

# YOUNGSTOWN CITY SCHOOL DISTRICT

2016–2019 STRATEGIC PLAN

*Working Together, Our Students Succeed*

Presented for review to the Academic Distress Commission on September 5, 2016



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# INTRODUCTION

## ABOUT YOUNGSTOWN CITY SCHOOL DISTRICT

Home to more than 65,000 residents, Youngstown is a city with a bright future. Once home to a booming and prosperous steel industry, the backdrop of the local economy is different today. Manufacturing in our city now takes the shape of 3-D printing, also known as “additive manufacturing.” What’s more, the region boasts the number one high-impact incubation program in North America—the Youngstown Business Incubator.<sup>1</sup> It’s no surprise that the Mahoning Valley area’s innovative nature has brought about a new nickname: The “Rust Belt’s Silicon Valley.”

What has not changed for Youngstown? The commitment and pride that its people have for the city have remained constant. Our greatest advocates and assets are our citizens. Residents take pride in our neighborhoods, and they inspire us with their passion for our home’s history and future.

Youngstown City School District proudly serves approximately 5,300 students, their families, and the greater community in our mission to prepare all of the city’s children to become productive, responsible citizens in a safe, caring, and supportive environment. The district operates 13 schools, including preschools, and elementary, middle, and high schools. Specialty programs are offered at several of our schools. These include programs in:

- Science, technology, engineering, and math (STEM),
- Career-Technical Education,
- Adult Certification,
- Visual and performing arts, and
- A unique early college path through which students can earn an associate’s degree while enrolled at Youngstown City School District.

Nearly all students (99.4%<sup>2</sup>) served by the district are economically disadvantaged. Of the students served, 18.7% are students with disabilities, and 4.8% are English Learners.<sup>3</sup>

## NEED FOR CHANGE

Since 2010, Youngstown City School District has been in Academic Emergency based on failure to meet state minimum targets for academic performance. On the surface, the district’s current state can seem disheartening, but the district has strengths to leverage and is taking action. We are digging into the root causes of our challenges so that together, as a community, we can make significant changes so that our students have a better present and future.

The Youngstown City School District is analyzing and monitoring a vast array of measures to ensure the district provides the instruction and support every student needs to succeed. A few key metrics related to the district’s performance in recent years are worth noting here.

Preparing students to read and do math at their grade level is a district priority. Ohio’s Third Grade Reading Guarantee aims to ensure that students get the early literacy support they need to be successful. In 2014–15, 95.0% of Youngstown City 3rd graders met the state’s Third Grade Reading Guarantee requirements for promotion to 4th grade, as compared



<sup>1</sup>UBI Global. 2015 Rankings. Retrieved at: <http://ubi-global.com/research/ranking/rankings-2015/#na2015>.

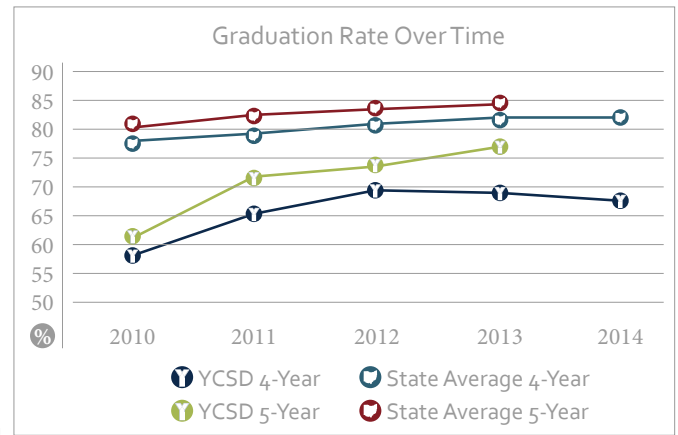
<sup>2</sup>Ohio Department of Education. 2014–2015 Report Card for Youngstown City School District. Retrieved at: <http://reportcard.education.ohio.gov/>

<sup>3</sup>Ibid.



to a district average of 89.0% for the state’s eight urban districts and a state-wide district average of 96.3%.

Looking at performance across all grades, however, the district met none of the state indicators for student achievement, as measured by the percent of students scoring proficient or higher on state tests in grades 3–8 reading and math, high school end-of-course subject areas, and the Ohio Graduation Test (OGT). We must do more to support students in their academic achievement. The good news is that there are areas where students are excelling and even outpacing students across the state in terms of academic progress. Youngstown City students made more progress than the state average in 4th grade English Language Arts (ELA) and math, 5th grade math, and high school ELA over the past three years.



Source: Ohio Department of Education. Advanced Reports. Data retrieved at: <http://reportcard.education.ohio.gov/>

With the goal to prepare students for future success, the district is also focused on supporting all students on the path to graduation and postsecondary opportunities. For students entering our schools in grade 9, Youngstown City School District has a 4-year graduation rate of 67.8% and a 5-year graduation rate of 77.0%. While these graduation rates are lower than the state averages of 82.2% and 84.5%, respectively, the 5-year graduation rate in particular has shown steady and sizable improvement over the last five years, growing from 61.2% in 2010 to 77.0% in 2013.<sup>4</sup> Looking at college preparedness, students in the 2016 Youngstown City School District graduating class achieved an average composite score of 16.6, as compared to the state average composite score of 22.0.<sup>5</sup>

## THE VIEW FORWARD

Plans and promises have been made in the past. While previous efforts have started to point us in the right direction, we have needed a more immediate and substantial turnabout. This time, the difference is our partnership with the community to make a change that we can sustain over time. What’s more, we are now working collaboratively with teachers to remain intensively focused on ensuring every child receives high-quality instruction in every classroom, every day.



