Goal	Student Measure	Adult Measure	Strategy	Action Steps	People Responsible	Outcome
Goal #1:	Student Measure #1	Adult Measure #1	Strategy #1:	#1: Provide ongoing	District	
				professional	Administration,	
Warren City will	Every Semester, Chronic	All staff will be monitored for STOIC	School Climate and	development that	Teachers, Related	
focus on Chronic	Absenteeism - using district	Framework – Look for every month by	<u>Supports</u>	addresses the tenets	Service Personnel,	
Absenteeism in K-	attendance reports of All	administrators with an overall	The District will	of Ohio's Whole	Positive Behavior	
12 for All	Students will be monitored	improvement of increase 100% of	provide	Child Framework	Intervention Support	
Students students	by Staff, District Climate	teachers implementing with fidelity by	opportunities to	including SEL, PBIS,	Team, District Climate	
to decrease 10.00	Committee, with an annual	end of the plan.	meet the affective	Trauma Informed	Leadership Team	
% as measured	improvement of decrease		needs of students	Care (TIC), & a		
with State Report	3.30 % resulting in an overall	9/30/2025	and families utilizing	school-wide		
Card by 06/30/2028.	improvement of decrease	10/31/2025	the tenets of Ohio's	behavior		
	10.00 % by the end of the	11/30/2025	Whole Child	intervention model		
	plan.	12/22/2025	Framework. Part of	such as, but not		
		1/31/2026	this framework will	limited to, STOIC,		
	1/1/2026	2/28/2026	specifically focus on	CHAMPS, etc.		
	6/1/2026	3/31/2026	PBIS and a school-	Professional		
		4/30/2026	wide behavior	development will be		
		5/25/2026	intervention model	differentiated based		
			focused on reducing	on the needs of staff		
			behavior by creating	with a specific focus		
			environments that	on new or not yet		
			will promote	effective teachers.	District Administration	
			student		Teachers	
			engagement and	#2: Through the	Principals	
			ultimately increase	District Climate	Support Staff	
			attendance.	Leadership Team	Related Service	
				work group, create	Personnel	
				procedures and	Positive Behavior	
				practices to monitor	Intervention Support	
				attendance, SEL, and	Team	
				PBIS implementation	District Climate	
				and make	Leadership Team	
				adjustments needed		
				based on data.		

0, , , , ,	T	
Strategy #2	#1: Utilize and	District Administration
	monitor an early	Principals
Provide	warning system to	Support Staff
opportunities that	identify and	District Climate
will engage students	intervene with	Leadership Team
in their school	students with	
experience	frequent or chronic	
therefore increasing	absenteeism.	
student attendance		
and supporting	#2: Provide safe	District Administration
student college	spaces and	Teachers
and/or career	supplemental	Staff
readiness.	programs that will be	Principals
	responsive to	Support Staff
	student mental,	Related Service
	social-emotional and	Personnel
	physical needs which	Central Office
	will promote a	Administration
	healthy lifestyle.	, anning a con
	meditify inestyre.	
	#3: Provide	
	instructional and	
	experiential	District Administration
	opportunities for	Teachers
	students before,	Staff
	during and after	Principals Support Staff
	school, and summer,	Support Staff
	to engage in learning	
	and promote college	
	and/or career	
	readiness; includes,	
	but not limited to,	
	STEM/STEAM,	
	Drones, SMARTS,	
	college/career/trade,	
	etc.	

Strategy #3:	#1: Partner with	District Advairs
Community, Family	families and	District Admin Principals
Engagement	community members to identify	Support staff
Engaging all	and address student	Related Service
Engaging all stakeholders in	needs including	Personnel
	those of vulnerable	Central Office Admin
creating an environment that	children and youth	School counselors
addresses the	(homeless, foster, EL	School counselors
economic disparities	etc.). This includes	
relation to health	supporting	
and wellness of	caregivers along with	
students which	identifying the	
contribute to the	supports and	
overall academic	services available to	
gaps and will ensure	improve student	
the needs of the	academic success	
whole child are met	and well-being.	
and results in a		
positive impact	#2: Build supports	District Admin
academically,	and capacity of	Principals
socially/emotionally,	behavioral health	Related Service
and physically.	partnerships to	Personnel
. , ,	directly meet the	Central Office Admin
	needs of	District Climate
	stakeholders.	Leadership Team
	#3:	
	Family/Community	District Administration
	Liaisons and other	Teachers
	outreach personnel	Principals
	will provide	Teacher-Based Teams
	opportunities to	Building Leadership
	engage families	Teams
	about their child's	District Leadership
	academics to ensure	Team

