps in student understanding of mathematics and therefore increase retention of that understanding resulting in a positive impact.

4.2. SMART Goal Statement

By **06/30/2025** we will improve the performance of **All Students, All Grades** students at/in **Warren City** to **increase 15.00 %** in **Math** using **State Report Card - Performance Index**.

4.3. Student Measures

4.3.1. Student Measure #1

Every **Trimester, Math - District Benchmark Assessments (K-8 NWEA, District Created 9-12)** of **All Students** will be measured, with a final improvement of **increase 15.00 %** at the end of the plan.

12/01/2022	03/01/2023	06/17/2023	12/01/2023	03/01/2024	06/17/2024	12/01/2024	03/01/2025
06/17/2025							

4.4. Strategies and Actions

4.4.1. Strategy #1: Curriculum, Instruction and Assessment

4.4.1.1. Strategy Level: Level 4

4.4.1.2. Description:

Mathematics instruction will utilize explicit teaching of conceptual mathematics understanding, and include rigorous consideration of the mathematical practices, as referenced in the Practice Guides of Recommendations for Effective Math Instruction on What Works Clearinghouse.

4.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.
- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

4.4.1.4. Action Steps

4.4.1.4.1. (Plan Year: 2023)

06/30/2025 - Provide ongoing job-embedded professional development for PK-12 teachers on math standards including the mathematical practices, effective teaching strategies for math instruction and the district mathematical frameworks.

Participants:

- District Administration
- Teachers
- Principals
- District Leadership Team
- Instructional Coaches
- District Math Leadership Team

4.4.1.4.2. (Plan Year: 2023)

06/30/2023 - Establish a PK-12 District Math Leadership Team and conduct a root cause analysis of math achievement issues within the district.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Instructional Coaches
- Central Office Administration

4.4.1.4.3. (Plan Year: 2023)

06/30/2025 - Develop a walk through/monitoring tool with instructional look-fors at each grade band aligned to mathematical standards, district adopted curriculum and district mathematical frameworks to provide feedback and data.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff
- Instructional Coaches
- Central Office Administration
- District Math Leadership Team

4.4.1.4.4. (Plan Year: 2023)

06/30/2025 - In math, provide ongoing professional development for PK-12 teachers in the knowledge/application of district adopted digital curricular resources/platforms, technology enhanced instructional models (such as rotational blended learning), and the utilization of digital formative assessment data to inform instructional practices.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Instructional Coaches
- coordinators

4.4.1.4.5. (Plan Year: 2024)

06/30/2024 - Monitor the district's mathematics instruction of effective strategies using the district adopted curriculum, the mathematical standards including the standards for mathematical practice, and district frameworks to provide feedback and data.

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership
- District Leadership Team
- Instructional Coaches
- Central Office Administration
- District Math Leadership Team

4.4.1.4.6. (Plan Year: 2024)

06/28/2024 - Establish a MTSS Team to develop a multi-tiered system of support, which includes quality core instruction and evidence, based interventions which will allow more significant students access to core curriculum which will in turn reduce the number of students taking the alternate assessment.

Participants:

- District Administration
- Teachers
- Staff
- Principals
- Building Leadership
- Support Staff

- Instructional Coaches
- Central Office Administration

4.4.1.4.7. (Plan Year: 2024)

06/30/2025 - Create and monitor before, during, after and summer school interventions to meet the demands of student needs.

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership
- Instructional Coaches
- Central Office Administration
- District Math Coordinators and Math Leadership Team

4.4.1.4.8. (Plan Year: 2024)

07/01/2024 - District Math Leadership Team will conduct a math curriculum and assessment audit.

Participants:

- District Administration
- Teachers
- Principals
- Building Leadership
- Instructional Coaches
- District Math Leadership Team

4.4.1.4.9. (Plan Year: 2025)

06/30/2025 - Determine needs associated with implementation and develop a plan to address identified needs.

Participants:

- District Administration
- Teachers
- Principals
- Support Staff
- District Leadership Team
- Instructional Coaches
- District Math Leadership Team

4.5. Adult Measures

4.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, implementation of effective mathematical instructional practices - based on walk through look for data of all teaching staff** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

01/01/2023	06/01/2023	01/01/2024	06/01/2024	01/01/2025	06/01/2025
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4.6. Funding Sources

4.6.1. FY 2023

Establish a PK-12 District Math Leadership Team and conduct a root cause analysis of math achievement issues within the district.

School Quality Improvement Early Childhood Education Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction

4.6.1. FY 2023,2024,2025

Provide ongoing job-embedded professional development for PK-12 teachers on math standards including the mathematical practices, effective teaching strategies for math instruction and the district mathematical frameworks.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction School Quality Improvement
Early Childhood Education

4.6.1. FY 2023,2024,2025

Develop a walk through/monitoring tool with instructional look-fors at each grade band aligned to mathematical standards, district adopted curriculum and district mathematical frameworks to provide feedback and data.

General Fund Title II-A Supporting Effective Instruction

4.6.1. FY 2023,2024,2025

In math, provide ongoing professional development for PK-12 teachers in the knowledge/application of district adopted digital curricular resources/platforms, technology enhanced instructional models (such as rotational blended learning), and the utilization of digital formative assessment data to inform instructional practices.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction Title IV-A Student Support and Academic Enrichment

4.6.1. FY 2024

Monitor the district's mathematics instruction of effective strategies using the district adopted curriculum, the mathematical standards including the standards for mathematical practice, and district frameworks to provide feedback and data.

Title II-A Supporting Effective Instruction General Fund

4.6.1. FY 2024

Establish a MTSS Team to develop a multi-tiered system of support, which includes quality core instruction and evidence, based interventions which will allow more significant students access to core curriculum which will in turn reduce the number of students taking the alternate assessment.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction IDEA-B Special Education

4.6.1. FY 2024

District Math Leadership Team will conduct a math curriculum and assessment audit.

General Fund

4.6.1. FY 2024,2025

Create and monitor before, during, after and summer school interventions to meet the demands of student needs.

Title I-A Improving Basic Programs

4.6.1. FY 2025

Determine needs associated with implementation and develop a plan to address identified needs.

Title I-A Improving Basic Programs Title II-A Supporting Effective Instruction