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Executive Summary

The Cuyahoga Falls City Schools are deeply committed to providing the most personalized innovative educational opportunity for students of all ages. We have consistently operated using sound fiscal responsibility and believe strongly in the Professional Learning Community (PLC) process in which Baldrige Strategies are used in a collaborative process to build collective capacity and ensure sustainability in growth.

Vision Statement

Cuyahoga Falls City School District, the hub of our community; committed to a culture of caring! We innovate. We create. We personalize education for all!

Mission Statement

Every student, every day, every opportunity!

Belief Statements

➢ We believe that the best interests of students should serve as the foundation of all decision making.

➢ We believe that each student can learn. Personal achievement is fostered through a love of learning and life-long intellectual engagement.

➢ We believe that collaborative partnerships among family, school, and community contribute to each student’s success and are essential to the development of good character, values, and citizenship.

➢ We believe that an environment of mutual respect is necessary for effective communication and learning.

➢ We believe in harnessing technology to design and provide meaningful and challenging student work.

➢ We believe that student and staff potential is best realized in a safe, healthy and nurturing learning environment.

➢ We believe that student engagement, within the framework of Ohio’s academic content standards-based methods of teaching, learning, and assessment is the foundation of each student’s academic progress and success.

➢ We believe that involvement in extra-curricular and co-curricular activities is an integral component to the development of a well-rounded person.

➢ We believe that the success of our public school system is a shared responsibility and is dependent upon the commitment of time, talent, and financial resources of the entire community.

Overarching Expectations

Academic Expectation

We strive to ensure one year of academic growth for each year a student is enrolled. All students will have the opportunity to progress at a pace that is aligned with their cognitive ability and will not be constrained by their chronology and/or grade level. Given that the final version of the Local Report Card (LRC) issued by the Ohio Department of Education (ODE) will not be available until the fall of 2019, the Cuyahoga Falls City School District uses NWEA MAP to formatively measure the growth and achievement of our students.
The table below is used to identify student growth in mathematics and reading amongst our students in grades 1 through 5. Specifically, the comparisons are based upon the winter assessments from the 2017-2018 school year to winter assessment 2018-2019.

<table>
<thead>
<tr>
<th>Building</th>
<th>Mathematics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
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<td>DeWitt</td>
<td>65.84%</td>
<td>62.11%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>43.13%</td>
<td>49.33%</td>
</tr>
<tr>
<td>Preston</td>
<td>50.51%</td>
<td>50.25%</td>
</tr>
<tr>
<td>Price</td>
<td>57.20%</td>
<td>60.00%</td>
</tr>
<tr>
<td>Richardson</td>
<td>44.78%</td>
<td>56.38%</td>
</tr>
<tr>
<td>Silver Lake</td>
<td>57.30%</td>
<td>54.89%</td>
</tr>
<tr>
<td>CFCSD</td>
<td>52.60%</td>
<td>55.51%</td>
</tr>
</tbody>
</table>

The table identifies that district-wide slightly more than half of our students achieved the growth projection as identified by NWEA MAP. The results are analyzed by the District Leadership Team (DLT), Building Leadership Teams (BLT) and Teacher-based Teams (TbTs) for the purpose of changes in instructional strategies. Likewise, these data are ultimately compared to student growth on the Ohio State Tests for predictive purposes.

The tables below are used to predict the percentage of students on track to achieve an ACT score of 22 or higher in reading and mathematics during the student’s junior year of high school.

### Mathematics

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<td>51.95%</td>
</tr>
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<td>33.33%</td>
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<tr>
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<td>43.75%</td>
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<td>27.83%</td>
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<tr>
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<tr>
<td>CFCSD</td>
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### Reading

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<tr>
<td>Lincoln</td>
<td>48.10%</td>
<td>54.55%</td>
<td>49.35%</td>
</tr>
<tr>
<td>Preston</td>
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<td>48.84%</td>
</tr>
<tr>
<td>Price</td>
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<td>45.90%</td>
<td>48.33%</td>
</tr>
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<td>Richardson</td>
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<td>48.48%</td>
<td>39.06%</td>
</tr>
<tr>
<td>Silver Lake</td>
<td>62.50%</td>
<td>68.75%</td>
<td>71.88%</td>
</tr>
<tr>
<td>Bolich</td>
<td>49.26%</td>
<td>46.32%</td>
<td>23.48%</td>
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<tr>
<td>Roberts</td>
<td>43.19%</td>
<td>39.95%</td>
<td>43.75%</td>
</tr>
<tr>
<td>CFHS</td>
<td>34.84%</td>
<td>37.82%</td>
<td>N/A</td>
</tr>
<tr>
<td>CFCSD</td>
<td>43.76%</td>
<td>44.18%</td>
<td>37.31%</td>
</tr>
</tbody>
</table>

It is not unusual to have a greater percentage of students prepared to score 22+ on the reading section of the ACT than the mathematics section. The results are consistent with what we see as average composite scores by cohort groups over the last several years. This analysis has become more important than ever due to the inclusion of the ACT in the state testing system. Cohort 2018 was the first class for which every student was required to take the ACT during their junior year of high school. Naturally, the average scores in each testing area declined. Specifically, the average score on the mathematics test was 19.3 and the average score on the reading test was 19.8. The ACT is used for the college admissions process and is a predictor of success in college. Specific to the mathematics assessment, a
score of 22 is used to predict a 50% chance of earning a B or higher and a 75% chance of earning a C or higher in College Algebra. Likewise, a score of 22 on the reading test is used to predict a 50% chance of earning a B or higher and a 75% chance of earning a C or higher in Social Science.

The next set of tables are used to predict the percentage of students who are on track to receive a score of proficient or better on the Ohio State Tests at specific grade levels in mathematics and reading. Specifically, these data are reported for the three formative testing windows for the 2018-2019 school year.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>82.62%</td>
<td>82.13%</td>
<td>79.81%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>77.25%</td>
<td>76.43%</td>
<td>73.82%</td>
</tr>
<tr>
<td>Preston</td>
<td>72.73%</td>
<td>72.32%</td>
<td>65.67%</td>
</tr>
<tr>
<td>Price</td>
<td>80.65%</td>
<td>81.57%</td>
<td>76.22%</td>
</tr>
<tr>
<td>Richardson</td>
<td>78.99%</td>
<td>78.73%</td>
<td>74.16%</td>
</tr>
<tr>
<td>Silver Lake</td>
<td>80.26%</td>
<td>81.82%</td>
<td>76.17%</td>
</tr>
<tr>
<td>Bolich</td>
<td>57.67%</td>
<td>53.06%</td>
<td>52.25%</td>
</tr>
<tr>
<td>Roberts</td>
<td>58.88%</td>
<td>54.50%</td>
<td>54.97%</td>
</tr>
<tr>
<td>CFCSD</td>
<td>72.63%</td>
<td>71.19%</td>
<td>68.25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DeWitt</td>
<td>62.62%</td>
<td>66.75%</td>
<td>68.66%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>56.73%</td>
<td>61.96%</td>
<td>63.80%</td>
</tr>
<tr>
<td>Preston</td>
<td>55.91%</td>
<td>59.41%</td>
<td>59.70%</td>
</tr>
<tr>
<td>Price</td>
<td>55.75%</td>
<td>61.70%</td>
<td>66.46%</td>
</tr>
<tr>
<td>Richardson</td>
<td>62.94%</td>
<td>67.34%</td>
<td>68.64%</td>
</tr>
<tr>
<td>Silver Lake</td>
<td>66.38%</td>
<td>65.80%</td>
<td>71.06%</td>
</tr>
<tr>
<td>Bolich</td>
<td>58.27%</td>
<td>55.33%</td>
<td>53.22%</td>
</tr>
<tr>
<td>Roberts</td>
<td>43.19%</td>
<td>39.95%</td>
<td>52.08%</td>
</tr>
<tr>
<td>CFCSD</td>
<td>57.43%</td>
<td>59.37%</td>
<td>62.26%</td>
</tr>
</tbody>
</table>

For a building or district to meet an indicator on the Local Report Card, 80% of the students tested at the grade level in the specific subject area are required to meet the proficient standard. We use these data, throughout the year, to predict our progress toward success. As demonstrated above, we were predicting that the standard would be difficult to meet in either subject area at any grade level. Preliminary results on the Ohio State Tests suggest the same with the exception of 4th grade mathematics. That said, we exceeded Ohio averages on 13 of the 21 assessments. In fact, the Ohio average did not meet the indicator level in any subject area at any grade level.

Preliminary AIR Results – ELA 2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>CFalls - Proficient or Above</th>
<th>Ohio – Proficient or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>368</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>4th</td>
<td>342</td>
<td>66%</td>
<td>62%</td>
</tr>
<tr>
<td>5th</td>
<td>344</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>6th</td>
<td>318</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td>7th</td>
<td>306</td>
<td>63%</td>
<td>67%</td>
</tr>
<tr>
<td>8th</td>
<td>232</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>ELA 1</td>
<td>377</td>
<td>73%</td>
<td>60%</td>
</tr>
<tr>
<td>ELA 2</td>
<td>328</td>
<td>59%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Predominantly, our scores averages slightly higher than Ohio averages with the exception of 8th grade. This is a result of giving students the opportunity to take English 1 for high school credit in the 8th grade as is demonstrated by the
number of total students who took the test. More specifically, of the 377 ELA 1 students, 63 were 8th grade students, 293 were 9th grade students, 7 were 10th grade students, 13 were 11th grade students and 1 was coded as grade 13. Similarly, of the 328 ELA 2 students, 53 were 9th grade students, 247 were 10th grade students, 25 were 11th grade students, and 3 were 12th grade students. Our experience is that nearly 100% of the students who are accelerated achieve the proficiency standard or better. Additionally, spring scores include some retakes.

### Preliminary AIR Results – Math 2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>CFalls - Proficient or Above</th>
<th>Ohio – Proficient or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>369</td>
<td>77%</td>
<td>67%</td>
</tr>
<tr>
<td>4th</td>
<td>344</td>
<td>85%</td>
<td>73%</td>
</tr>
<tr>
<td>5th</td>
<td>341</td>
<td>72%</td>
<td>61%</td>
</tr>
<tr>
<td>6th</td>
<td>248</td>
<td>45%</td>
<td>59%</td>
</tr>
<tr>
<td>7th</td>
<td>271</td>
<td>51%</td>
<td>57%</td>
</tr>
<tr>
<td>8th</td>
<td>296</td>
<td>59%</td>
<td>56%</td>
</tr>
<tr>
<td>Algebra</td>
<td>416</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Geometry</td>
<td>342</td>
<td>35%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Our scores averages are higher than Ohio averages in grades 3 through 5. At grade 6, acceleration begins in mathematics as reflected in the total students taking the assessments. The 6th grade results also reflect the number of 7th grade students who are accelerated. Specifically, of the 271 students who took the 7th grade test, 55 were in 6th grade and 216 were in 7th grade. Of the 296 students who took the 8th grade test, 15 were 6th grade students, 77 were 7th grade students and 204 were 8th grade students. Of the 416 students who took the Algebra 1 test, 18 were 7th grade students, 243 were 9th grade students, 22 were 10th grade students, and 44 were 11th grade students. Of the 342 students who took the Geometry test, 1 was an 8th grade student, 91 were 9th grade students, 198 were 10th grade students, 50 were 11th grade students, 1 was a 12th grade student, and 1 was coded as grade 13. Once again, our experience is that nearly 100% of the students who are accelerated achieve the proficiency standard or better. Additionally, spring scores include some retakes.

### Preliminary AIR Results – Science and Social Studies 2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Students</th>
<th>CFalls - Proficient or Above</th>
<th>Ohio – Proficient or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th - Science</td>
<td>339</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>8th - Science</td>
<td>295</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Biology</td>
<td>361</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>Am. History</td>
<td>373</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>Am. Government</td>
<td>137</td>
<td>78%</td>
<td>76%</td>
</tr>
</tbody>
</table>

It is good to see our all of these scores are above Ohio averages. Biology, American History, and American Government also include students from multiple grade levels and include retakes. Spring scores include retakes in this area as well.

### Financial Expectation

We strive to ensure general fund revenues exceed expenditures by using a research-based, prescriptive, and a focused budgeting process which begins with conservative estimates of anticipated revenues. Described below is the October 2018 FY19 forecast, the Year-end Totals for FY19, the October 2018 FY19 forecast, and the calculated projection based on end of May total revenues and expenditures.