				aturdanta arra	In atmostic med Consults	
				students are	Instructional Coaches	
				attending school and	District Literacy	
				engaging in the	Coordinator	
				learning on daily		
				basis.		
0 1 "0						
Goal #2	Student Measure #1	Adult Measure #1	Strategy #1	Action Steps :		
D 05/00/0000	_ , , , , , , , , , , , , , , , , , , ,		Explicit ELA	District Climate		
By 06/30/2028 we	Reading/Literacy - District	All elementary teachers and MS /HS	instruction will	Leadership Team,		
will improve the	benchmark assessment will	teachers of ELA, Science, Social Studies,	emphasize reading	using data, will		
performance of All	be monitored	and the electives will be monitored	and writing skills	engage community		
Students and	each Semester by Principal ,	for Reading/Literacy - Look-	based on	partners to meet the		
Students with	Classroom Teacher/s,	For every Month by Administrators with	phonological	student behavioral		
Disabilities, grades 3-	Intervention Specialists,	an overall improvement of increase	awareness, phonics,	health needs.		
HS students	Instructional Coach/es,	100.00 % of teachers implementing	fluency, vocabulary,			
at/in Warren	Central Office	with fidelity by end of the plan.	and comprehension			
City to increase 15.00	administration, focusing		learning through the			
% in English	on Students with	8/31/25	use of district	#1: Build an aligned	District Administration	
Language	Disabilities and and all	9/30/25	adopted high quality	system of supports	Teachers	
Arts using State	students in grades K-	10/31/2025	instructional	along with a robust	Principals	
Report Card -	HS with an annual	11/30/2025	materials that are	assessment system	District Leadership	
Performance Index.	improvement of increase	12/31/2025	aligned to the	that will monitor	Team	
	10.00 % and an overall	1/31/2026	Science of Reading	student achievement	Instructional Coaches	
	improvement of increase	2/28/2026	and Ohio's Plan to	so that the tiers are	Central Office	
	30.00 % by the end of the	3/31/2026	Raise Literacy	used flexibly to	Administration	
	plan.	4/30/2026		address students'	District Literacy	
		5/31/2026		needs. Including on-	Coordinator	
	1/1/2026			going professional		
	6/1/2026			development for		
				staff about these		
				supports and the		
				formative and		
				summative		
				assessments used to		

in conjunction with the use of ELA curricular supports in order to meet students' needs and address learning gaps. #3: Designated teachers will be trained in structured literacy, such as Wilson, to support tier 2 and tier 3	drive instructional decisions. #2: All teachers will engage in high quality and on-going professional learning which includes differentiated PD for new and not yet effective teachers, the builds a clear connection between their Science of Reading knowledge, evidenced based instructional practice (including but not limited to: explicit instruction, gradual release, Keys to Literacy), and routine	Teachers, Principals, DLT, Instructional Coaches, Central Office Administration, District Literacy Coordinator.
	use of ELA curricular supports in order to meet students' needs and address learning gaps. #3: Designated teachers will be trained in structure literacy, such as Wilson, to support	Teachers Instructional Coaches

multi-disciplinary team. Teachers
Instructional Coaches
#4: Ongoing District Literacy
coaching will be Coordinator
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.
#5: The District
Literacy Leadership Team
Teams will continue Instructional
to meet multiple Coaches
times throughout Central Office the school to Administration
Administration
audits raviow adult District Literacy
implementation and Coordinator
student outcome
data, and make
necessary adjustments where
needed based on
data and the most
current research.

	#6: The District Literacy Leadership	District Administration Principals	
	Team with the	District Leadership	
	support of the SSTR 5 and Read Ohio	Team Instructional Coaches	
	coach will create a	District Literacy	
	monitoring tool for	Coordinator	
	adult		
	implementation		
	aligned to Ohio's Plan to Raise		
	Literacy.		
	·		
	#7: Establish an	District Administration	
	MTSS Team to	Teachers	
	develop and update,	Principals	
	annually, a district- wide	Support Staff Instructional Coaches	
	implementation	District Literacy	
	guide for MTSS. That	Coordinator	
	includes common		
	district language,		
	resources, expectations,		
	timelines, and		
	decision rules.		