Change is afoot in Youngstown City School District, and people are noticing our efforts. This document represents how we will work together for our students’ success, with a plan of action that reflects everyone’s responsibility in transformation. Our vision is clear, and our intent for students to reach their fullest potential is our sole aim.

The Youngstown City School District’s Strategic Plan tells our story of “why” and “how”—represented by our slogan: **Working Together, Our Students Succeed**. This is a call to action for all involved—including district administrators, educators, parents and families, and citizens.

We all owe it to Youngstown students to roll up our sleeves, lean into the work, and make an impact. No matter where each of us lives in the city, we are all committed to this change. Knowing that our community and state are rallying for us, we can confidently move ahead—together.

<sup>4</sup> Ohio Department of Education. 2014–2015 Report Card for Youngstown City School District. Retrieved at: <http://reportcard.education.ohio.gov/>

<sup>5</sup> ACT. (2016). ACT Profile Report – State: Graduating Class 2016, Ohio. Retrieved at: <http://www.act.org/content/act/en/research/condition-of-college-and-career-readiness-2016.html>.



# THE PLAN

Youngstown City School District will use this plan to chart our course for the next three academic years. The plan outlines our vision, action steps, and how we will monitor our progress.

Our plan revolves around five goals:

- I** Significantly increase academic achievement for all students.
- II** Ensure every student benefits from the individualized instruction, supportive culture, and caring relationships they need to be successful throughout their educational journey.
- III** Engage parents, families, and the community in meaningful experiences that impact students.
- IV** Create a world-class workforce focused on continuous improvement.
- V** Operate an effective and fiscally responsible school system.

To demonstrate the community's pride in its schools, we tell the story of the district's goals in the form of a Y, as noted above. In the upper "arms" of the Y, the first two goals of academic achievement and individualized supports elevate us to student success. This plan's central focus on Goals I and II emphasizes achievement through high-quality instruction and creating positive, supportive school experiences for students. The district's work begins here because we know that a safe, caring, and supportive environment is fertile ground for student learning. At the intersection of academics and instruction is the critical component of community-wide engagement described in Goal III. This demonstrates our recognition that families and partners engage more meaningfully when they are welcomed and invited into the learning process with open arms. Within the base of the Y are foundational elements of workforce (Goal IV) and operations, budget, and accountability (Goal V). This strong base sets high expectations for staff and our internal systems.



On the following pages, we offer more details about each goal. These specifics include:

- The rationale behind each goal,
- Objectives for reaching each goal,
- Strategies the district will immediately begin to implement, and
- Metrics we will use to measure our progress toward each goal.

For a long time, we thought our schools were going in the right direction, but gradually over the past decade we fell behind, until we found ourselves in Academic Emergency. This didn't happen overnight, and the solution will not come about instantaneously. It will unfold over time, with our partnership and dedication to the future of our children.

This plan is a living, breathing document. As the district learns and progresses, we will update the plan. While activities may evolve over time, the plan will provide us with a basis for common understanding and direction as we work together toward the bright future of Youngstown City School District.