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY18 – October 2017 Five-year Forecast</th>
<th>FY18 – Year-end Totals</th>
<th>FY19 – October 2018 Five-year Forecast</th>
<th>FY19 – Year-end Totals (End of May Projections)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$52,293,474</td>
<td>$55,382,879</td>
<td>$57,186,852</td>
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ANNUAL GOALS FORM

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<td>55</td>
<td>71</td>
<td>24</td>
<td>25</td>
<td>23</td>
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</tr>
<tr>
<td>Total</td>
<td>4,877</td>
<td>4,928</td>
<td>4,899</td>
<td>4,853</td>
<td>4,968</td>
<td>4,910</td>
<td>4,824</td>
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Enrollment History - October

<table>
<thead>
<tr>
<th></th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
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<tbody>
<tr>
<td>DeWitt</td>
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<td>444</td>
<td>469</td>
<td>435</td>
<td>435</td>
<td>419</td>
</tr>
<tr>
<td>Lincoln</td>
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<td>480</td>
<td>482</td>
<td>512</td>
<td>511</td>
<td>496</td>
</tr>
<tr>
<td>Price</td>
<td>318</td>
<td>351</td>
<td>352</td>
<td>358</td>
<td>330</td>
<td>328</td>
</tr>
<tr>
<td>Preston</td>
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<td>291</td>
<td>280</td>
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<td>283</td>
<td>276</td>
</tr>
<tr>
<td>Richardson</td>
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</tr>
<tr>
<td>Silver Lake</td>
<td>250</td>
<td>228</td>
<td>235</td>
<td>228</td>
<td>249</td>
<td>239</td>
</tr>
<tr>
<td>Bolich</td>
<td>632</td>
<td>662</td>
<td>676</td>
<td>635</td>
<td>598</td>
<td>548</td>
</tr>
<tr>
<td>Roberts</td>
<td>466</td>
<td>466</td>
<td>487</td>
<td>452</td>
<td>424</td>
<td>396</td>
</tr>
<tr>
<td>CFHS</td>
<td>1498</td>
<td>1495</td>
<td>1496</td>
<td>1506</td>
<td>1482</td>
<td>1465</td>
</tr>
<tr>
<td>Total</td>
<td>4833</td>
<td>4814</td>
<td>4878</td>
<td>4827</td>
<td>4710</td>
<td>4563</td>
</tr>
</tbody>
</table>

Enrollment on or about June 1

As Educational Choice gains in popularity, students are no longer bound by their residential boundaries. In addition to parochial options, students are able to migrate from their residential areas and districts by way of Open Enrollment, Community School options, and scholarships such as the Jon Peterson Scholarship and the Autism Scholarship. Enrollment tends to decrease as the school year progresses. The preceding table demonstrates enrollment patterns from October and June of each school year.
Enrollment in past years was relatively steady. Unfortunately, we have seen a decline in enrollment. For the 2017-2018 school year, we experienced a decline in enrollment of 86 students in October and 117 students in June from the 2016-2017 totals. The trend continued during the 2018-2019 school year in which we experienced a decline of 164 students in October and 147 students in June compared to the 2017-2018 totals at similar periods in time. Thus, over the last two years, our enrollment has declined by 250 students in October and 264 students in June.

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment - Out</td>
<td>257.17</td>
<td>277.52</td>
<td>300.67</td>
<td>342.63</td>
<td>372.36</td>
</tr>
<tr>
<td>Community School - Out</td>
<td>242.70</td>
<td>246.60</td>
<td>233.12</td>
<td>196.26</td>
<td>177.11</td>
</tr>
<tr>
<td>Jon Peterson Scholarship - Out</td>
<td>10.20</td>
<td>8.15</td>
<td>10.02</td>
<td>16.25</td>
<td>30.45</td>
</tr>
<tr>
<td>Autism Scholarship - Out</td>
<td>12.00</td>
<td>18.00</td>
<td>14.88</td>
<td>21.15</td>
<td>16.71</td>
</tr>
<tr>
<td>Open Enrollment - In</td>
<td>385.16</td>
<td>480.40</td>
<td>543.26</td>
<td>557.20</td>
<td>591.87</td>
</tr>
<tr>
<td>Net</td>
<td>-136.91</td>
<td>-69.87</td>
<td>-15.43</td>
<td>-19.09</td>
<td>-4.76</td>
</tr>
</tbody>
</table>

The table above identifies the average daily membership (ADM) from the first school foundation payment report of June from the Ohio Department of Education. Open Enrollment numbers (in and out) include students who participate in the Six-District Educational Compact and are not traditional Open Enrollment students who have applied for enrollment in CFCSD.

As noted above, funding is based, in part, on enrollment; our objective over the last few years has been to offset the number students who have chosen to be educated outside of the district by increasing the number of students that we accept via open enrollment. The result of effort is increased revenue for the district. That said, we are alarmed by the number of residential student choosing to be educated elsewhere. Thus, we have set a goal (see below - Focus Area Goals) to reduce the number of students who choose to exit the district.

**Discipline Data – Year-end**

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspensions</th>
<th>Students</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>443</td>
<td>345</td>
<td>1328</td>
</tr>
<tr>
<td>2014-2015</td>
<td>375</td>
<td>302</td>
<td>1161</td>
</tr>
<tr>
<td>2015-2016</td>
<td>360</td>
<td>304</td>
<td>1066</td>
</tr>
<tr>
<td>2016-2017</td>
<td>338</td>
<td>285</td>
<td>1028.5</td>
</tr>
<tr>
<td>2017-2018</td>
<td>400</td>
<td>341</td>
<td>1299</td>
</tr>
<tr>
<td>2018-2019</td>
<td>346</td>
<td>309</td>
<td>1090</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Expulsions</th>
<th>Students</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>25</td>
<td>25</td>
<td>1227</td>
</tr>
<tr>
<td>2014-2015</td>
<td>15</td>
<td>15</td>
<td>558</td>
</tr>
<tr>
<td>2015-2016</td>
<td>14</td>
<td>14</td>
<td>643</td>
</tr>
<tr>
<td>2016-2017</td>
<td>11</td>
<td>11</td>
<td>336</td>
</tr>
<tr>
<td>2017-2018</td>
<td>17</td>
<td>17</td>
<td>737</td>
</tr>
<tr>
<td>2018-2019</td>
<td>14</td>
<td>14</td>
<td>679</td>
</tr>
</tbody>
</table>

**Chronic Absenteeism**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CFHS</td>
<td>19.9%</td>
<td>17.0%</td>
<td>17.2%</td>
<td>16.0%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Bolich</td>
<td>17.6%</td>
<td>16.4%</td>
<td>13.1%</td>
<td>13.4%</td>
<td>13.6%</td>
</tr>
</tbody>
</table>
Chronic absenteeism, as reported on the Local Report Card, represents absences from school equal to or greater than 10% of instructional time. For the first time, the calculation was made in terms of hours rather than days. The transition took place mid-year of the 2017-18 school year. Additionally, for the first time, the calculation includes “tardy” to school. Thus, the comparison above are not truly apples-to-apples. These changes were made to align with HB 410. Preliminary data for the 2018-19 school year suggest 14.8% chronic absenteeism.

**Focus Area Goals**

During the spring of 2014, Cuyahoga Falls City School District engaged the community in the development of a five-year strategic plan titled CF Vision 20/20. In the strategic plan, there are four focus areas that serve as the pillars upon which all department and building goals are stacked. Year four plan goals are as follows:

**Focus Area #1: College and Career Readiness**

- By the end of the 2018-2019 school year, the district will help close the achievement gap for all students, by increasing the performance index for students with disabilities by 5% in ELA and math as reflected on the 2019 LRC. – Not Achieved – Pending Local Report Card data

<table>
<thead>
<tr>
<th>Building</th>
<th>Spring 2018 Performance Index</th>
<th>Spring 2019 Performance Index</th>
<th>Economically Disadvantaged (ED)</th>
<th>Students with Disabilities (SWD)</th>
<th>English Learners (EL)</th>
<th>Demographic Challenge (ED + SWD+EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeWitt</td>
<td>70.5</td>
<td>65.8</td>
<td>53.1%</td>
<td>10.6%</td>
<td>7.7%</td>
<td>71.4</td>
</tr>
<tr>
<td>Lincoln</td>
<td>56.2</td>
<td>59.1</td>
<td>41.9%</td>
<td>12.4%</td>
<td>5.9%</td>
<td>60.2</td>
</tr>
<tr>
<td>Preston</td>
<td>52.0</td>
<td>43.0</td>
<td>55.4%</td>
<td>13.3%</td>
<td>N/A</td>
<td>68.7</td>
</tr>
<tr>
<td>Price</td>
<td>65.9</td>
<td>68.4</td>
<td>61.0%</td>
<td>10.1%</td>
<td>9.0%</td>
<td>80.1</td>
</tr>
<tr>
<td>Richardson</td>
<td>68.5</td>
<td>62.2</td>
<td>41.5%</td>
<td>15.0%</td>
<td>N/A</td>
<td>56.5</td>
</tr>
<tr>
<td>Silver Lake</td>
<td>72.9</td>
<td>60.4</td>
<td>31.2%</td>
<td>15.6%</td>
<td>N/A</td>
<td>46.8</td>
</tr>
<tr>
<td>Bolich</td>
<td>48.3</td>
<td>45.1</td>
<td>47.1%</td>
<td>15.8%</td>
<td>2.1%</td>
<td>65.0</td>
</tr>
<tr>
<td>Roberts</td>
<td>49.3</td>
<td>46.2</td>
<td>45.5%</td>
<td>17.8%</td>
<td>N/A</td>
<td>63.3</td>
</tr>
<tr>
<td>CFCSD</td>
<td>57.6</td>
<td>54.4</td>
<td>44.6%</td>
<td>15.3%</td>
<td>3.7%</td>
<td>63.6</td>
</tr>
</tbody>
</table>

The table above identifies the performance index for students with disabilities using NWEA MAP spring 2018 assessment compared to spring 2019 assessment. While these data would suggest we did not achieve our goal, the byproduct of the goal was rich discussion pertaining to our special education program and service delivery. Specifically, these discussions centered upon: The LRC will further identify goal attainment.

- Least Restrictive Environment (LRE)
- Student Placement
- Access to Gen Ed curriculum
- K-12 systemic continuum of services
- Growing our internal ability to perform predictive ability
<table>
<thead>
<tr>
<th>Building</th>
<th>Performance Index 2018</th>
<th>Performance Index Preliminary 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeWitt</td>
<td>N/A</td>
<td>65.7</td>
</tr>
<tr>
<td>Lincoln</td>
<td>63.5</td>
<td>57.5</td>
</tr>
<tr>
<td>Preston</td>
<td>N/A</td>
<td>45.8</td>
</tr>
<tr>
<td>Price</td>
<td>N/A</td>
<td>60.2</td>
</tr>
<tr>
<td>Richardson</td>
<td>65.9</td>
<td>64.2</td>
</tr>
<tr>
<td>Silver Lake</td>
<td>N/A</td>
<td>66.6</td>
</tr>
<tr>
<td>Bolich</td>
<td>51.5</td>
<td>51.7</td>
</tr>
<tr>
<td>Roberts</td>
<td>57.6</td>
<td>46.9</td>
</tr>
<tr>
<td>CFHS</td>
<td>55.8</td>
<td>59.4</td>
</tr>
<tr>
<td>CFCSD</td>
<td>58.4</td>
<td>56.7</td>
</tr>
</tbody>
</table>

The table above compares the performance index for each building from the 2018 Local Report Card and the preliminary performance index calculated from the preliminary spring 2019 Ohio State Tests. Where “N/A” indicates the building had fewer than 30 students with disabilities in which case a performance index would not have been reported.

- By the end of the 2018-2019 school year, each elementary school will implement two new strategies to increase kindergarten readiness experiences. – **Achieved**
  - 16 keys to success sponsored by Summit Education Initiative (SEI)
  - Readiness Coalition
    - Collaboration with the community
    - Earlier registration
    - Like language that unite preschool and doctors’ offices
  - Screening dates established
  - Improved screening tool with the help of SEI pilot program

- By the end of the 2018-2019 school year, 15% of CFHS Cohort 2019 graduates will be enrolled in a two-year degree program. - **Pending**
  - Guidance Counselors use Naviance to track exiting seniors plans after high school however not all of the students input their information. We will have additional information when we receive Clearinghouse Data.

