

## ONE PLAN – YEAR 1 (2025-2026)

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ONE PLAN – YEAR 1 (2025-2026)

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|  |  |  | <p><u>Strategy #2</u></p> <p>Provide opportunities that will engage students in their school experience therefore increasing student attendance and supporting student college and/or career readiness.</p> | <p>#1: Utilize and monitor an early warning system to identify and intervene with students with frequent or chronic absenteeism.</p> <p>#2: Provide safe spaces and supplemental programs that will be responsive to student mental, social-emotional and physical needs which will promote a healthy lifestyle.</p> <p>#3: Provide instructional and experiential opportunities for students before, during and after school, and summer, to engage in learning and promote college and/or career readiness; includes, but not limited to, STEM/STEAM, Drones, SMARTS, college/career/trade, etc.</p> | <p>District Administration<br/>Principals<br/>Support Staff<br/>District Climate<br/>Leadership Team</p> <p>District Administration<br/>Teachers<br/>Staff<br/>Principals<br/>Support Staff<br/>Related Service<br/>Personnel<br/>Central Office<br/>Administration</p> <p>District Administration<br/>Teachers<br/>Staff<br/>Principals<br/>Support Staff</p> |  |
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|  |  |  | <p><u>Strategy #3:</u><br/><u>Community, Family Engagement</u></p> <p>Engaging all stakeholders in creating an environment that addresses the economic disparities relation to health and wellness of students which contribute to the overall academic gaps and will ensure the needs of the whole child are met and results in a positive impact academically, socially/emotionally, and physically.</p> | <p>#1: Partner with families and community members to identify and address student needs including those of vulnerable children and youth (homeless, foster, EL etc.). This includes supporting caregivers along with identifying the supports and services available to improve student academic success and well-being.</p> <p>#2: Build supports and capacity of behavioral health partnerships to directly meet the needs of stakeholders.</p> <p>#3: Family/Community Liaisons and other outreach personnel will provide opportunities to engage families about their child's academics to ensure</p> | <p>District Admin<br/>Principals<br/>Support staff<br/>Related Service<br/>Personnel<br/>Central Office Admin<br/>School counselors</p> <p>District Admin<br/>Principals<br/>Related Service<br/>Personnel<br/>Central Office Admin<br/>District Climate<br/>Leadership Team</p> <p>District Administration<br/>Teachers<br/>Principals<br/>Teacher-Based Teams<br/>Building Leadership<br/>Teams<br/>District Leadership<br/>Team</p> |  |
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| <p><u>Goal #2</u></p> <p>By <b>06/30/2028</b> we will improve the performance of <b>All Students and Students with Disabilities, grades 3- HS</b> students at/in <b>Warren City</b> to <b>increase 15.00 %</b> in <b>English Language Arts</b> using <b>State Report Card - Performance Index</b>.</p> | <p><u>Student Measure #1</u></p> <p><b>Reading/Literacy - District benchmark assessment</b> will be monitored each <b>Semester</b> by <b>Principal, Classroom Teacher/s, Intervention Specialists, Instructional Coach/es, Central Office administration</b>, focusing on <b>Students with Disabilities and all students in grades K- HS</b> with an annual improvement of <b>increase 10.00 %</b> and an overall improvement of <b>increase 30.00 %</b> by the end of the plan.</p> <p>1/1/2026<br/>6/1/2026</p> | <p><u>Adult Measure #1</u></p> <p><b>All elementary teachers and MS /HS teachers of ELA, Science, Social Studies, and the electives</b> will be monitored for <b>Reading/Literacy - Look-For</b> every <b>Month</b> by <b>Administrators</b> with an overall improvement of <b>increase 100.00 % of teachers implementing with fidelity</b> by end of the plan.</p> <p>8/31/25<br/>9/30/25<br/>10/31/2025<br/>11/30/2025<br/>12/31/2025<br/>1/31/2026<br/>2/28/2026<br/>3/31/2026<br/>4/30/2026<br/>5/31/2026</p> | <p><u>Strategy #1</u></p> <p>Explicit ELA instruction will emphasize reading and writing skills based on phonological awareness, phonics, fluency, vocabulary, and comprehension learning through the use of district adopted high quality instructional materials that are aligned to the Science of Reading and Ohio's Plan to Raise Literacy</p> | <p>students are attending school and engaging in the learning on daily basis.</p> <p><u>Action Steps :</u></p> <p>District Climate Leadership Team, using data, will engage community partners to meet the student behavioral health needs.</p> <p><b>#1:</b> Build an aligned system of supports along with a robust assessment system that will monitor student achievement so that the tiers are used flexibly to address students' needs. Including on-going professional development for staff about these supports and the formative and summative assessments used to</p> | <p>Instructional Coaches<br/>District Literacy Coordinator</p> <p>District Administration<br/>Teachers<br/>Principals<br/>District Leadership Team<br/>Instructional Coaches<br/>Central Office<br/>Administration<br/>District Literacy Coordinator</p> |  |