Strategy #2 Provide opportunities for families to engage in learning about ELA and what is expected of students at different grade levels.	#1: 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.	District Administration Staff Instructional Coaches District Literacy Coordinator
Strategy #3 Identify College and Career Pathways relevant to the local area, state, and beyond and align literacy instructional opportunities to support student	#1: Ensure all students receive rigorous and high quality instruction in ELA so that minimum competency on required state assessments is met or exceeded.	District Administration Teachers Principals Instructional Coaches District Literacy Coordinator
success.	#2: 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,	District Administration Teachers Principals Instructional Coaches District Literacy Coordinator

Imagination, AP/CCP classes and other opportunities that have students utilize their literacy skills in order to enhance their learning. #3: Provide supplemental instruction, intervention and enrichment, for students before, during, and after school, during the school year and summer, to ensure college and/or

Goal #3	Student Measure #1	Adult Measure #1	Strategy #1:	Action Steps	District
G0d1#3	Student Measure #1	Addit Measure #1		#1: Provide ongoing,	
Dv 06/20/2029 vvo	Math - District benchmark	All teachers of mathematics including	Curriculum,		Administration
By 06/30/2028 we	assessment will be	ISTs will be monitored for Math - Look-	Instruction and	high quality, job- embedded	Teachers
will improve the	monitored		Assessment Fundinity month amorting		Principals
performance of All		For every Month by Administrators with	Explicit mathematics	professional	Instructional Coaches
Students and	each Semester by Classroom	an overall improvement of increase	instruction will	development for all	District Math
Students with	Teacher/s, Intervention	100.00 % of teachers of math	emphasize	PK-12 teachers on	Coordinator
Disabilities, grades 3-	Specialists, Principal,	implementing curriculum	conceptual	the Ohio Learning	
HS students	Central Office	components by end of the plan.	mathematics	Standards for	
at/in Warren	administration, focusing	0.400.400	understanding with	Mathematics and	
City to increase 15.00	on Students with	9/30/25	rigorous	the Standards for	
% in Math using State	Disabilities and All	10/31/25	consideration of the	Mathematical	
Report Card -	Students with an annual	11/30/2025	mathematical	Practices , effective	
Performance Index.	improvement of increase	12/31/2025	practices, as	teaching strategies	
	10.00 % and an overall	1/30/2026	referenced in the	for math instruction	
	improvement of increase	2/28/2026	Practice Guides of	and district	
	30.00 % by the end of the	3/31/2026	"Recommendation	mathematical	
	plan.	4/30/2026	for Effective Math	frameworks. PD will	
		5/31/2026	Instruction" on	be differentiated for	
	1/1/2026		What Works	new or not yet	
	6/1/2026		Clearinghouse	effective teachers.	
				#2: Develop a walk	District Administration
				through/monitoring	District Administration District Leadership
				tool with	Team
				instructional "look	Instructional Coaches
				fors" aligned to the	District Math
				math standards	Coordinator
				(including the	
				mathematical	
				practices), district	
				adopted curriculum	
				(K-5 Bridges and 6-	
				HS CPM) and the	
				district mathematical	
				uistrict mathematical	

framework in order to provide effective feedback and collect adult implementation data. #3: Establish an MTSS Team to develop and utilize a system of assessments to determine student need and implement tiers of
implement tiers of support. #4: 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 District Administration Teachers Principals District Leadership Team Instructional Coaches District Math Coordinator
academic standards and the mathematical practices.

		#5: Collect and analyze data at the district, building, and teacher level on student engagement, resilience, and independence during math instruction.	District Administration Teachers Principals Teacher-Based Teams Building Leadership Teams District Leadership Team Instructional Coaches District Math Coordinator	
	Strategy #2 Community, Family Engagement	#1: 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.	District Administration Staff Instructional Coaches District Math Coordinator	

Strategy #3: College and Career Readiness Identify College and Career Pathways relevant to the local area, state, and beyond and align math instructional opportunities to support student success.	#1: Ensure all students receive rigorous and high quality instruction in mathematics so that the minimum competency on required state assessments is met or exceeded.	District Administration Teachers Principals District Leadership Team Instructional Coaches District Math Coordinator
	#2: 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	District Administration Teachers Principals District Math Coordinator

ONE PLAN – YEAR 1 (2025-2026)

science and math classes.
#3: 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. District Administration Teachers Principals Instructional Coaches District Math Coordinator