**Focus Area #2: Culture of Excellence**

- By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every building and department district-wide. - **Achieved**
  - All buildings emphasized the Black Tiger Pride (BTP), PBIS program as seen in several of the building goal reports listed below. Lincoln elementary focuses on the Leader In Me program and BTP
  - Transportation – signs posted in all the buses; reward stickers were distributed by the drivers
  - Buildings and Grounds – focused on customer service
  - Food Service – invited food service workers to building staff meetings
  - Instructional Technology – focused on improving customer service
  - Student Services – improving customer service with regard to public
  - Treasurer’s Office – involving buildings more in the budgeting process
  - Exceptional Children – focused on equity at the building level; Culture Fair; Spec Olympics
  - Human Resources – we need to do more to train central office support staff
  - Athletics - customer service; Twitter; Final Forms; VNN website; TV screens in halls of CFHS

- By the end of 2018-2019, our faculty, staff, and BOE will participate in PBIS (BTP) training. - **Achieved**
  - All faculty and all staff have been trained
  - Support staff during were trained during professional development days
  - BOE received some training as part of a presentation delivered by the office of Exceptional Children
• Tiered fidelity inventory – moving some buildings to Tier 2 of phasing implementation
  • Tier 1 it core BTP – MTSS; random questions of all building staff
  • Tier 2 incorporates small groups – locations and groups and individualized to determine interventions – 4 buildings (Bolich, Silver Lake, DeWitt, Richardson)
  • Silver Level – mid-level state award; Bolich achieved Bronze last year and will apply again; Gold Level – Bolich looking to grow...involvement of SST-8
  • Tier 3 – very individualized interventions; may immediately precede special education identification

➢ By the end of 2018-2019, our faculty, staff, and BOE will participate in social justice/diversity training.
  - Achieved
    • All buildings and all staff participated in professional development days
    • Training focused on diversity, trauma, and implicit bias
    • Additional training was provided at individual buildings
    • Some BOE members have participated in professional development day trainings

Focus Area #3: Community Engagement

➢ We will achieve a new Master Facilities Plan by April of 2019 – Achieved
  o Construct a new, state-of-the-art 6-12 facility including a new 1,400-seat auditorium with 200 seat Black Box theater and flexible classrooms with advanced technology. The facility will be built on the existing Bolich Middle School site and feature a new 5,000 seat capacity stadium.

➢ By October 30, 2018, each building or department will establish a community engagement committee which will plan and host a minimum of three community engagement events during the 2018-2019 school year. – Partially Achieved
  • Each building established a community engagement committee and carried out three community engagement events.
  • Only some of the departments established a committee and carried out three community engagement events.

Focus Area #4: Buildings and Resource Leveraging

➢ The second FY19 School Foundation Payment Report (SFPR) of June will reflect a 5% reduction in the number of transfers out of the District (Open Enrollment, Community School and Special Needs Scholarships). – Not Achieved

<table>
<thead>
<tr>
<th>First School Foundation Payment Report in June</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY18</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>FY18</td>
</tr>
<tr>
<td>FY19</td>
</tr>
</tbody>
</table>

• Private Schools started marketing the Jon Peterson Scholarships – we need to increase marketing about our services (radio spots).
• ECOT and Akron Digital closing helped – we are engaged with several other districts in an attempt to recover ECOT losses.
• Survey Results from resident parents whose children attend elsewhere (return rate – 11% from Open Enrolled parents and 3% from Community School parents):
  o Dislikes:
    ▪ Teacher/Student Ratio
    ▪ Lack of specific programs
    ▪ Poor reputation
    ▪ Perceived drug problem at CFHS
    ▪ Geography – work location
    ▪ Classroom management
- Lack of admin receptiveness
- Instructional philosophy enables mediocrity
- Inadequate Gifted Program
- Sub-standard athletics
- Poor climate
- 5th grade band
- Early release – inconvenient
- Inadequate facilities

- Likes:
  - Wonderful Staff
  - Communication
  - Music
  - College Prep
  - Leadership at BOE
  - Career Tech

- Measuring what matters….
  - Very Important:
    - Safety in the school
    - Quality of education and curriculum
    - Teachers commitment to child’s success
  - Important:
    - Class size
    - Quality and availability of athletic/extracurricular programs
    - Access to technology
  - Somewhat:
    - School facilities

- Online academy:
  - 30 no
  - 4 yes

➢ By the end of 2018-2019 CFCSD staff will strengthen partnerships in support of student achievement by way of increasing outside revenue (grants/donations) by 10%. – Not Achieved
  - FY18 – Donations $66,131.90; Grants $114,758 = $180,889.90
  - FY19 – Donations $72,918.19 thru June 20; Grants $95,802 = $168,720.19
    - Better tracking of outside revenue
    - Tracking by building

➢ By the end of FY19, CFCSD Administration and the BOE will determine and implement a financial recovery plan based on the findings of the Performance Audit. - Achieved
  - Reduced 13 teachers and 22 teaching positions; 9 due to attrition
  - 12 teachers relocated
  - Reduced supplemental payment by 5%
  - Adjustments in Emergency Levy Plan
  - Reduced one custodial position
  - Freeze on base

**Department and Building Goals**

Each year, we ask our building and department leaders to engage in dialogue with their direct reports and develop specific, measurable, attainable, results-oriented, and time-bound (SMART) goals aligned with the goals mentioned above. Each department and building is unique; however, we have a common aim and direction. As such, the goals in each department and in each building serve as action plans for the district.
# Athletics/Activities

## Goal #1 - Focus Area 1: College and Career Readiness

**Academic Progress & Eligibility (In-Season):** Provide an environment that encourages student-athletes to make a personal commitment to academic achievement and succeeding with academic goals. Expected passing rates during the season of a given sport by team: **Partially Achieved**

- **Varsity = 100%**
- **Junior Varsity = 90%**
- **Freshmen = 85%**
- **Middle School = 80%**

### Fall sports:
- Participation numbers have slightly dropped off for 2018-2019:
  - Grades:
    - **Varsity = 100%** (143 out of 145 Varsity athletes met goal. 99%)
    - **Junior Varsity = 90%** (82 out of 84 J.V. athletes met goal. 98%)
    - **Freshmen = 85%** (36 out of 37 Freshmen athletes met goal. 97%)
    - **Middle School = 80%** (N/A)

### Winter sports (1st Eligibility Check):
- Students for the 1028-2019 Winter season: 152 athletes. Boys and Girls Swimming number have been declining the past few years.
  - Grades:
    - **Varsity = 100%** (89 out of 92 varsity athletes met the goal. 98%)
    - **Junior Varsity = 90%** (31 out of 32 J.V. athletes met the goal. 97%)
    - **Freshmen = 85%** (19 out of 19 Freshmen athletes met the goal. 100%)

### Winter sports (2nd Eligibility check)
- Finished the Winter season with 152 athletes (2 athletes became ineligible while 2 athletes became eligible for the remainder of the season).
  - Grades:
    - **Varsity = 100%** (89 out of 91 varsity athletes met the goal. 98%)
    - **Junior Varsity = 90%** (41 out of 42 J.V. athletes met the goal. 98%)
    - **Freshmen = 85%** (19 out of 19 Freshmen athletes met the goal. 100%)

### Spring sports
- Participation numbers for the 2018-2019 Spring season: finished the spring season with 162 athletes
  - Grades:
    - **Varsity = 100%** (88 out of 88 varsity athletes met the goal. 100%)
    - **Junior Varsity = 90%** (30 out of 30 J.V. athletes met the goal. 100%)
    - **Freshmen = 85%** (44 out of 44 freshmen met the goal. 100%)

### Athletes by class that maintained a 3.0 G.P.A. or higher during the 2018-2019 seasons. Numbers include multiple sport athletes for the 2018-2019 season:
- **Seniors = 84 out of 98 seniors maintained a 3.0 or higher G.P.A. 86%**
- **Juniors = 128 out of 162 juniors maintained a 3.0 or higher G.P.A. 79%**
- **Sophomores = 101 out of 145 sophomores maintained a 3.0 or higher G.P.A. 70%**
- **Freshmen = 96 out of 163 freshmen maintained a 3.0 or higher G.P.A. 59%**

## Goal #2 - Focus Area #2 – Culture of Excellence

**Athletic Staff Training & Retention:** Provide at least 2 opportunities for mandatory education for all coaches related to the following areas of concentration: **Achieved**

- Positive Coaching
- Conflict Resolution
- Leadership Development
- External Communications
- Sport Specific Training
- Coaching Certifications

- August 8th – Coaches Meeting (Agenda attached). 48 coaches were in attendance.
- August 14th – attended a presentation by Jefferson Rowe concerning workshops for coaches.
  - Presentation consisted of the following (presentation attached):
    - Leadership 101
    - Creating a Dynamic Coaching Culture
    - Reaching the Unreachable Athlete
    - Bullying and Hazing
    - Ultimate Team Inventory
    - Sexual Misconduct
    - Fundamental concepts of Mental Health
    - Ethics in Athletics
  - The Athletic Department in collaboration with the Athletic Booster Club have decided to purchase PLT4M, an educational fitness platform designed for high schools for sport specific training.

- January 8, 2019:
  - Discussions about athletic department finances going into the 2019-2020 athletic season.
  - Addressing team Needs vs. Wants and budgeting appropriately.
  - Cutting down on entries into invitational and tournaments.
  - Supporting the upcoming Bond issue in November.
  - Lettering procedures incorporated into the athletic handbook

- A Captains Club has been discussed with our coaches in order to develop leadership skills of our current student athletes. Meeting with coaches and athletes has took place May 23, 2019.

**Goal #3 - Focus Area #2 – Culture of Excellence; Focus Area 4: Facilities and Resource Leveraging**

Athletic Department & “Black Tiger Pride” Commitment: Continue to increase school spirit amongst all district stakeholders involving our student-athletes through a positive promotion of all school sponsored athletic events by 5%. – *Unknown due to measurement*

- Weekly monitoring/updating of athletic website (cfallsathletics.org)
- August 8th – Coaches Meeting - 48 coaches were in attendance.
- May 10, 2019 – Coaches Meeting
  - Supplemental cuts
  - Participation numbers
  - Levy
  - Looking for advertising sponsors
- The Athletic Department is developing additional sponsorship opportunities to present to our local business partners to offset 2019-2020 operational costs:
  - Actively engaging with our current sponsors and entertaining new dialogue with new possible sponsors throughout the Cuyahoga Falls community;
  - Developing a new advertising and sponsorship brochure in order to generate additional money into the Athletic Department;
  - District stakeholders’ outreach to promote and encourage “Black Tiger Pride” among our student-athletes, staff, and community members.
    - Athletic Advisory Council
- November 26, 2018
- February 25, 2019
- May 20, 2019
**Business Operations**

**Buildings and Grounds**

**Goal #1 - Focus Area 4: Facilities and Resource Leveraging**

During FY19 we will reduce overtime costs by 10% over those of FY18. – *Achievement will be identified when FY19 financials are closed*

- We will receive final overtime numbers from payroll after June 30th.
- Some incidents that are cause for concern would be:
  - Overtime costs relating to snow and ice removal.
  - The reattachment of 285 fixtures at Bolich Middle School.
  - Retirements that were filled with overtime hours until a replacement was hired.
  - Shortage of Wixey substitutes for the cleaning personnel.

**Goal #2 - Focus Area #3 – Community Engagement**

Alarm, monitor, and secure all exterior doors in the district with door sensors. Also, diagram on web site for community engagement meeting and door access. – *In Progress*

- Price quote for one additional door access point at Richardson and Silver Lake is $4,400. These costs will come from the State Safety Funds we received.
- Purchased the Raptor Visitor Management System for all elementary and middle schools. The hardware is installed at our (2) pilot schools (Bolich, Preston). The remaining schools will have their equipment installed for the start of next school year.
- All exterior doors have been numbered throughout the district.
- The remaining safety funds will only cover two door access door sensors.

**Goal #3 - Focus Area 4: Facilities and Resource Leveraging**

Pilot an LED program in either a middle or elementary school gym to reduce energy costs. Disconnect ballasts and replace existing bulbs with LED lighting. – *Not Achieved - On hold*

- The pilot school will be Roberts Middle School. Pricing to replace 36 fixtures with LED lighting in Roberts gym is $7,159.68.
- The annual electrical cost for the lights in the gymnasium at Roberts Middle School is $4,132.88. With replacement LED lamps the costs drops to $1,079.94. Capital expenditure on the project is $7,159.68 plus labor costs to install new LED lamps. Payback on investment is 2.34 years minus labor costs.
- Because of the district’s current financial climate and the Master Facility Plan this project has not moved forward.

**Food Services**

**Goal #1 - Focus Area #3 – Community Engagement**

In the 2018-2019 school year, the Coordinator of the Food Service Department will collaborate with the Coordinator of English Learners to create an inaugural international culture event to highlight to our community the diverse cultures we have in our district. This event will include culture and diverse stations, speakers, performers, and food. The date of this event is tentatively scheduled for January 26, 2019. – *Achieved*

- Our inaugural international culture event was titled Black Tiger Pride Culture Fair. More than 300 guests were in attendance. The event consisted of 18 different stations that represented countries and cultures. This was a collaborative effort from six different student groups, four English learner families, and three community groups. Local restaurants, markets and families featured international food and refreshments. The entertainment for the event was provided by the Himalayan Music and Dance Group.