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|  |  |  |  | <p>drive instructional decisions.</p> <p><u>#2</u>: All teachers will engage in high quality and on-going professional learning, which includes differentiated PD for new and not yet effective teachers, that builds a clear connection between their Science of Reading knowledge, evidenced based instructional practices (including but not limited to: explicit instruction, gradual release, Keys to Literacy), and routines in conjunction with the use of ELA curricular supports in order to meet students' needs and address learning gaps.</p> <p><u>#3</u>: Designated teachers will be trained in structured literacy, such as Wilson, to support tier 2 and tier 3 instruction and the</p> | <p>District Administration, Teachers, Principals, DLT, Instructional Coaches, Central Office Administration, District Literacy Coordinator.</p> <p>Teachers Instructional Coaches</p> |  |
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|  |  |  |  | <p>multi-disciplinary team.</p> <p><u>#4</u>: Ongoing coaching will be provided to all teachers with a focus on new or not yet effective teachers on the implementation of the gradual release model through explicit instruction.</p> <p><u>#5</u>: The District Literacy Leadership Teams will continue to meet multiple times throughout the school to conduct curricular audits, review adult implementation and student outcome data, and make necessary adjustments where needed based on data and the most current research.</p> | <p>Teachers<br/>Instructional Coaches<br/>District Literacy Coordinator</p> <p>District Leadership Team<br/>Instructional Coaches<br/>Central Office Administration<br/>District Literacy Coordinator</p> |  |
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|  |  |  |  | <p><u>#6:</u> The District Literacy Leadership Team with the support of the SSTR 5 and Read Ohio coach will create a monitoring tool for adult implementation aligned to Ohio's Plan to Raise Literacy.</p> <p><u>#7:</u> Establish an MTSS Team to develop and update, annually, a district-wide implementation guide for MTSS. That includes common district language, resources, expectations, timelines, and decision rules.</p> | <p>District Administration<br/>Principals<br/>District Leadership Team<br/>Instructional Coaches<br/>District Literacy Coordinator</p> <p>District Administration<br/>Teachers<br/>Principals<br/>Support Staff<br/>Instructional Coaches<br/>District Literacy Coordinator</p> |  |
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|  |  |  | <p><u>Strategy #2</u><br/>Provide opportunities for families to engage in learning about ELA and what is expected of students at different grade levels.</p>                                | <p><u>#1:</u> Provide families with developmentally appropriate strategies and resources through ongoing family events to support their child's literacy learning throughout their academic career in Warren City Schools.</p>                                                                                                                                        | <p>District Administration Staff<br/>Instructional Coaches<br/>District Literacy Coordinator</p>                                                                                                                                      |  |
|  |  |  | <p><u>Strategy #3</u><br/>Identify College and Career Pathways relevant to the local area, state, and beyond and align literacy instructional opportunities to support student success.</p> | <p><u>#1:</u> Ensure all students receive rigorous and high quality instruction in ELA so that minimum competency on required state assessments is met or exceeded.</p> <p><u>#2:</u> Provide opportunities that align to college OR career pathways which extend students' literacy knowledge to real world applications. This can include such things as STEAM,</p> | <p>District Administration Teachers<br/>Principals<br/>Instructional Coaches<br/>District Literacy Coordinator</p> <p>District Administration Teachers<br/>Principals<br/>Instructional Coaches<br/>District Literacy Coordinator</p> |  |