# GOAL I



## ACADEMIC ACHIEVEMENT

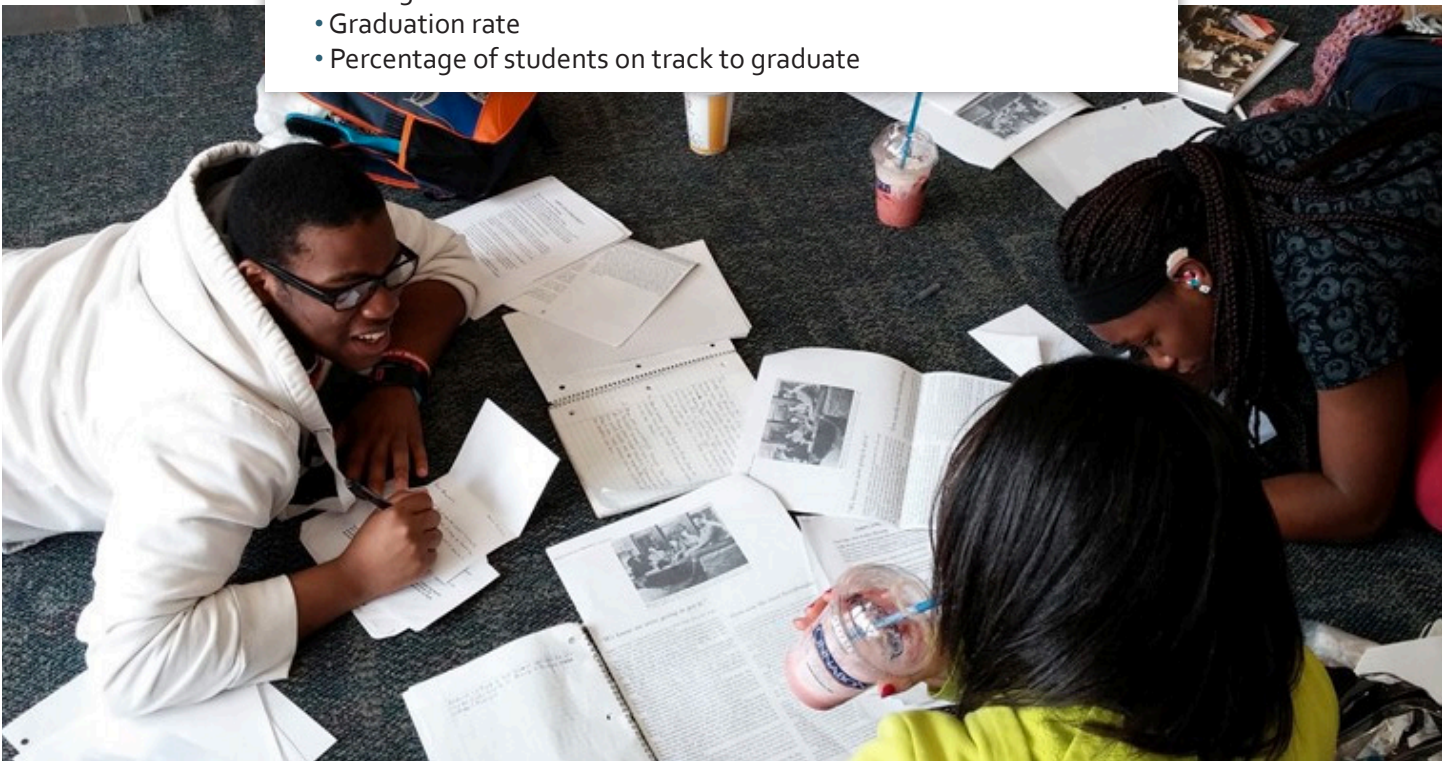
Significantly increase academic achievement for all students.

Students' academic achievement is central to our district's mission. Looking at student achievement across all grades, in 2014–15 the district fell short of meeting all state indicators for student achievement, meaning targets for the percent of students scoring proficient or higher on state tests in grades 3–8 reading and math, high school end-of-course subject areas, and the Ohio Graduation Test (OGT). We have work to do to prepare our students academically. This is not to say, however, that the district does not have bright spots and strengths—which we must celebrate and leverage to help every student in grades K–12 achieve! For example, Youngstown City students made more progress than the state average in 4th grade ELA, 4th grade math, 5th grade math, and high school ELA. The district graduation rate continues to grow each year as well.

As the highest priority, Youngstown City School District's three-year plan focuses on academic achievement. High-quality instruction aligned to the Ohio Learning Standards will be the focus every day in every classroom. Teachers, coaches, principals, and district leaders will work together toward this goal, with opportunities for learning and feedback integrated into their work. Additionally, opportunities and academic support will be expanded to prepare students to succeed in college and their chosen career following high school graduation.

### KEY METRICS OF PROGRESS:

- District daily attendance
- Percentage of students meeting Third Grade Reading Guarantee
- Percentage of students achieving grade-level standards for reading and math in grades 3–8
- Average ACT score
- Graduation rate
- Percentage of students on track to graduate





# GOAL I



## OBJECTIVES

### **A** Ensure every child in every classroom receives high-quality instruction every day.

#### STRATEGIES:

1. Define high-quality instruction and be clear about what it looks like in the classroom.
2. Facilitate a universal and deep understanding of the Ohio Learning Standards and the rigor appropriate in each classroom.
3. Provide engaging instruction that is effective for all learners (i.e., Tier 1), and re-teaching and intervention instruction for learners needing additional support to succeed (i.e., Tiers 2 and 3).
4. Monitor high-quality instruction through daily walk-throughs tied to the Instructional Framework.
5. Provide a learning experience that prepares all students to achieve grade-level standards in reading and math.
6. Provide a learning experience that leads to a minimum of a full-year of academic growth for all students.
7. Make attendance a priority, engaging students to attend school on a daily basis and come prepared ready to learn.

### **B** Provide the necessary support to all district employees so that they have the skills needed to deliver the highest-quality education to students.

#### STRATEGIES:

1. Engage all staff in Comprehensive Professional Learning Series aligned to the standards and the Instructional Framework.
2. Provide all needed resources to staff so they have the tools to be successful.
3. Offer one-on-one instructional and leadership coaching to classroom teachers, school administrators, and district leaders.
4. Create a mentoring program for teachers and leaders.