**Goal #2 - Focus Area #2 – Culture of Excellence**

In the 2018-2019 school year, the food service department will create a school wellness committee. This committee will be chaired by the Coordinator of the Food Service Department. The committee will be comprised of 4-6 members and will meet 3-4 times per year. – *Achieved*

- October 11, 2018 – first meeting
• February 15, 2019 – second meeting cancelled due to a scheduling conflict
• Student Wellness Committee consists of:
  o Two central office administrators
  o Two building principals
  o One physical education teacher
  o One parent
  o Two after school program staff members
  o Two high school students
• Completed one School Health Improvement Plan (SHIP) with the assistance of Melissa Smith, Assistant Professor of Instruction at the University of Akron’s Sport Science and Wellness Education program

Goal #3 - Focus Area 4: Facilities and Resource Leveraging
In the 2018-2019 school year, the food service department will increase family low balance contact by creating a parent call system. By the end of the school year, 100% of families with low balances will be notified. – Achieved
  • Notification systems were created using the Pay Schools system and the Blackboard Connect system
  • Notifications are sent Wednesday afternoons via all-call and e-mail to those families whose students have an account balance less than the price of two lunches.
  • October 2018 the district negative balance total was $1,504.36
  • May 2019 the district negative balance total was $325.82

Transportation
Goal #1 - Focus Area #2 – Culture of Excellence
By June 1, 2019 all drivers and monitors will have a working knowledge of our computer expectations, i.e. online timesheets, AESOP, Employee Kiosk, Public Works, email, etc. – Achieved
  • The drivers and monitors overall have done well with timesheets. They need to work on accuracy the first time they send them in. That seems to be a struggle whether they are on paper or online. More drivers/monitors are checking their emails more regularly. AESOP no longer seems to be an issue.

Goal #2 - Focus Area 4: Facilities and Resource Leveraging
By May 1, 2019 the Transportation Supervisor will teach and advise the Administrative Assistant, as a back-up, how to use the Transfinder Routing Software. – In Progress
  • Due to a change in personnel, the goal needed to be reviewed. Work has commenced with new personnel

Goal #3 - Focus Area #2 – Culture of Excellence
By the end of the 2018-2019 school year, the Transportation Supervisor will promote a unified, customer-service model for the Transportation Department. Drivers and monitors will be taught to handle what they can on their own. They will then direct questions, comments, and requests to the Transportation Supervisor in a warm, friendly manner. – Achieved
  • Each driver was given a Black Tiger Pride Poster to hang in their bus promoting respect, responsibility, and safety. The drivers/monitors were also given “tiger tickets” to hand out to students for positive reinforcement for good behavior on the bus. The drivers are keeping a log of how many are given.
  • Several of the drivers have asked for more tiger tickets. They embraced the idea of customer service and positive reinforcement.
  • Many of the drivers fully embraced “customer service”. For example, the senior drivers are setting excellent examples for the newer drivers.
  • The diversity and customer service training with Denise Ward was well received
College and Career Readiness

Developing our students to become college and career ready is our core business; thus, it is our largest department. The CCR Department is comprised of: Teaching and Learning PK-6, Teaching and Learning 7-12+, Exceptional Children, Instructional Technology, and Student Services. SMART goals have been developed in each area.

Teaching and Learning PK-6

Goal #1 - Focus Area 1: College and Career Readiness

During the 2018-2019 school year, 100% of our at risk kindergarten students as determined by fall MAP benchmark results will participate in district-wide reading readiness opportunities. - Achieved

- At risk kindergarten students as determined by fall MAP benchmark results were identified and participated in the Key Steps to Reading Success Program.
- The Keys to Success Program is underway.
- At risk kindergarten students were offered the opportunity to participate in the summer tutor reading program. Their progress is being tracked with MAP to make sure that they are making growth.
- Plans are underway to begin the Keys to Reading Success Program for the 2019-2020 school year. Elementary Principals have been asked to choose their “Champion” or the teacher that is responsible for the management of the program at the building level.
- At risk kindergarten students as determined by fall MAP benchmark results were identified and placed on a Reading Improvement and Monitoring Plan (RIMP) and received reading interventions by the general education teacher and the reading resource/ Title I teacher as appropriate.
- Based on Fall grade 3 AIR results, three students were placed on a RIMP that did not qualify with round one in October. Kindergarten students continued to receive Title I services and reading interventions through differentiated instruction.
- A procedure to track kindergarten (grade 1, and grade 2 students) was created to track students who are on a RIMP and how they progress through the next few years of learning. The goal is to produce trend data to monitor the progress of students who are on a RIMP. This data should help us to determine if using the RIMP process, RTI process, and Title I services are helping to meet student needs.
- A Google Team Drive was created to house the district’s Third Grade Reading Guarantee (TGRG) documents. Procedures have been newly written for the assessment process starting at the beginning of the school year.
- Teachers and Elementary Principals now have access to step by step procedures for the entire school year regarding TGRG. Procedures were created for end-of-year plans for students in jeopardy of not passing grade three due to not reaching the promotion scores:
  - 3 students at Price Elementary,
  - 3 students at Lincoln Elementary, and
  - 1 student at Silver Lake.
  - Six students out of seven met the promotion score. One student did not meet the promotion score and will be retested after participating in the Summer Reading Intervention Program.
- Through this process, Response to Intervention (RTI) was discussed with the school psychologists to begin an analysis for effectiveness with our students, particularly those students who are on a RIMP.

Goal #2 – Focus Area 1: College and Career Readiness

During the 2018-2019 school year, a district kindergarten screener will be created to obtain benchmark data for students entering kindergarten in the 2019-2020 school year. - Achieved

- Even though the year was filled with a great deal of research regarding a district kindergarten screener, we were asked by SEI to be a part of their pilot program with the kindergarten screener that they have created. We will use the screener for the onset of the 2019-2020 school year. The rest of the plans that we had been creating will continue to be put into place. A Google Team drive has been created to allow for easy access to documents, sharing, and to keep consistency across buildings.
- A plan was created for each elementary school for the 2.5 days allotted for screening. The last day has been reserved to be part testing and part data analysis. In the afternoon, teachers will place students into sections based on the data collected and then individual parent phone calls will be made to let parents know of student
placements. Chris Shaw and Rachael Seifert created an online registration process for the screening appointments.

- The kindergarten teachers and Title I teachers will be the primary screeners. The school counselors and the school psychologists will be the next set of professionals to help with the screening process if more screeners are needed.
- Screening should take 30-45 minutes based on the students.

**Goal #3 – Focus Area 1: College and Career Readiness; Focus Area 2: Culture of Excellence**

During the 2018-2019 school year, a district-wide kindergarten readiness program will be developed for implementation in the summer of 2019. – *Achieved*

- Worked with SEI and the SPARK program leaders (Akron Housing Authority) as we developed our holistic district-wide kindergarten readiness program (i.e. academic readiness skills, behavioral skills, and social-emotional supports).
- First meeting with the Kindergarten Coalition was Nov. 7th from 9:30 to 11:00 a.m. at Richardson Elementary.
- Julie Hall and Rachael Seifert held a phone conference with Laura DiCola regarding our goal for a grassroots effort to help inform the community about the importance of early readiness skills.
- Our next goal is to begin including community leaders (Mayor Walters, Mayor Hovey, Council members) in the conversations so that we have a core group of participants contributing to the conversation. We will work toward creating 3-5 specific points to message across the community. SEI has volunteered to help create the platform for this message. This plan will take place over the next 3-5 years.
- Two classrooms will be participating in the SPARK readiness program in August: one at Richardson and one at Lincoln. The teachers were chosen and are registered for their training with Laura DiCola.
- The “Get Ready for School” program is well underway. Students have been invited to attend the program at Richardson and Lincoln.
- The program will be held in the beginning of August.

**Goal #4 - Focus Area 2: Culture of Excellence; Focus Area 3: Community Engagement**

During the 2018-2019 school year, parents will be provided training to support readiness skills for their student who will be entering kindergarten in the fall of 2019. – *Achieved*

- Partnered with SEI to incorporate training and distribution of 16 Steps to Reading Success Backpacks for Parents.
- All elementary schools hosted their annual Title I family engagement/literacy event.
- The elementary principals met with Laura DiCola on January 14 regarding 16 for Success.
- Materials were disseminated at Kindergarten Welcome Night with a parent tutorial that is required by SEI in order for us to participate in the program.
- All schools wrapped up the Keys to Reading Success programs. Keys to Reading Success is a program that we have at each elementary school that starts in the fall and wraps up in the spring for our most struggling K readers.
- Kindergarten informational night included community members that partner with the school district -- January 22, 2019 from 6:00 to 7:00 p.m. at DeWitt Elementary.

**Goal #5 - Focus Area 4: Facilities and Resource Leveraging**

During the 2018-2019 school year, multiple opportunities will be provided for teachers to participate in grant writing professional development. – *Achieved*

- District Professional Development days had multiple sessions reserved for grant writing instructional learning time.
- Teachers were given time to meet with Lucille Esposito from GAR during our Sept. 21st district-wide Professional Development day.
- The CCR team met to specifically discuss grant writing and STEAM and to stream-line our grant writing process.
- There was a team work on rewriting the Makerspace grant they wrote last year. This would allow for another elementary to gain the resources of a Makerspace if they are successful.
- GAR and Foundation grants have been submitted. We are awaiting responses to learn if any teachers were awarded grants. We learned that Courtney Marcucci and Carolyn Crosier were awarded a grant. Teachers submitted grants that have totaled close to $150,000 plus they have received donation items.
• GAR and Alumni Foundation grants were awarded. We received approximately $85,000 from GAR and $600 from the Alumni Foundation.
• Early Release Wednesday (ERW) schedule were created to include specific times that teams can meet for grant writing supports.
• The ERW schedule for the 2019-2020 school year has been created, and there are designated Wednesdays that will serve as support time for teacher to work on grant writing.

Teaching and Learning 7-12+

Goal #1 - Focus Area #1 – College and Career Readiness
During the 2018-2019 school year, the Coordinator of 7-12 Curriculum and Instruction will facilitate connections between Stark State College and Cuyahoga Falls High School to help increase the amount of graduates enrolled in a two-year degree program from the previous cohort groups. – Achieved
• We met with representatives from Stark State College on August 31, 2018 to begin discussing our district goal, where we currently sit in terms of student readiness, and what Stark State has to offer.
• Ms. Shelley McCombs from Stark State College joined us September 11 for the Alliance for School and Community Partnerships meeting, where she shared information with our community and business partners. They were given a chance to hear about the “Learn to Earn” program and to ask questions, as well as to hear about the differences between this program and what we offer with the Six District Educational Compact.
• Miss Bogdan and Julie Dudones reviewed Stark State’s opportunities as they reviewed the CFHS Program of Studies.
• Ms. McCombs attended our May 6 DLT meeting and Kiva Protocol.
• Stark State opportunities continue to be shared with our high school counselors.
• Miss Bogdan and Julie Dudones met with Ms. McCombs on May 23 to discuss specific opportunities for our high school students. They plan to meet again to delve more into the Learn to Earn opportunities for welding, precision machining and CNC programming, and a potential HVAC opportunity with the K Company for spring of 2020.

Goal #2 - Focus Area #2 – Culture of Excellence
During the 2018-2019 school year, multiple opportunities will be provided for staff to participate in diversity training through ERWs and teacher professional development days. – Achieved
• All staff present on the September 21 professional development day took part in diversity training with Denise Ward. Ashlynn Schindler recorded the presentation, the recording as well as the PowerPoint was shared with all those who were not in attendance; they were responsible for reviewing this 45 minute presentation.
• Denise Ward and Stephanie Denham presented on diversity and social justice to our administrative team on Monday, October 8.
• Denise Ward attended staff meetings in the buildings throughout the year.
• February 1 professional development day:
  o Denise Ward - included a panel of educators whom she chose based on what she had heard in the buildings. The panelists spoke of their own diverse experiences coming from poverty, disability, transgender, and other life experiences.
  o Missy McClain from Akron Children’s Hospital, who presented on Trauma Informed Instruction.
  o Matt Devers presented to the staff on the attributes of implicit bias. Part of the afternoon’s activities included each staff member completing an online implicit bias survey along with having a representative group of the staff “graph” the results in a human bar graph on the gym floor.
• Denise Ward met with our transportation department and our Preston staff, as well as our food service staff during the day to continue her work with diversity.
• Missy met with our food service staff to present on “Trauma Strategies in the Cafeteria”; she then held an open session on Secondary Traumatic Stress that covered the topic of self-care.

Goal #3 - Focus Area #3 – Community Engagement
By the end of the 2018-2019 school year, the Coordinator of 7-12 Curriculum and Instruction will help plan/host various community engagement functions at the high school, including CCP Night, Freshman Orientation, and Middle School CTE Visitation. – Achieved
• Julie Dudones worked with Chris Nauer, newly hired school counselor at CFHS, to revise all necessary paperwork for our College Credit Plus (CCP) night that was held Thursday, October 25.
  o Kent State University, The University of Akron, and Stark State College were all in attendance, and we had approximately 100 families.
• Julie Dudones worked with Rob Slone to help plan Freshmen Orientation, which was held Monday, January 28.
  o Various high school staff members presented the change from dens to a more “team” approach (although this unfortunately will no longer be possible due to our RIFs). We had a large turnout of eighth graders, including students from Roberts, Bolich, private schools, and other schools that would be returning to attend our high school. Each eighth grader received a folder with key information about the high school.
• After a 7-12 pathways meeting held with Miss Bogdan, the middle school principals, Dr. Nichols, and Julie Dudones, one area where we found to be in need is how we showcase our CTE programs for our middle school programs. Per Miss Bogdan's direction, Mr. Vargyas and Mrs. Nicholson worked together to create a plan to both educate our middle school staff and students about the Six District Compact’s CTE programs, with an emphasis on those that we offer at CFHS.
• Middle School CTE Visitation took place next Friday, January 11. The eighth graders were at the high school for an hour to see the CTE programs, with a special highlight of the CFHS programs and electives.