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|  |  |  |  | <p>STEM, Destination Imagination, AP/CCP classes and other opportunities that have students utilize their literacy skills in order to enhance their learning.</p> <p><u>#3</u>: Provide supplemental instruction, intervention and enrichment, for students before, during, and after school, during the school year and summer, to ensure college and/or career readiness.</p> | <p>District Administration<br/>Teachers<br/>Principals<br/>Instructional Coaches<br/>District Literacy Coordinator</p> |  |
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## ONE PLAN – YEAR 1 (2025-2026)

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| <p><u>Goal #3</u></p> <p>By <b>06/30/2028</b> we will improve the performance of <b>All Students and Students with Disabilities, grades 3- HS</b> students at/in <b>Warren City</b> to <b>increase 15.00 %</b> in <b>Math</b> using <b>State Report Card - Performance Index</b>.</p> | <p><u>Student Measure #1</u></p> <p><b>Math - District benchmark assessment</b> will be monitored each <b>Semester</b> by <b>Classroom Teacher/s, Intervention Specialists, Principal, Central Office administration</b>, focusing on <b>Students with Disabilities and All Students</b> with an annual improvement of <b>increase 10.00 %</b> and an overall improvement of <b>increase 30.00 %</b> by the end of the plan.</p> <p>1/1/2026<br/>6/1/2026</p> | <p><u>Adult Measure #1</u></p> <p><b>All teachers of mathematics including ISTs</b> will be monitored for <b>Math - Look-For</b> every <b>Month</b> by <b>Administrators</b> with an overall improvement of <b>increase 100.00 % of teachers of math implementing curriculum components</b> by end of the plan.</p> <p>9/30/25<br/>10/31/25<br/>11/30/2025<br/>12/31/2025<br/>1/30/2026<br/>2/28/2026<br/>3/31/2026<br/>4/30/2026<br/>5/31/2026</p> | <p><u>Strategy #1:</u><br/><u>Curriculum, Instruction and Assessment</u></p> <p>Explicit mathematics instruction will emphasize conceptual mathematics understanding with rigorous consideration of the mathematical practices, as referenced in the Practice Guides of "Recommendation for Effective Math Instruction" on What Works Clearinghouse</p> | <p><u>Action Steps</u></p> <p><b>#1:</b> Provide ongoing, high quality, job-embedded professional development for all PK-12 teachers on the Ohio Learning Standards for Mathematics and the Standards for Mathematical Practices , effective teaching strategies for math instruction and district mathematical frameworks. PD will be differentiated for new or not yet effective teachers.</p> <p><b>#2:</b> Develop a walk through/monitoring tool with instructional "look fors" aligned to the math standards (including the mathematical practices), district adopted curriculum (K-5 Bridges and 6- HS CPM) and the district mathematical</p> | <p>District Administration Teachers Principals Instructional Coaches District Math Coordinator</p> <p>District Administration District Leadership Team Instructional Coaches District Math Coordinator</p> |
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|  |  |  |  | <p>framework in order to provide effective feedback and collect adult implementation data.</p> <p><u>#3:</u> Establish an MTSS Team to develop and utilize a system of assessments to determine student need and implement tiers of support.</p> <p><u>#4:</u> The District Math Leadership Team will monitor and provide feedback based on effective teacher implementation of district adopted curriculum (math curriculum that was chosen using EdReports) and alignment to academic standards and the mathematical practices.</p> | <p>District Administration<br/>Teachers<br/>Principals<br/>District Leadership Team<br/>District Math Coordinator</p> <p>District Administration<br/>Teachers<br/>Principals<br/>District Leadership Team<br/>Instructional Coaches<br/>District Math Coordinator</p> |  |
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|  |  |  |                                                               | <p><u>#5:</u> Collect and analyze data at the district, building, and teacher level on student engagement, resilience, and independence during math instruction.</p>                                                                                              | <p>District Administration<br/>Teachers<br/>Principals<br/>Teacher-Based Teams<br/>Building Leadership Teams<br/>District Leadership Team<br/>Instructional Coaches<br/>District Math Coordinator</p> |  |
|  |  |  | <p><u>Strategy #2</u></p> <p>Community, Family Engagement</p> | <p><u>Action Steps</u></p> <p><u>#1:</u> Provide families with developmentally appropriate resources and strategies through ongoing family events to support their child's mathematics understanding throughout their academic career in Warren City Schools.</p> | <p>District Administration<br/>Staff<br/>Instructional Coaches<br/>District Math Coordinator</p>                                                                                                      |  |

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|  |  |  | <p><u>Strategy #3:</u><br/>College and Career Readiness</p> <p>Identify College and Career Pathways relevant to the local area, state, and beyond and align math instructional opportunities to support student success.</p> | <p><u>Action Steps</u></p> <p><u>#1:</u> Ensure all students receive rigorous and high quality instruction in mathematics so that the minimum competency on required state assessments is met or exceeded.</p> <p><u>#2:</u> Provide opportunities that align to college OR career pathways which extend students' mathematical thinking and applying to real world experiences beyond the typical math classroom. This Includes but is not limited to opportunities in STEM, Drones, Robotics, Computer Science, advanced manufacturing, trades, engineering, and advanced</p> | <p>District Administration<br/>Teachers<br/>Principals<br/>District Leadership Team<br/>Instructional Coaches<br/>District Math Coordinator</p> <p>District Administration<br/>Teachers<br/>Principals<br/>District Math Coordinator</p> |  |
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|  |  |  |  | <p>science and math classes.</p> <p><u>#3</u>: Provide supplemental instruction, intervention and enrichment for students before, during, and after school, during the school year and summer, to ensure college and/or career readiness.</p> | <p>District Administration<br/>Teachers<br/>Principals<br/>Instructional Coaches<br/>District Math<br/>Coordinator</p> |  |
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