### **C** Prepare all children to succeed in post-secondary opportunities.

#### STRATEGIES:

1. Make vocational and fine arts career paths accessible to all students across the district.
2. Create a system to identify when elementary students are not on track to graduate high school.
3. Provide intervention services for children who are not on track at each grade level.
4. Implement the First Grade Promise to ensure all students are at grade-level by the end of grade 1.
5. Ensure that all students meet the Third Grade Reading Guarantee.
6. Create a 9th Grade Academy to provide additional year-long supports as students transition into high school.
7. Expose students to career options throughout their high school experiences.
8. Ensure all seniors have a clear plan for their future that includes college or a career path.
9. Provide training to families and students so that they understand the Free Application for Federal Student Aid (FAFSA) system and take advantage of various financial opportunities.
10. Embed 21st century technological skills into all classrooms and provide students with access to appropriate technologies.
11. Ensure all high school students take a college-readiness assessment (i.e., ACT, SAT).

### **D** Eliminate the achievement gap.

#### STRATEGIES:

1. Offer expanded opportunities for the district's earliest learners.
2. Provide out-of-school learning time for all students (e.g., credit recovery, night school).
3. Monitor student progress with a focus on challenged sub-groups.

## GOAL II



### SUPPORTING THE WHOLE CHILD

Ensure every student benefits from the individualized instruction, supportive culture, and caring relationships they need to be successful throughout their educational journey.

With academic achievement as the district's first goal, creating supportive school environments is the engine that powers student success. Schools are dynamic places where students spend 900 or more hours every year. In order for learning to take place, students must experience a level of safety, respect, and support from educators, non-instructional staff, and peers—on a daily basis. A culture of positive behavior must replace student discipline issues, such as the 8,246 suspension days served district-wide by Youngstown City students in 2015–16. Further, students must be appropriately challenged and encouraged to achieve their academic and career goals, with support from those around them in school.

Youngstown City School District will focus on supporting the whole child within every student. Teachers will tailor instruction and support to fully serve students with exceptional needs. We will expand advanced and specialty course offerings to better engage students, as well as prepare them for a variety of postsecondary and career opportunities. Lastly, the district will implement a positive behavior approach (Positive Behavior Interventions and Supports, or PBIS) and expand after-school opportunities to engage students.

#### KEY METRICS OF PROGRESS:

- Percentage of students receiving appropriate services as defined by the Individualized Education Program (IEP)
- Percentage of students enrolled in gifted programs
- Percentage of students in Advanced Placement (AP) or College Credit Plus
- Percentage of students with a personalized learning plan
- Percentage of teachers effectively implementing PBIS
- Percentage of students engaged in school-sponsored after-school activities



## GOAL II



### OBJECTIVES

#### **A** Ensure all students have access to appropriate services to support learning.

##### STRATEGIES:

1. Deliver high-quality instruction and support for students receiving Special Education services.
2. Deliver high-quality instruction and support for students receiving English Learner services.
3. Deliver high-quality instruction and enhance access to support for students identified as gifted learners.

#### **B** Provide rich instructional offerings that can unlock the potential of every child.

##### STRATEGIES:

1. Increase highly rigorous course offerings for students, such as AP and College Credit Plus.
2. Align science instruction with STEM in all buildings.
3. Create student personalized learning plans focusing on growth.
4. Engage all students in goal-setting activities and help them achieve these goals.

#### **C** Ensure every child attends a safe and nurturing school environment with a positive and vibrant culture that promotes the success of the whole child.

##### STRATEGIES:

1. Create a culture and expectation of positive behavior through district-wide implementation of Positive Behavioral and Intervention Supports (PBIS).
2. Use student discipline data to identify school safety and security needs, upgrade safety technology systems, and collaborate with city agencies to train all security staff members.
3. Provide medical and mental health services to students within the school setting.
4. Provide additional opportunities for students to engage in moderate to intensive physical activity during the school day.
5. Increase student engagement in school-sponsored after-school activities.



## GOAL III



### PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Engage parents, families, and the community in meaningful experiences that impact students.

Many are familiar with the African proverb, "It takes a village to raise a child." As a school district and as a city, we all must work together to support students in their success. One of Youngstown City School District's greatest strengths is the community we serve. So many parents, families, non-profit organizations, religious groups, government agencies, and others are actively involved in our schools today, and even more can join us.

The district commits to opening its doors, engaging in supportive partnerships on behalf of students, and providing parents additional services and opportunities to engage in their child's education. We will also focus on providing clear, timely communications; providing friendly and responsive customer service; and building relationships with parents, families, and community members in service to students.

#### KEY METRICS OF PROGRESS:

- Number of schools hosting at least two parent activities per month
- Percentage of schools designated as Highly Effective in the Involved Families section of the 5Essentials Survey
- Number of schools with partnerships with outside agencies to support academics
- Percentage of parents and students who know the district mission and vision
- Number of structured opportunities for parents to give feedback to the district per year



## GOAL III



### OBJECTIVES

#### **A Support parents in engaging in their child's or children's education.**

##### STRATEGIES:

1. Provide professional learning to district employees on best practices to engage families.
2. Offer orientation to all parents of new and kindergarten students.
3. Re-engage families with the district and open lines of communication to and from the home, including ways to honor and celebrate families throughout the year.
4. Provide wrap-around services to families as needed.
5. Support parents of children with extended challenges associated with English Learners, special education, poverty, and other at-risk indicators.
6. Establish multiple events per month for families and students to engage in positive, structured activities.
7. Help parents advocate for and support their child's learning at school and at home by sharing information and resources on 21st century career readiness skills and instructional best practices.
8. Provide opportunities for parents to become leaders within the district if they choose.