**Goal #4 - Focus Area #4 – Resources and Leveraging**
During the 2018-2019 school year, multiple opportunities will be provided for teachers to participate in grant-writing professional development. – *Achieved (see above)*

• Provided the opportunity for those who had received grants to share with colleagues during sessions on the May PD day. We were notified in May that our teachers received seven GAR grants totaling $84,720. Additional funds were secured from the GPD Foundation for $8,082 for four teachers who received grants. Six teachers/teacher groups also received a total of $3,000 in grants from the Cuyahoga Falls City Schools Foundations and Alumni Association. Although not all grants that were written were successful, we had a lot of interest from teachers and even had some teachers who were novice teachers writing grants due to help and support from their colleagues and administrators, which was great!

**Department of Exceptional Children**

**Goal #1 - Focus Area #1 – College and Career Readiness**
By the end of the 2018-2019 school year, the district will help close the achievement gap for all students, by increasing the performance index for students with disabilities by 5% in English Language Arts (ELA) and math as reflected on the 2019 Local Report Card (LRC). - *Not Achieved – Pending Local Report Card data*

• Upon analysis of NWEA MAP Math and Reading data, comparing fall 2017 to fall 2018 for Students with Disabilities; the district showed a 10.93 observed growth increase in Math and an 8.95 observed growth increase in Reading. With strong correlations between MAP and OST results, this indicated progress toward obtaining the goal.
• Upon analysis of NWEA MAP Math and Reading data, comparing winter 2017 to winter 2018 for Students with Disabilities; the district showed an 8.24 observed growth increase in Math and an 8.24 observed growth increase in Reading. With strong correlations between MAP and OST results, this indicated progress toward obtaining the goal.
• Upon analysis of NWEA MAP Math and Reading data, comparing spring 2018 to spring 2019 for Students with Disabilities; the district showed a 7.86 observed growth increase in Math and a 6.66 observed growth increase in Reading. With strong correlations between MAP and OST results, this indicated progress toward obtaining the goal.

**Goal #2 - Focus Area #2 – Culture of Excellence**
By the end of 2018-2019 school year, our faculty, staff, and BOE will participate in PBIS, and social justice/diversity training. – *Achieved (see above)*

• We have hosted PBIS and diversity training for all district staff, PBIS training has been completed for the Board of Education, and social justice training has been done for all district administrators.
- We have conducted a PBIS Tiered Fidelity Inventory at each building, with exception of the HS. The inventory indicates that four of our district buildings are ready to move to Tier II planning.
- Social Justice training has been provided for DLT.
- 2/1/19 district-wide professional development day focused on social justice training: implicit bias, trauma informed training, and diversity.
- Diversity training was completed at all buildings.
- We have met with all buildings in the district to review current service delivery for students with disabilities.
  - This review included identifying areas of strength and weakness, and ensuring that we are providing services in alignment with students’ IEP. It has resulted in changing and/or expanding services for students with disabilities.
- We presented an IDEA presentation with DLT that included data from our special education profiled, data regarding compliance, specifically in LRE, as well as LRE breakdown by building and testing data by building.
  - The presentation highlighted needs for improvement in LRE, and ended with buildings formulating an action plan for the district to begin implementing the LRE continuum, which will expand services in the general education setting for our students with disabilities.

**Goal #3 - Focus Area #3 – Community Engagement**
By the end of the 2018-2019 school year, the Office of Exceptional Children will plan and host six (6) community engagement events. – **Not Achieved**
- We hosted one community engagement event for English Language Learners and their families.
- CFCSD will participate in the Special Olympics, which took place on 5/9/19.
- The district (5 buildings) participated in Special Olympics 5/9/10.
- Flyers were designed for distribution to local pediatricians, medical offices, and counseling organizations to explain the differences between medical diagnosis and school disability qualification.
- We also worked to update the special services section of the website to include more useful information for parents.

**Goal #4 - Focus Area #4 – Resources and Leveraging**
By the end of the 2018-2019 school year, the Department of Exceptional Children will implement an algorithm based on district SFPR reporting identifiers and ODE service recommendations to guide the allocation of departmental resources. – **Partially Achieved**
- Special Education algorithms are finished and updated on a monthly basis using data updates complied directly from case manager reporting
- English Language Learner algorithms are in development.
- Including a link on the special services section of the district’s website that will include FAPE comparisons for parents to understand what they are giving up when they accept a scholarship.

**Special Education**
**Goal #1** - By the end of the 2018-19 school year, the department of special education will help close the achievement gap for all students, by increasing the proficiency percentage for students with disabilities by 5% in English Language Arts (ELA) and math as reflected on the 2019 Local Report Card (LRC) - **Not Achieved – Pending Local Report Card data.**
- Based on these results, 7/8 students met or exceeded their projected RIT for Math (87.5%) and 3/8 (37.5%) students met or exceeded their projected RIT for Reading. This data is indicative that Reading is an area to focus on for our freshmen with disabilities that will be taking the ELA I assessment in April.
- 11% of SWD were proficient on Algebra I. 36% of SWD were proficient on ELA I.

**Goal #2** - By the end of 2018-2019 school year, our faculty, staff and BOE will participate in social justice/diversity training. - **Achieved**
- Social Justice Committee met three times this school year. The committee prepared one activity (viewing of video regarding social justice and guiding questions) completed with administration, who then conducted the same activity with staff at November meetings.
- Began an equity audit to help identify areas of concern.
We have met with buildings in the district to review current service delivery for students with disabilities. This review included identifying areas of strength and weakness, and ensuring that we are providing services in alignment with students’ IEP. It has resulted in changing and/or expanding services for students with disabilities.

We shared the IDEA presentation with DLT that included data from our special education profile, data regarding compliance, specifically in LRE, as well as LRE breakdown by building and testing data by building. This presentation ended with an action plan for the district to begin implementing the LRE continuum, which will expand services in the general education setting for our students with disabilities.

Goal #3 - The department of special education will plan and host three community engagements events during the 2018-2019 school year. – Not Achieved

- CFCSD participated in the Special Olympics, which took place on 5/9/19.
- Students from five buildings participated in the Summit County Special Olympics.
- Additionally, an information bulletin that could potentially be shared with families regarding the special education process (eligibility, IEP, amendments, etc.) has been drafted.
- Also, we created a parent-friendly document that provides them with information regarding special education, such as common acronyms, the process, how they can advocate for their children, etc.
- Additionally, school psychologists have created a document to share with families and local physicians that details when a child may require a school evaluation (Many parents and doctors believe that a medical diagnosis automatically results in an IEP.)
- We worked to update the special services section of the website to include more useful information for parents.

Goal #4 - The second FY19 School Foundation Payment Report (SFPR) of June will reflect a 5% reduction in the number of transfers out of the district for special needs scholarship. – Not Achieved (see above)

- Educated intervention specialists regarding the scholarship programs and how services/legal protections may differ from educating students in the public schools. JP/Autism Scholarship reference guide has been created and posted to the Special Education team drive for case managers to access.
- Educated parents at the private schools who indicate an interest in the scholarship regarding their waiving their right to FAPE when accepting the scholarship and the implications of doing so.
- Started looking at expanding Cuyahoga Falls services to contract with companies that can provide more specific services based on student needs (cognitive behavior therapy, ABA, etc.) By being able to provide these services, many students who leave on scholarship because of the need for these therapies, might be enticed to stay. Additionally, it would also hopefully decrease the amount of students who are placed elsewhere because we do not currently provide these services.
- Included a link on the special services section of the district’s website that will include FAPE comparisons for parents to understand what they are giving up when they accept a scholarship.

English Learners

Goal #1 - By the end of the 2018-2019 school year, the EL subgroup will meet performance goals in ELA, Math, and progress towards becoming proficient in English. – Achieved

- Based on spring 2019 OSTs, 3rd-12th grade ELs attained a PI score of 53.8 in ELA and 56.1 in Math outperforming MAP predictions of 49.2 in ELA and 49.8 in math. These figures do not include “former ELs,” students that exited the EL program within the last four years. Former EL data are included on the LRC in the EL subgroup, but not in this data because the EL department primarily focuses on students currently enrolled in the EL program. Also excluded from calculations here and on the LRC are ELs within their first two years of attending US schools.
- The 2018-2019 target for ELs in ELA is 67.5 and in math is 71.8. These may seem far off from our current PI score projections, but once the scores of English-proficient former ELs are factored into the equation, we anticipate the EL subgroup will meet the targets.
- Below, one can see PI scores by building. Middle school and high school ELs are not performing as high as elementary, so that may be a focus for next year’s department goals.
227 ELs took the Ohio English Language Proficiency Assessment (OELPA), and 158 of those ELs had previous assessment data. Overall, 53.2% of ELs met their yearly growth targets. The 2018-2019 state goal was 54%. Additionally, 20.3% of ELs exited services and 12.8% fell into the mainstream designation. Results by school building and grade-band are summarized in the following charts:

### Building Test Results

<table>
<thead>
<tr>
<th>School</th>
<th>ELA - PI</th>
<th>Math - PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFHS</td>
<td>46.7</td>
<td>41.9</td>
</tr>
<tr>
<td>Bolich</td>
<td>46.7</td>
<td>45.0</td>
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<td>Roberts</td>
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<td>DeWitt</td>
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<td>100.0</td>
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</tr>
<tr>
<td>Silver Lake</td>
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<td>N/A</td>
</tr>
</tbody>
</table>

- **Goal #2** - By the end of the 2018-2019 school year, the EL department will provide at least 10 professional development opportunities for district staff. – **Achieved**
  - Cuyahoga Falls staff had three major opportunities for PD during the first quarter. Most staff members had the opportunity to attend the PD session on the district PD day in September.
  - EL teachers had the opportunity to attend the Ohio TESOL Conference in October.
  - Lastly, for the second year in a row, educators have the opportunity to participate in the NE Ohio ACHIEVE program to earn their TESOL endorsement through the University of Akron.
  - EL staff has spent a significant amount of time working with individual teachers during the second quarter.
  - PD targeting school counselors, psychologists, and EL department staff was scheduled regarding the acculturation process and its implications on socio-emotional and academic learning.
  - Additionally, the district provided Sheltered Instruction Observation Protocol (SIOP) training for up to 30 certified staff members. SIOP is a research-based instructional model that addresses the academic needs of ELs.
  - In January, CFCSD hosted a speaker whose presentation targeted school counselors and psychologists regarding the acculturation process and its implications on socio-emotional and academic learning.
• Also in January, all staff had the opportunity to participate in the first district culture fair. Those who attended learned about diversity in the school community.
• In February, the whole district heard from different presenters about diversity, culture, and implicit bias.
• In March, Price Elementary had a culture day where the EL students taught their classmates and teachers about their culture.
• EL department staff had the opportunity to attend the Teaching English to Speakers of Other Languages (TESOL) International Convention and PD on using virtual reality tools and applications in language classrooms.
• EL coordinator will attend more advanced SIOP® training focused on learning successful coaching and implementation strategies.

Goal #3 - By the end of the 2018-2019 school year, the EL department will coordinate three events that provide relevant information and engage community members through the celebration of cultural diversity.  

- Achieved
  • The EL department hosted a welcome back to school event for ELs and their families in order to provide support and community resources.
  • The EL department and Nutrition and Food Service hosted the first Black Tiger Pride Culture Fair on January 19th. Despite the poor weather conditions, nearly 300 students, staff, and community members visited Lincoln Elementary to learn about cultural diversity in the school community. Over 70 adult and student volunteers of all ages prepared and shared information, served food and drink samples, and taught crafts, games, language, and more! As participants entered, they were provided with a passport to collect stamps while traveling to the tables of different counties; over twenty different countries were represented. Additionally, families and local restaurants provided food, and Himalayan Music Academy and Rodhi Group entertained guests with musical performances. We plan to make the Black Tiger Pride Culture Fair an annual event and already have started preparing to make next year’s fair bigger and better. To do so, we are looking forward to collaborating with the City of Cuyahoga Falls and involving more local businesses.
  • In March, the EL teachers and students at Price Elementary hosted a day to learn about cultures. Students, their families, and community members were invited to visit the school to learn about cultural diversity through art, music, food, and language.

Goal #4 - By the end of the 2018-2019 school year, the EL department will implement an algorithm based on student grades and English proficiency levels to guide the allocation of departmental resources in all K-5 buildings.  – In Progress

  • The department developed matrices to assign resource values to students based on their OELPA scores in each domain (reading, writing, listening, speaking) and grade level. Once established, the resource totals were compared by school to ensure resources are allocated equitably across the district as well as to determine any necessary changes in staffing. Additionally, data from the 10 most similar public school districts in Ohio, in regards to the percentage of EL population, was collected and analyzed and will contribute to caseload decisions.
  • This goal is still in progress and will be completed before the beginning of school year 2019-2020. Previously gathered data will be compared to the 2018-2019 OELPA scores that were released in May. The new scores will be entered into the program to ensure resources are allocated equitably across the district.

Gifted and Talented

Goal #1 - During the 2018-2019 school year, 100% of the services offered district wide to students that are identified as gifted will be in compliance with the newly adopted Ohio Revised Code, Chapter 3324: Gifted Students. (Focus Area 1: College and Career Readiness) - Achieved

  • A cluster grouping setting was deliberately created for students that are gifted in grade levels three, four, and five.
    • CogAT results from grades three and five were used to identify and review all gifted files from the past few years to ensure that we are following the Ohio Revised Code with notifications from all assessments that identify giftedness.
o Report cards for 2nd grading period contain CogAT results for grades two and five.
o Creative thinking screeners went to each building for either round II or round III of identification.
o Each round of MAP testing is analyzed for students to be newly identified as gifted learners.
o To receive services, a student has to be in a classroom with a cluster of like-identified-students. All of the classroom placements were analyzed with new identifications. We found that we had approximately ten students who were not in cluster groups, but they have only been recently identified as being gifted in math and/or reading.
o Julie Leeson was instrumental in making sure that this was completed.
o Spring MAP scores were analyzed to discover students who were newly identified as gifted learners in either math or reading.
o Classroom rosters for the 2019-2020 school year will be reviewed to ensure that all students who are identified as gifted will be placed in a cluster group. Teachers were taught how to analyze the gifted scores, MAP scores, and building data to organize student rosters to cluster group them properly and meet their needs with the best learning setting possible.

• A GIS (Gifted Intervention Specialist) or general education teacher who is receiving professional development in gifted services will provide instruction to the students exhibiting superior cognitive abilities through the use of differentiated instruction.
o Professional development took place with a focus on equity, diversity, and the gifted child. It was held at the Summit County ESC.
o We have been successful in providing professional development for almost all grade four and five teachers who teach math and reading. Most of these teachers received 48 total hours of professional development.
o All grade 3, 4, and 5 teachers have met their required 15 clock hours of professional development in gifted instruction for this calendar school year. The session focused on Written Education Plans (WEP) for the students who have been identified as gifted and are being served. This was the first time these teachers were introduced to a WEP.

• Class lists will be analyzed to ensure that students that are exhibiting superior cognitive abilities are placed in groups to support their learning needs.
o See above.

Goal #2 – During the 2018-2019 school year, grades three, four, and five general education teachers who teach Math and/or English Language Arts will participate in at least fifteen clock hours of professional development addressing the eight gifted competencies. (Focus Area 1: College and Career Readiness) - Achieved

• Professional development was researched to determine the best fit for learning for the teachers who require professional development.
• Data was kept on the attendance and participation of the teachers who will be required to participate in the professional development.
• Professional development was focused on the eight competencies of gifted instruction.

Goal #3 – During the 2018-2019 school year, students in grades three, four, and five that are identified as exhibiting superior cognitive abilities according to our district plan for identifying gifted students will participate in multiple enrichment activities. ((Focus Area 1: College and Career Readiness; Focus Area 2: Culture of Excellence) - Achieved

• Enrichment activities were planned for the students who exhibit superior cognitive ability in grades three, four, and five.
• Enrichment activities offered socializing opportunities for the students to meet their social-emotional needs.
• Enrichment activities provided opportunities for the students’ ability to think critically and to problem solve with like learners.
• At least one enrichment activity was problem and project based learning (authentic learning) with a community focus.
o Students participated in an enrichment experience hosted by local scientist Gene Easter in collaboration with the Cuyahoga Falls Electric Company to create an authentic learning experience for these students.
Julie Leeson took the superior cognitive students to the art museum. By taking students a little bit later in the school year, newly identified students were able to participate. This trip to the art museum was a first for many of our students. We were able to get a grant to pay for the busing and for part of the sub costs.

**Student Services**

**Goal #1 - Focus Area #1 – College and Career Readiness**

During the 2018-2019 school year, at least one meeting will be held with each building administrator to review their specific building data so they know how to interpret and use their data to tailor academics and improve achievement. In turn, building administrators can share relevant factors with their instructional staff. - *Achieved*

- DataMap has been continually updated with MAP assessment data, OST scores, ACT scores, and OTELA scores as they have become available to further establish a comprehensive data warehouse for analyzing student growth and achievement. There have been over 62,000 scores loaded to date.
- We initiated the process to integrate historical marks from report cards as another data point for review and analysis.
- We initiated a request for enhancement to be able to obtain user data to validate the use and effectiveness of our implementation.
- We planned to provide future professional development to help staff become more comfortable and adept with the software.

**Goal #2 - Focus Area #2 – Culture of Excellence**

During the school year, we will welcome every new enrollment to the Black Tiger Family in a manner that demonstrates pride, respect, and loyalty in the District, making their first impression one that instills these principles and encourages their involvement. We will institute an internal enrollment checklist to verify that certain key elements are reviewed with new families in order to build and nurture a Culture of Excellence. - *Achieved*

- Student Services staff are being continually coached in customer service skills to ensure Black Tiger Pride begins with the enrollment experience.
- Our Enrollment Checklist has been finalized and is reviewed and acknowledged at every enrollment appointment.
- Enrollment information is readily accessible from the District’s website.
- Parents can review enrollment details and self-schedule an appointment online.

**Goal #3 - Focus Area #4 – Resources and Leveraging**

During the 2018-2019 school year we will contact 100% of our resident families who are attending charter and community schools to collect and analyze withdrawal follow-up data to identify trends. - *Achieved*

- During the 3rd quarter, follow-up surveys were sent to the parent/guardian of all actively enrolled resident students who are attending a charter or community school. 157 letters were sent by mail requesting that the parent/guardian submit their responses online. We have only collected five responses to date (3% return).
- Also during the 3rd quarter, the same follow-up survey was sent to the parent/guardian of all resident students who are actively open enrolled to another public school district. 370 emails or letters were sent. 42 have responded (11% return).

- **Generalized Responses**

  Rating a list of 10 factors for importance regarding the selection of a school for their child, parents submitted the following:
  
  - **Top 3 Very Important Factors**
    - Safety of the school
    - Quality of education and curriculum
    - Teachers commitment to your child’s success
  
  - **Top 3 Important Factors**
    - Class size
    - Quality and availability of extra-curricular activities
• Access to computers and technology
  ○ Top 3 Somewhat Important Factors
  • School facilities
  • Quality and availability of extra-curricular activities
  • Access to computers and technology

Some reasons other options were selected for their child’s education:
  ○ Teacher / Student ratio
  ○ Lack of specific programming
  ○ Perceived drug problem at CFHS
  ○ Poor reputation
  ○ Lack of trust
  ○ Low district score
  ○ Inadequate facilities
  ○ Lack of individualized instruction
  ○ Lack of staff commitment
  ○ Geography
  ○ Poor classroom management
  ○ Lack of administrative receptiveness

What these parents like about Cuyahoga Falls City Schools:
  ○ Proximity of friends and neighbors’ children
  ○ Wonderful staff
  ○ Communication

When asked where we could make improvements, these parents responded:
o New facilities
o More focus on the average and below average student
o Less pressure to pass state assessments
o Teacher commitment
o Improve CFHS 9th grade orientation
o More cohesive operation and instruction district-wide
o Higher expectations for staff and students
o Better differentiation for gifted elementary students
o More approachable administration
o School climate and culture
o Better communication with parents
o Quit threatening to take away fine arts programming
o Crack down on bullying

**Technology**

**CTIS Team:**
All students will complete 75% of their respective grade level “I can” statements by the end of the 2018-2019 school year, as measured by classroom observations and grade-level teacher recordings on the “I can” statement checklist. -**Achieved**

**Media Specialist team:**
By May 1, 2019, the Cuyahoga Falls media specialists will develop and implement curriculum to educate 85% of certified and administrative staff, as well as 75% of students (in each grade/per building) on the use of social media and copyright. – **In Progress – Partially Achieved**

- Still in process for staff, will be continued into 2019-2020
- 100% of the fifth grade students in all six elementary buildings have been taught copyright.
- 100% of the fifth grade students have been taught what citations & how to cite their work.
- 90% have been presented information about appropriate online behavior.
- The goal for students in grade six is complete. The goal for students in grade nine is complete.

**Technician team:**
By June 30, 2019 the wireless network will have an access point in every classroom or effective through put of 100 GB/per second for those locations. -**Not Achieved**

- Awaiting Federal E-rate monies.

**Administrator:**
By May 1, 2019 with the engagement of the BTL team, all staff will have received in-service on data security, social media interaction, and ethical use of web services. -**Achieved**

- www.archivesocial.com contract purchased and in place.
- Administrators have been given access/login information.
- Internet Safety policy has been approved and implemented by the Board of Ed. New OSBA policies still under review.
- Cyber-security insurance policy approved by the Board of Ed. and in place
- One to One pilots to begin in August 2019
- Data security, ethical web and social media continues.
- Presented materials from both Walter Haverfield (OETC conference) and OSBA (Cyberlaw workshop) to BTL for dissemination at the building level.
- Tiger One for ALL added to website for all citizens as community out reach
Humana Resources

Goal #1 - Focus Area #1 – College and Career Readiness
By August 9, 2019, 100% of the 66 certified staff members who have expiring credentials in SY 2018-19 will have successfully completed the ODE mandated process for license renewal as documented by the district Local Professional Development Committee (LPDC). Additionally, the Department of Human Resources will provide continued professional development sessions on the topics of the Local Professional Development Committee (LPDC) and the Resident Educator/Mentor (RESA) process, and how licensure is impacted by each organization. – Partially Achieved – In Progress

- Professional development on “Everything RESA” was provided for many Resident Educators and Mentors on September 21st.
- All RESA candidates who were required to submit the first task successfully achieved a passing score on this task.
- All RESA candidates who were required to submit the second task successfully achieved a passing score on this task.
- Prior to the last meeting of the Local Professional Development Committee (LPDC), June 17, 2019, 48 of 67 (72%) of certified staff members have successfully renewed their teaching license for the 2019-2020 school year. Of the remaining 19 staff members, 9 have completed the required number of activities or credit hours towards renewal, but have not submitted the renewal request to ODE. The final 10 staff members still need to submit additional hours towards renewal. The LPDC will continue to reach out to these folks throughout the summer to ensure that they are properly credentialed for the beginning of the 2019-2020 school year.

Goal #2 - Focus Area #2 – Culture of Excellence
By the completion of the 2018-2019 school year, in order to promote a culture of excellence within our faculty and staff, the Human Resources department, in conjunction with the Treasurer’s Office, will develop a comprehensive staff handbook, including a salary schedule and/or range for each exempt position within our district. - Achieved

- We acquired Exempt staff handbooks from several districts to create our own guidelines for exempt employees.
- This document was approved by the Board of Education April 17, 2019 and updated June 26, 2019
- This document will go into effect on July 1, 2019.

Goal #3 - Focus Area #3 – Community Engagement
During the 2018-2019 school year, the Department of Human Resources will organize and sponsor two events designed to engage our staff and the Cuyahoga Falls community. - Achieved

- September 21, 2018 the HR Department sponsored a Health Wellness Fair during our Professional Development day. We opened this event up to the community. A sampling of the vendors include: cooking demos by our FS Department, several departments from Western Reserve Hospital offered a variety of information, Flu Shots were provided by Giant Eagle Pharmacy’s, Wealth and Wellness with Bob and Sue Gruber, estate and financial planning with AXA and Dale Petty, and many more for a total of just under 40 vendors.
- HR Department paired with the Food Service Department to bring back the “Eat the Rainbow” challenge that will provide staff members with a variety of fresh fruits and vegetables on a monthly basis.
- We provided Diabetes awareness education and portion control to all staff, as well as stress-relief education via email and our Facebook Page.
- In October, staff members received water bottles and stress balls for Breast Cancer Awareness month.
- HR Department paired with Richardson Elementary School in the months of November and December to celebrate the military families living in our District and worked in conjunction with the
USO to send many, many boxes of donated supplies to troops overseas.