#### **B Partner with the community to support the mission and vision of the district.**

##### STRATEGIES:

1. Review and renew the district mission, vision, and brand.
2. Develop a council of agencies to support the district mission.
3. Provide opportunities for community leaders and volunteers to get involved with our students and schools.
4. Adopt servant leadership mindset and encourage participation in community service projects.
5. Invite community members to observe the instructional program at schools through Community Walk-Throughs.
6. Engage non-profit organizations and religious groups as partners to support individual students with their needs and goals.

#### **C Engage with families and the community through clear, timely communications and customer service.**

##### STRATEGIES:

1. Create a comprehensive communication plan that meets the needs of students, families, and the community.
2. Create a system for timely communications broadcasted through multiple mediums.
3. Establish structures for families and the community to offer feedback to the district on an on-going basis.
4. Provide high-quality, responsive customer service to students, families, and community members in our schools and across the district.
5. Effectively market the district to retain current families and attract families who have recently left to come back to the district, as well as families from the surrounding communities.

## GOAL IV



### WORLD-CLASS WORKFORCE

Create a world-class workforce focused on continuous improvement.

Every Youngstown City School District employee—whether a teacher or principal, bus driver or security staff, clerk or administrator in the district office—has an impact on the lives of Youngstown students every day they come to work. The district employs a workforce of that includes more than 500 teachers, among many other educators and non-instructional staff. While the district has some of the most dedicated educators and support staff, there are also challenges that need attention. For example, the district’s turnover rate is high, with 12% to 18% of teachers leaving the district each year.<sup>6</sup>

Just like for students, Youngstown City School District will set high and clear expectations for all staff. The district will focus on recruiting, supporting, and retaining a workforce of highly talented individuals who are committed to the district’s mission and prepared with the knowledge and skills to meet our district’s needs. Beyond this, we will celebrate individual and collective success, and provide opportunities for talented individuals to advance in their careers and expand their impact in the district.

#### KEY METRICS OF PROGRESS:

- Number of teacher vacancies at the beginning of the year
- Percentage of teachers retained who are performing at a high level
- Percentage of principals retained who are performing at a high level
- Percentage of new-to-career teachers with a mentor in their building
- Teacher attendance rate



<sup>6</sup> Youngstown City School District. 2014-15 and 2015-16 data.



## GOAL IV



### OBJECTIVES

#### **A** Recruit high-quality staff to join the district.

##### STRATEGIES:

1. Host multiple job fairs at the district to coordinate with seasonal trends in employment.
2. Partner with local universities to attract new-to-career teachers to the district.
3. Develop a recruitment strategy that expands a vast area.
4. Partner with the City of Youngstown and Mahoning County to highlight the advantages of living in the area as a way to attract residents.

#### **B** Support, recognize, and retain high-quality staff.

##### STRATEGIES:

1. Create a system to identify exceptional employees and honor their work.
2. Provide honest and credible feedback on performance to all employees multiple times per year.
3. Partner with local universities to provide relevant courses to district employees at a reduced cost.
4. Review and reform compensation packages for all employees to ensure regional competitiveness.
5. Ensure competent leadership in all schools and all departments within Central Office.
6. Provide high-quality professional learning and mentoring for all early-career teachers in response to the specific needs of new staff.
7. Prepare staff to provide coaching that is individualized to the specific needs of teachers.
8. Create a system for all educators to develop professional growth plans that are reviewed quarterly to ensure success.

#### **C** Create opportunities for staff to grow professionally and advance their career with the district.

##### STRATEGIES:

1. Identify high-potential teachers for enrollment in a teacher leader development program.
2. Develop a highly talented pool of future school and district leaders through the creation of three programs: one for aspiring assistant principals, one for aspiring principals, and one for aspiring Central Office leaders.
3. Create a leadership development and mentoring program specifically geared towards school turnaround for all current assistant principals and principals.
4. Develop a pool of highly qualified substitute teachers and student teachers.

# GOAL V



## OPERATIONS, BUDGET, AND ACCOUNTABILITY

Operate an effective and fiscally responsible school system.

Like any large organization, a school district must have effective operations and management systems in place to succeed at its goals. A well-designed, well-oiled machine simply works more efficiently and effectively than one that is poorly maintained.

Youngstown City School District currently spends \$11,830 per student.<sup>7</sup> In 2014–15, the district spent 63.1% of funds on classroom instruction, which is relatively lower than the state average of 67.3% and average for districts of a similar size of 69.5%.<sup>8</sup>

In implementing this plan, the district will develop systems and processes to create a culture of shared accountability among staff, ensure all facilities are in good condition, provide effective transportation for students, and operate with fiscal responsibility.

### KEY METRICS OF PROGRESS:

- Percentage of Key Performance Indicators met by the CEO's Senior Leadership
- Percentage of facilities that are clean, dry, and safe
- Percentage of daily bus routes that arrive safely and on time
- Percentage of expenses directly related to the strategic plan of the district
- Percentage of revenue expended on teaching and learning



<sup>7</sup> Ohio Department of Education. 2014–2015 Report Card for Youngstown City School District. Retrieved at: <http://reportcard.education.ohio.gov/>

<sup>8</sup> Ibid.