- “Heart Smart Month” with lots of heart healthy options provided to our staff—everyone also had the opportunity to participate in the March to 10K Challenge which encouraged all to get out and walk.
- We provided heart shaped pedometers to all who participated.
- We began a “Lunch and Learn” program. A certified chef and dietician will be cooking lunch for the staff at each building and will focus on fresh, clean, healthy ways to cook. This initiative will be continued into next school year. The Lunch and Learn program was presented at all buildings and departments, including the Warehouse and Central Office.
- Operation Wellness continued to work collaboratively with other departments and buildings to provide wellness events for our district.
- The committee was a participant in the Military Family event at Richardson Elementary School.
- Finally, we presented each staff member with a Summer Wellness bag that included tips for fun in the sun and summer health.

Goal #4 - Focus Area #4 – Resources and Leveraging
By the end of FY 19, the Department of Human Resources will work with the three bargaining units (CFEA, OAPSE, Local One) to implement the HR components of the financial recovery plan based on the findings of the Performance Audit. - Achieved

- The results and recommendations of the Performance Audit will be released on November 15, 2018.
- We have submitted a notice of the implementation of a Reduction in Force to the CFEA in anticipation of the reduction of up to 26 Certified Positions.
- The Department of Human Resources acted upon BOE recommendations with the reduction of 28 certified positions. This reduction resulted in a Reduction in Force for 13 certified staff members.

Buildings

Cuyahoga Falls High School SMART Goals:

Goal #1 - Focus Area #1 – College and Career Readiness
By the end of the 2018-2019 school year, Cuyahoga Falls High School will help close the achievement gap by exposing 100% of students receiving Special Education services to released materials in all AIR courses to a minimum of two (2) times per quarter. - Achieved

Tuesday October 9, 2018

- The entire staff met to focus on the first building goal which looks at improving AIR scores for our student subgroups, by exposing students to the level of rigor incorporated into the End of Course exams.
- The meeting time was used to sort through the 2017 and 2018 released test materials for use in all classrooms and Tiger Times throughout the year.
- Teachers used their pacing guides to align each AIR review question with the time of year that the content is taught in class.

Wednesday October 10, 2018

- The team began posting 2-4 questions from each AIR test once a month onto a AIR Google Classroom site that all staff members can access. Each test was a separate ‘announcement’ in the classroom that indicates which test it is from.
- Our goal states that we will work on AIR questions twice per quarter. Each homeroom displayed and students practice these problems, all students will practice twice per quarter.
- Teachers also used the classroom posts to practice their content-specific questions in class.
- Link to the Air Google Classroom: https://classroom.google.com/c/MTc4Mjc3NjYwODRa

Wednesday December 12, 2018

- Some of our excellent teachers in the English Language Arts and Math departments attended professional development sessions that have offered some useful resources and test prep strategies for our students taking the EOCs. They shared useful information with the staff during ERW.
Below is the Prezi link and agenda for the meeting: https://prezi.com/view/K8XvCkb1PPwxb1yCngH/

Vickie Davis and Alicia Veauthier e-mailed materials or resources to staff. This information revisited a 2017-18 workshop that they facilitated for staff on "Mindfulness and Test Prep for Students & Teachers."

Classroom Code flyers were left in teacher’s mailboxes (Classroom Code: 4xm3b6h)

Results of the Spring 2019 AIR tests were released Monday, June 3. In August/September, the Goal #1 team will evaluate the success of the work done during the 2018-2019 school year. The team will examine qualitative and quantitative data by comparing the 2018 AIR results with those of 2019.

Goal #2 - Focus Area #2 – Culture of Excellence

To pursue a Culture of Excellence, by the end of the 2018-2019 school year, every CFHS faculty member will recognize one student per month that exemplifies behaviors as defined by the Black Tiger Pride PBIS matrix. - Achieved

- Three PBIS lessons introduced and carried out for our Tiger Time:
  - Student Matrix Review
  - PBIS Scavenger Hunt
  - Perseverance lesson with Henry Ford quote

- Specific data includes:
  - 95 staff members nominate students for the PBIS Student of the Month for September
  - Of those 95, three were drawn randomly and awarded prizes including:
    - a $50.00 Gift Card to TGI Friday’s,
    - a $50.00 Gift Card to Stonehedge,
    - an Indians Gift bag valued at $50.00
  - Staff members recorded their nominations on a Google Doc and submitted a Positive Referral on Public School Works.
  - Those referrals were e-mailed to the nominating teacher, the student’s homeroom teacher, and the student’s parent/guardian equating to 95 of our students who were notified that they had done something very good at school.

- A PBIS ERW allowed us to introduce our PBIS Teacher Matrix. The agenda included:
  - Table discussion-What makes a great teacher? (3 minutes) Answers on sticky notes
  - Organize sticky notes according to four pillars of CFHS Teacher Matrix in four areas of the room
  - Identify trends/share out findings
  - Self-reflection
  - Present examples on the Teacher Matrix

- An all staff meeting to reinforce our PBIS Mission and create teacher “buy-in”. The agenda included:
  - Breaking teachers into groups of 8
  - Reviewing our Student and Teacher Matrix
  - Each group received a PBIS Lesson Plan template along with a Pillar from the matrix and a topic
  - Creating “skeleton” lessons for PBIS that will be polished by the PBIS team and implemented this quarter

- Data:
  - 108 staff members nominated students for the PBIS Student of the Month for October
  - 128 staff members nominate students for the PBIS Student of the Month for November
  - Of those nominated, three were drawn randomly at the end of each month and awarded prizes including:
    - a $50.00 gift card to Target,
    - two $50.00 gift cards to Stonehedge,
    - a $50.00 gift card to The Exchange,
- a $50.00 gift card to Jimmy’s Backyard BBQ
  - 236 of our students were notified that they had done something very good at school during the second quarter.
- Our PBIS Team met after a Test Training ERW session. We broke into 5 small groups; each group selected a “skeleton” lesson that the staff had composed in 2nd quarter 2; the groups all completed the lessons so that they could be implemented during “Tiger Times” in the 4th quarter.
- The staff has been turning in their “Golden Ticket” PBIS nominations. The Golden Ticket nominations are by grade level. Each staff member was given 4 blank tickets and instructed that they were to be used for students that went above and beyond the Student Matrix criteria. These tickets were compiled over the entire year, broken into grade levels, and one ticket per grade level was be drawn at the end of the year. The PBIS incentives for these winners will be much more valuable than the monthly drawing.
- Data:
  - 130 staff members nominated students for the PBIS Student of the Month for December/January
  - 104 staff members nominated students for the PBIS Student of the Month for February
  - Of those nominated, three were drawn randomly at the end of each month and awarded prizes including:
    - a $50.00 gift card to Target,
    - two $50.00 gift cards to Stonehedge,
    - three $50.00 gift cards to Walmart,
    - two $50.00 gift cards to Market District
  - 534 students, and their parents, have been notified that they had done something positive at school.
- “Golden Tickets” were collected from all staff members. Prizes awarded from money received from the PTA car raffle.
- Huge strides were made in the PBIS “focus” for next year by infusing FAC concerns into the research. From a survey of staff, lessons and initiatives will be created on the top three or four staff concerns:
  - Inappropriate use of technology in the classroom (cell phones/headphones)
  - Inappropriate language throughout the school
  - Students not being where they are supposed to be
  - Lack of respect
- Data:
  - 123 staff members nominated students for the PBIS Student of the Month for the months of March thru May
  - 108 staff members nominated students using “Golden Tickets”
  - 734 students, and their parents, have been notified that they had done something positive at school.

Goal #3 - Focus Area #3 – Community Engagement
By September 30, CFHS will reach out to staff, students (through adult student advisors), parents and community members (through parent and alumni organizations) to create a building-level committee that represents stakeholders in order to coordinate, plan, and execute at least three community events during the 2018-2019 school year. - Achieved
- Cuyahoga Falls High School started a new committee to represent stakeholders in order to better coordinate, plan and execute community events during the 2018-19 school year. The committee is called the Happy Hour Committee (HHC). The focus of the committee is to serve as a platform to share resources and enhance communication between the adult leaders of our student groups.
- The HHC established three goals for their first meeting:
  - Create dialogue and find new ways for organizations to support each other
  - Share resources and help establish a network of CFalls supporters
o Identify existing events and ensure that they are on the calendar so that organizations don’t interfere with each other

- From the first meeting new ideas were generated and include ideas that are all designed to create awareness for organizations within CFHS, help generate new means of support for them, and finally find new ways to share Black Tiger Pride with our community.
  o The HHc established the Cuyahoga Falls High School Promenade (see below).
  o The HHc believes in the importance of establishing a homecoming parade sponsored by CFCSD.
    - The committee will be filing the proper paperwork with the city to establish a parade and a route for homecoming weekend (Football game 9-27-19/ Dance 9-28-19). The night of the parade will be the night of the bonfire (9-26-19). All organizations in CFCSD will be welcome to be part of the parade.
  o The committee would like to see a non-athletic pocket schedule be provided to the community every year. This pocket schedule would be similar the season athletic schedules that are already distributed.

- Cuyahoga Falls High School is excited to announce 10th grade students will be continuing a partnership with the ConXus NEO, and the Cuyahoga Falls Chamber of Commerce on January 14th.
- Every sophomore from the E2 den will be provided with an interview opportunity for an entry level position at a local company. CFHS will be hosting over 25 guests that work in human resources of a local company in order to complete the task of interviewing 100 students in an hour.
  o After the mock interview session guests from local companies were welcomed to join a walking tour of CFHS highlighting the following areas: Six District Compact, News Show and Radio Show, Annex programs
  o January 14th 2019, BAC Panel Discussion and CFHS Walking Tour Agenda

- The first annual promenade took place at the amphitheater of Cuyahoga Falls. We were fortunate to have the Director of Parks and Recreation waive the fee that traditionally goes along with the rental of this space.
- “Measures of Success” – Due to the work completed by Goal #4 team and the teachers supporting them, CFHS generated multiple new events in each quarter of the school year. The events from the fourth quarter are:
  o CFHS welcomed middle school students from Stow for the first time. The students toured programs associated with the Six District Educational Compact.
  o PTSA car raffle
  o Commencement – live streamed
  o All Night Party

Goal #4 - Focus Area #4 – Resources and Leveraging
By the end of the 2018-2019 school year, all departments at CFHS will submit a minimum of one grant. - Achieved

- The initial meeting and planning session with the Focus Area #4 team outlined the professional development sessions explained below in order to support staff members pursuing grants in the 18-19 school year. The sessions will start in the 2nd quarter with one taking place each quarter
  o Session 1 - “Blank Check” - This session focused on working as a staff to brainstorm areas and curriculum that can be created and supported with grant monies
  o Session 2 - “Getting Started” - This session focused on the process and procedures that one must follow in pursuing a grant. It trained staff members on the “ins and outs” of grant writing. Guest speakers and experts joined the CFHS staff to support the process
  o Session 3 - “All In” - Departments worked together to put the final touches on grant proposals.

- This link reflects a brief description of all grants written this year to secure funding for creative implementation of instruction.
CFHS secured $57,414 in grants for FY20. Twenty-six grants were submitted and eleven awarded.

Bolich Middle School SMART Goals:

Goal #1 - Focus Area #1 – College and Career Readiness
By the end of the 2018-2019 school year, Bolich Middle School will help close the achievement gap for all students by increasing the performance index for students with disabilities by 5% in English Language Arts (ELA) and math as reflected on the 2019 Local Report Card (LRC). – Not Achieved – Pending Local Report Card

<table>
<thead>
<tr>
<th>MATH:</th>
<th>All Students, n=485</th>
<th>SPED, n=73</th>
<th>Economically Dis., n=232</th>
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<tr>
<td>Spring 18 Average RIT</td>
<td>223.88</td>
<td>211.29</td>
<td>220.94</td>
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<tr>
<td>Spring 19 Average RIT</td>
<td>228.45</td>
<td>213.84</td>
<td>224.52</td>
</tr>
<tr>
<td>Average Growth</td>
<td>4.57</td>
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<tr>
<td>Ratio</td>
<td>1.02</td>
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<td>1.016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING:</th>
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<th>SPED, n=68</th>
<th>Economically Dis., n=228</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 18 Average RIT</td>
<td>218.98</td>
<td>207.06</td>
<td>216.75</td>
</tr>
<tr>
<td>Spring 19 Average RIT</td>
<td>220.5</td>
<td>206.97</td>
<td>217.5</td>
</tr>
<tr>
<td>Average Growth</td>
<td>1.51</td>
<td>-0.09</td>
<td>0.75</td>
</tr>
<tr>
<td>Ratio</td>
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<td>1.003</td>
</tr>
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</table>

- We now see significant building wide growth in mathematics. For all students, we observe an average Spring-Spring RIT growth of 4.57, compared with 1.9 in the Spring-Winter comparison. This is exceptionally encouraging. For SPED, we see an average Spring-Spring RIT growth of 2.56, up from 2.1 in Spring-Winter. This is highly encouraging for a boost in achievement. There are still concerns that the general population is growing at a faster rate than our special education population. This may result in challenges in GAP closing, but does bode well for growth metrics.
- For reading, we see growth as well, although not as pronounced. We still have an improvement in overall RIT from our second to third MAP administration, and this is encouraging. We still see a decline in SPED, but that decline has shrunk from -2.8 to -0.08. This too is an improvement. We find ourselves in the same situation as with mathematics, demonstrating growth with a possible prediction of positive value-added data, but with concerns about gap closing.
- As we continue to focus on DOK and increasing cognitive rigor, there are some great chances to build in these areas.
• We have also had encouraging discussion about SPED service delivery that should result in increased exposure for students with disabilities to the general education environment.