# GOAL V



## OBJECTIVES

### **A** Create a culture of shared accountability.

#### STRATEGIES:

1. Create a system to monitor, track, and assess the completion of improvement efforts.
2. Develop a comprehensive accountability system that incorporates and reflects a system of checks and balances.
3. Implement a systemic operational approach to district processes in order to facilitate effective human resource management for the district.

### **B** Ensure all facilities are warm, safe, and dry.

#### STRATEGIES:

1. Develop a long-term, operational “Warm, Safe, and Dry” plan.
2. Assess the district’s operational and budgetary culture, how current facilities manifest this culture within the physical space, and the quality of existing facilities—including location, capabilities, utilization, and condition.
3. Create an operational and budgetary plan that translates the goals of the business plan into an appropriate and affordable facility response.

### **C** Provide safe, efficient, and reliable transportation for students to and from school.

#### STRATEGIES:

1. Maintain all buses to ensure they are safe to be on the road.
2. Staff all routes with a certified driver and maintain a pool of dependable substitute drivers.
3. Operate effective routes that minimize students’ extended time on the bus.
4. Provide reliable pick-up and drop-off, and clearly communicate with parents and families.
5. Respond to and correct errors in timely manner.

### **D** Operate with fiscal responsibility and sound management.

#### STRATEGIES:

1. Create a system to ensure the district budget, school budgets, and all purchases are clearly aligned to the goals, objectives, and strategies of this strategic plan.
2. Involve school principals in the budget preparation process, when feasible.
3. Analyze the district’s per-pupil spending in comparison to similar districts, maximize dollars spent on teaching and learning, and reduce spending in areas that do not compromise student learning and programming.
4. Continue changes to the design of accounting systems (e.g., work flow, checks and balances) to improve internal control, accuracy, and communication.
5. Provide training to accounting staff as changes are made to operating procedures.
6. Develop a preventive maintenance plan that expands the life of purchased equipment.
7. Build a system to analyze the return on investment for all purchases made and eliminate ineffective investments.
8. Create a five-year general fund financial forecast that includes all known revenue and expenditures, assumptions made in cases where information is not known, and explanations for trends and changes.



## WORKING TOGETHER FOR OUR STUDENTS' FUTURE



The Youngstown City School District is committed to this plan and the promise it holds for our students' success. As a district, our next steps are many, but the dedication of our staff is great and will fuel our progress. With intention and rigorous implementation of our plan, we can accomplish what we've set out to do.

As we chart our course to excellence, we must remember: Rome was not built in a day. Our schools' transformation will take time. To regain prosperity, we must work with one another and commit collectively to the hard work ahead. We look forward to engaging with the community in this continuing conversation of change that will benefit our children and our city, now and well into the future.





## CONTACT

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# Appendix: Metrics of Progress

## Goal I: ACADEMIC ACHIEVEMENT

Significantly increase academic achievement for all students.

Objective A: Ensure every child in every classroom receives high-quality instruction every day.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of teachers who get weekly feedback in instructional best practices	NC <sup>1</sup>	75%	95%	100%
Percentage of students receiving weekly progress reports	0%	50%	100%	100%
Percentage of teachers providing effective instruction as defined by the Instructional Framework Rubrics	NC	50%	75%	95%
Percentage of Kindergarten students at grade level in Reading	45%	56%	64%	71%
Percentage of Kindergarten students at grade level in Math	NA <sup>2</sup>	TBD <sup>3</sup>	TBD	TBD
Percentage of Grade 1 students at grade level in Reading	43.18%	55%	65%	75%
Percentage of Grade 1 students at grade level in Math	NA	TBD	TBD	TBD
Percentage of Grade 2 students at grade level in Reading	54.35%	65%	75%	85%
Percentage of Grade 2 students at grade level in Math	NA	TBD	TBD	TBD
Percentage of Grade 3 students at grade level in Reading	27%	41%	53%	62%
Percentage of Grade 3 students at grade level in Math	47%	57%	65%	74%
Percentage of Grade 3 students meeting growth goals in Reading	NC	60%	70%	80%
Percentage of Grade 3 students meeting growth goals in Math	NC	60%	70%	80%
Percentage of Grade 4 students at grade level in Reading	21%	36%	48%	58%
Percentage of Grade 4 students at grade level in Math	44%	55%	64%	76%

<sup>1</sup> Not collected at this time

<sup>2</sup> Not available at this time

<sup>3</sup> To be determined



<b>Objective A: Ensure every child in every classroom receives high-quality instruction every day.</b>				
<b>Metric</b>	<b>2015–2016 Actual</b>	<b>2016–2017 Goal</b>	<b>2017–2018 Goal</b>	<b>2018–2019 Goal</b>
Percentage of Grade 4 students meeting growth goals in Reading	NC	60%	70%	80%
Percentage of Grade 4 students meeting growth goals in Math	NC	60%	70%	80%
Percentage of Grade 5 students at grade level in Reading	28.5%	42%	53%	62%
Percentage of Grade 5 students at grade level in Math	40%	52%	61%	72%
Percentage of Grade 5 students meeting growth goals in Reading	NC	60%	70%	80%
Percentage of Grade 5 students meeting growth goals in Math	NC	60%	70%	80%
Percentage of Grade 6 students at grade level in Reading	24%	39%	51%	61%
Percentage of Grade 6 students at grade level in Math	25.4%	42%	53%	62%
Percentage of Grade 6 students meeting growth goals in Reading	NC	60%	70%	80%
Percentage of Grade 6 students meeting growth goals in Math	NC	60%	70%	80%
Percentage of Grade 7 students at grade level in Reading	23.6%	38%	50%	60%
Percentage of Grade 7 students at grade level in Math	20.2%	36%	48%	58%
Percentage of Grade 7 students meeting growth goals in Reading	NC	60%	70%	80%
Percentage of Grade 7 students meeting growth goals in Math	NC	60%	70%	80%
Percentage of Grade 8 students at grade level in Reading	18.7%	34%	47%	57%
Percentage of Grade 8 students at grade level in Math	11.8%	29%	43%	54%
Percentage of Grade 8 students meeting growth goals in Reading	NC	60%	70%	80%
Percentage of Grade 8 students meeting growth goals in Math	NC	60%	70%	80%
District Daily Attendance	91.2%	93.5%	95%	96%

<b>Objective B: Provide the necessary support to all district employees so that they have the skills needed to provide the highest-quality education to students.</b>				
<b>Metric</b>	<b>2015–2016 Actual</b>	<b>2016–2017 Goal</b>	<b>2017–2018 Goal</b>	<b>2018–2019 Goal</b>
Percentage of teachers trained on Ohio Learning Standards	NC	75%	90%	100%
Percentage of teachers trained on the Instructional Framework	NC	50%	75%	100%
Number of classrooms with classroom libraries	NC	85%	95%	100%
Percentage of teachers reporting they have the needed supplies to be successful	NC	75%	90%	100%



**Objective B: Provide the necessary support to all district employees so that they have the skills needed to provide the highest-quality education to students.**

Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of teachers and leaders who experience individual coaching	NC	75%	90%	100%
Percentage of teachers and leaders who experience individual mentoring	NC	75%	90%	100%

**Objective C: Prepare all children to succeed in post-secondary opportunities.**

Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Average ACT Score	16.6	17.0	17.5	18.0
Percentage of Juniors taking the ACT	53%	100%	100%	100%
Percentage of Sophomores taking PSAT	0%	100%	100%	100%
4-Year Graduation Rate	75%	80%	85%	90%
5- Year Graduation Rate	74%	80%	85%	90%
Percentage of students meeting 3rd Grade Guarantee	93.2%	95%	96%	97%
Percentage of on-track Freshmen	NC	85%	90%	95%
Percentage of on-track Sophomores	East: 54% Chaney: 8% Virtual: 0% Early College: 0%	80%	85%	90%
Percentage of on-track Juniors	East: 28% Chaney: 12% Virtual: 72% Early College: 0%	80%	85%	90%
Percentage of on-track Seniors	East: 24% Chaney: 5% Virtual: 34% Early College: 0%	80%	85%	90%
Percentage of students completing FAFSA	NA	75%	85%	95%
Percentage of HS students enrolled in AP or College Plus	13.1%	15%	20%	25%

<b>Objective D: Eliminate the achievement gap.</b>				
<b>Metric</b>	<b>2015–2016 Actual</b>	<b>2016–2017 Goal</b>	<b>2017–2018 Goal</b>	<b>2018–2019 Goal</b>
African-American achievement gap in Reading	53.6%	43%	33%	23%
African-American achievement gap in Math	43.3%	33%	23%	13%
Hispanic achievement gap in Reading	47.4%	37%	27%	17%
Hispanic achievement gap in Math	33.7%	23%	13%	3%
English Learner (EL) achievement gap in Reading	61.5%	51%	41%	31%
English Learner (EL) achievement gap in Math	39.8%	29%	19%	9%
Students with Disabilities (SWD) achievement gap in Reading	65.1%	55%	45%	35%
Students with Disabilities (SWD) achievement gap in Math	53.1%	43%	33%	22%





## Goal II: SUPPORTING THE WHOLE CHILD

Ensure every student benefits from the individualized instruction, supportive culture, and caring relationships they need to be successful throughout their educational journey.

Objective A: Ensure all students have access to appropriate services to support learning.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of EL students transitioning out after 3 years	NA	TBD	TBD	TBD
Percentage of EL students in Program Year 4 and above	NA	TBD	TBD	TBD
Percentage of EL students receiving EL and Native Language Support	NA	TBD	TBD	TBD
Percentage of IEPs completed on time	NA	75%	90%	100%
Percentages of students receiving appropriate services as defined by the IEP	NA	100%	100%	100%
Percentage of students enrolled in gifted programs	0.5%	5%	7%	10%

Objective B: Provide rich instructional offerings that can unlock the potential of every child.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of students in AP or College Credit Plus	13.1%			
Percentage of students in AP scoring a 3 or higher	0%	10%	19%	27%
Percentage of students with a personalized learning plan	NC	50%	75%	100%
Percentage of Seniors with a post-secondary plan	44.6%	80%	90%	100%

Objective C: Ensure every child attends a safe and nurturing school environment with a positive and vibrant culture that promotes the success of the whole child.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of teachers effectively implementing PBIS	11.6%	40%	65%	90%
Percentage of security officers trained in best practices	NC	85%	100%	100%
Percentage of students in medical compliance	NC	90%	95%	97%
Percentage of students receiving moderate to intensive physical activity per day	NC	50%	75%	85%
Percentage of students engaged in school sponsored after-school activities	NA	35%	50%	60%

## Goal III: PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Engage parents, families, and the community in meaningful experiences that impact students.

Objective A: Support parents in engaging in their child's or children's education.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of parents attending Open Houses	NA	65%	75%	85%
Percentage of schools hosting at least two parent activities per month	0%	80%	90%	100%
Percentage of schools designated as highly effective in family involvement (as measured by a survey such as the 5Essentials Survey)	NA	50%	75%	100%
Number of parents at monthly training classes	NA	45	65	130

Objective B: Engage the community in opportunities to support the mission and vision of the district.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Number of schools that have partnerships with outside agencies to support academics	8	10	11	13
Average number of agencies supporting each school	4	2	4	5
Number of agencies that attend the Council of Agencies meetings	NC	15	20	25
Number of schools conducting monthly Community Walk-Throughs	0	8	10	13

Objective C: Engage with families and the community through clear, timely communications and customer service.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of parents who know the district mission and vision	NC	25%	50%	75%
Percentage of students who know the district mission and vision	NC	50%	75%	95%
Percentage of teachers who know the district mission and vision	NC	85%	95%	100%
Number of structured opportunities for parents to give feedback to the district per year	NA	3	6	10

## Goal IV: WORLD-CLASS WORKFORCE

Create a world-class workforce focused on continuous improvement.

Objective A: Recruit high-quality staff to join the district.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Number of job fairs attended by the district	4	6	8	10
Number of preparation program (university) partnerships for recruitment	2	6	10	15
Number of campus visits to recruit talent	4	6	10	15
Number of teacher vacancies at the beginning of the year	104	25	15	0

Objective B: Support, recognize, and retain high-quality staff.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of teachers retained who are performing at a high level	87.7%	90%	95%	95%
Percentage of teachers exiting who are performing at a high level	12.3%	TBD	TBD	TBD
Percentage of teachers exiting due to poor performance	1%	TBD	TBD	TBD
Percentage of principals retained who are performing at a high level	86.2%	90%	95%	95%
Percentage of assistant principals retained who are performing at a high level	NA	90%	90%	90%
Percentage of non-school-based employees given a performance evaluation	NC	50%	85%	100%
Percentage of new-to-career teachers with a mentor in their building	100%	100%	100%	100%
Percentage of teachers with a master's degree and/or taking graduate courses	44.3%	50%	55%	60%
Number of teachers honored for exceptional performance	14	28	56	60
Percentage of teachers with professional growth plans that are reviewed quarterly	0%	50%	75%	100%
Teacher attendance rate	92%	94%	96%	97%

<b>Objective C: Create opportunities for staff to grow professionally and advance their career with the district.</b>				
<b>Metric</b>	<b>2015–2016 Actual</b>	<b>2016–2017 Goal</b>	<b>2017–2018 Goal</b>	<b>2018–2019 Goal</b>
Number of teachers in the Teacher Leader Program	3	13	26	35
Number of teachers in the Aspiring Principals Program	21	25	25	25
Number of assistant principals in the Aspiring Principals Program	Program does not exist	10	10	10
Percentage of principals and assistant principals with a high-quality mentor	0%	75%	100%	100%
Percentage of substitute requests filled	NA	80%	85%	90%



## Goal V: OPERATIONS, BUDGET, AND ACCOUNTABILITY

Operate an effective and fiscally responsible school system.

Objective A: Create a culture of shared accountability.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of employees whose performance can be monitored using a data management system	0%	50%	75%	90%
Percentage of identified processes and procedures that are automated and reviewed at regular intervals	0%	50%	75%	100%
Percentage of Key Performance Indicators met by the CEO's Senior Leadership	0%	95%	100%	100%
Percentage of departments that can successfully participate in a data-driven Monthly Performance Review	0%	50%	75%	100%

Objective B: Ensure all facilities are warm, safe, and dry.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of facilities that are clean, dry, and safe	NC	90%	100%	100%
Percentage of facility concerns that are attended to within 24 hours	NC	65%	80%	100%

Objective C: Provide safe, efficient, and reliable transportation for students to and from school.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of daily bus routes staffed with certified driver or substitute driver employed by the district	NC	75%	85%	100%
Percentage of bus routes safely arriving on time	NC	65%	80%	90%
Percentage of busses that pass first inspection by the Ohio Highway Patrol	0%	90%	100%	100%

Objective D: Operate with fiscal responsibility and sound management.				
Metric	2015–2016 Actual	2016–2017 Goal	2017–2018 Goal	2018–2019 Goal
Percentage of expenses directly related to the strategic plan of the district	NC	95%	100%	100%
Percentage of revenue expended on teaching and learning	63%	64%	68%	70%