Goal #2 - Focus Area #2 – Culture of Excellence
By the end of the 2018-2019 school year, Bolich Middle School will continue to refine our progress in PBIS implementation by comprehensively implementing a complete Tier II PBIS program and will apply for the Ohio PBIS Silver Recognition Award for 2019. – **Not Achieved**

• The PBIS team worked to evolve the program to a Multi-tiered System of Supports (MTSS) program.
• Tier II is underway with intervention times which have served 45+ students so far this year.
• The team has finalized a system of Tier II referral that has shown success to improve efficiency and collect valuable and appropriate data that can help improve decision making for interventions.
• Our discipline data continues to improve with the exception of the less structured times of cafeteria and hallway.
  o The team has been working to increase adult supervision and other creative ways to encourage kids to demonstrate Black Tiger Pride in these areas.
• While demonstrating implementation of Tier II, the team did not feel, based on tiered fidelity inventory scores, that application for the Silver award was appropriate at this time but should be achievable in 2019-2020.
• PBIS efforts are working as evidenced by the tables below:

<table>
<thead>
<tr>
<th>Year</th>
<th># of Refs</th>
<th>%y2y</th>
<th>%overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>1263</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-16</td>
<td>1083</td>
<td>-14%</td>
<td>-14%</td>
</tr>
<tr>
<td>16-17</td>
<td>863</td>
<td>-20%</td>
<td>-32%</td>
</tr>
<tr>
<td>17-18</td>
<td>626</td>
<td>-27%</td>
<td>-50%</td>
</tr>
<tr>
<td>18-19</td>
<td>587</td>
<td>-7%</td>
<td>-54%</td>
</tr>
</tbody>
</table>

• The table demonstrates an average decrease of 17% per year and a total decrease of 54% compared to 14-15
• In 18-19, two students accounted for 71 behavior referrals. Both were new students to the building and were not brought up in Bolich's culture of kindness and with our PBIS supports. If their data is factored out:

<table>
<thead>
<tr>
<th>Year</th>
<th># of Refs</th>
<th>%y2y</th>
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</tr>
<tr>
<td>17-18</td>
<td>626</td>
<td>-27%</td>
<td>-50%</td>
</tr>
<tr>
<td>18-19</td>
<td>516</td>
<td>-18%</td>
<td>-59%</td>
</tr>
</tbody>
</table>
• The table would have demonstrated an average decrease of 20% per year and total decrease of 59% compared to 14-15

Goal #3 - Focus Area #3 – Community Engagement
By October 30, 2018, Bolich Middle School will establish a community engagement committee which will plan and host a minimum of three community engagement events during the 2018-2019 school year. - Achieved

• We have established this committee and are planning events that have a high probability of bringing parents and the community into the school environment.
• We met the goal of three community engagement events:
  o Bolich Gives Back - 5/17/2019
  o Bolich Night at the Akron Rubber Ducks - 5/22/2019
  o Relay for Life - 5/23/2019

Roberts Middle School SMART Goals:
Goal #1 - Focus Area #1 – College and Career Readiness
By the end of 2018-2019 school year, Roberts Middle School will help close the achievement gap for all students by increasing the performance index for students with disabilities by 5% in ELA and Math as reflected on the 2019 local report card. – Not Achieved – Pending Local Report Card

• Throughout the school year, biweekly grade level team meetings took place with administration, school psychologist, counselor, and teachers to analyze data from MAP and grades from Q1, Q2, and Q3, and Q4 for students on IEPs in ELA and Math. In these meetings, students were identified who needed Tier 2 intervention procedures going into next school year. For each of these students, interventions will take place during the common Intervention and Enrichment (IE) time at the beginning of each day with specific goals established for each student.
• For other general education students who are identified as below proficient in ELA and Math (as determined by class grades, MAP scores, and AIR results) additional Tier 2 intervention courses will be introduced in Math (Math Foundations) and ELA (Literacy Foundation) next school year.
• For our students with disabilities who are identified as below proficient in ELA and Math (as determined by class grades, MAP scores, and AIR results), an additional Tier 2 intervention course in Math (Math Resource) and ELA (ELA Resource) will be implemented next school year.

Goal #2 - Focus Area #2 – Culture of Excellence
By the end of 2018-2019 school year, 100% of Roberts Middle School faculty and staff will be trained and have implemented the new PBIS program Black Tiger Pride. - Achieved

• Our first step was to create a PBIS team to create lesson plans, team level norms, and reward systems for PBIS that apply to the entire building.
• The new BTP posters and materials have also been distributed and placed throughout the building as well as in the classrooms.
• The teachers have also covered the new student matrix with all of their classes and use it to establish discipline norms.
• In Q2, the Roberts PBIS team met with Mrs. Stephanie Denham from SST8 to discuss the necessary steps to take for our building to continue building our PBIS model.
• During the 2018-2019 school year, we hosted quarterly BTP celebrations based on PBIS requirements of no office referrals and weekly rewards based on grade-level behavior requirements. In addition, a final end of year PBIS celebration took place that includes inflatables, lunch, and field events for students who meet the requirements established on the BTP rubric. The following are the percentage of students who met the requirements to attend these celebrations by grading periods:
  o Q1: 91%
  o Q2: 87%
Beginning next school year, our staff will conduct a book study on “Above the line” by Urban Meyer, a book that focuses on modeling positive behavior in the classroom, hallways, and the building as a whole. The theories in this book will define our culture here at Roberts MS where we will look to control our (R)esponses to (E)vents to get better (O)utcomes. E+R=O works!

Goal #3 - Focus Area #3 – Community Engagement
By the end of 2018-2019, in collaboration with the Roberts PTA and community business partners, Roberts Middle School will have hosted three community engagement events. - Achieved
- During the 2018-2019 school year, the PTA hosted 5 community events including:
  - The PTA Community Movie Night
  - The PTA Community Business Vendor Sale
  - The PTA Community/Student Lock In
  - The PTA Community Business Guest Speaker Series
  - The PTA Cuyahoga Falls Community Art Walk
- In addition, the PTA was able to use relationships with local community businesses to get items donated to the school including Science Fair kits, food for students during MAP and AIR testing, and a 65” television for our new flexible classroom space in the main hallway.

Goal #4 - Focus Area #4 – Resources and Leveraging
By the end of 2018-2019, 100% of Roberts Middle School faculty and staff will be trained in grant writing. - Achieved
- During the 2018-2019 school year, four teacher-led professional development sessions took place at Roberts MS on the topic of grant writing. The efforts paid off as Roberts MS wrote five GAR grants requesting over $40,000. In addition, four other Roberts MS teachers wrote proposals for Cuyahoga Falls City Schools Foundation and Alumni Association grants. Two teachers co-wrote a grant proposal for the Follet Challenge, and a team of teachers wrote a grant proposal for the Martha Holden Jennings Foundation. In total, eleven grants were written for Roberts MS requesting a total of over $100,000.
- Of the eleven grants written, five were accepted for a total of over $60,000 of grant money for a makerspace items including an augmented reality topographical table, technology (Spheros), and a new 3D printer.

DeWitt Elementary School SMART Goals:
Goal # 1 - Focus Area #1 – College and Career Readiness
By the end of the 2018-2019 school year, the district will help close the achievement gap for all students by increasing the performance index percentage for students with disabilities by 5% in ELA and math as reflected on the 2019 LRC. - Not Achieved – Pending Local Report Card
- Staff has conducted Item Analysis and Tbt Protocol for released items to discover areas that are of concern to all students. Principal met with Julie Dudones to being unpacking test data to understand where we currently are in terms of achievement gaps for all subgroups including students with disabilities. All teaching staff met with Lea Travis to review and analyze NWEA MAP data to find trends and areas of concern. Principal met multiple times with SST8 representative to goal set and plan ERW to target instructional strategies to improve student achievement
- Principal met with grade level teams to discuss RIMPed students to collaborate on their learning plans and provide additional interventions for those continuing to struggle. Principal collaborated with Curriculum Director to identify additional students meeting the requirements to be place on a RIMP. Teachers and Principal collaborated in grade-level and vertical teams to determine areas of need and of strengths to build cohesiveness across classrooms and grades.
• TbTs have met to discuss students with disabilities and their progress towards grade level mastery. Psychologist has presented staff with information regarding cognitive and academic areas that are evaluated and shared best practices for supporting those areas per student need.
• NWEA MAP and AIR projections show that we did not make sufficient growth to meet this goal.
• We are looking forward to actual data from AIR assessments to best inform this.
• Placement considerations have been made for next year to ensure maximum intervention and support for students to make growth.

Goal #2 - Focus Area #2 – Culture of Excellence
By the end of the 2018-2019 school year, Black Tiger Pride (BTP), PBIS program, will be implemented in every classroom and setting school-wide. - *Achieved*

- All classes engaged in PBIS lessons at the beginning of the year and have included booster lessons throughout the 1st 9 weeks. BTP language is universal and there is a noticeable change in how staff is responding to student behavior. BTP acknowledgement system include BTP stickers and postcards that are sought after by students and families
- BLT conducted the Tiered Fidelity Inventory with Stephanie Denham from SST-8. The conversation was reflective and purposeful and provided clear next steps
- Family letter was sent home on Friday, January 4th with information and implementation ideas for PBIS at home
- Plan created for booster lessons following Winter Break for most problematic areas – cafeteria, entering and exiting the building, restrooms
- Check-in/Check-out procedures have been shared with the PBIS team and several students and teachers have begun this Tier 2 process
- A flipped acknowledgement system has been implemented for students to identify ways in which their teachers and other staff members are showing BTP and acknowledge them the same way that students are acknowledged

Goal #3 - Focus Area #3 – Community Engagement
By October 30, 2018, DeWitt will establish a community engagement committee that will plan and host a minimum of three community engagement events during the 2018-2019 school year. – *Not Achieved*

- Invitations and open call has been sent to families for participation in the community engagement committee. Active PTA Board shared reflections on how these two units could function jointly and separately. Meeting scheduled for Nov. 12
- Committee has proposed dates for two events
- Principal has collaborated with Tammy Brown regarding district-wide community engagement event
- Next meeting scheduled for January 14. Unfortunately, the district-wide event did not come to fruition
- DeWitt hosted a well-attended community event for the 50th birthday. Multiple articles publicized the event
- New PTO is working on joining forces for an increased amount of community events for the 19-20 school year

Goal #4 - Focus Area #4 – Resources and Leveraging
By the end of 2018-2019, DeWitt staff will engage in exploration of grant opportunities and share resources and strategies for writing grant proposals in an effort to increase outside revenue. - *Achieved*

- Multiple teachers were recognized at the GAR conference for their outstanding work with grant writing
School visits have been conducted by two outside resources that are able to connect us with potential grant opportunities.

- Over $5,000 was raised to fund new stage curtains at DeWitt
- $2,500 in grant funding was awarded to Carolyn Crosier to supply iPads, cases, and apps to EL students and teachers at DeWitt
- DeWitt received a $15,000 school-wide grant from the GAR foundation
- Music teacher is writing a $5,000 grant to support technology use in the music classroom
- 2018-2019 grants total over $22,500

**Lincoln Elementary School SMART Goals:**

**Goal #1 - Focus Area #1 – College and Career Readiness**

As evidenced by the 2019 Building Local Report Card, Lincoln Elementary will increase the performance index for the subgroup Students with Disabilities (aggregate grades 3-5) in both reading and math by 5% points from the 2018 Local Report Card. – **Not Achieved – Pending Local Report Card**

- The third, fourth and fifth grade teams and Miss Early reviewed the released test questions and standards from last spring’s AIR testing. They met over four ERWs to thoroughly review the information and dissect the questions. From this review, teachers have implemented new instructional strategies for vocabulary, use of a daily review the common core questions from EnVision, and a daily challenge question at a higher grade level to help with problem solving strategies.
- All grade level teacher-based teams analyzed the Winter NWEA MAP data by subgroup and created interventions based upon student needs. This in-depth analysis included individual score results, percentage of students not engaged in taking the test, breakdown of subject standards, and creating/revising the student “bubble range” with interventions.
- All grade level teachers have been tracking this data through their grade level TBT and have completed a protocol for interventions and growth.
- We have also worked as a staff with depth of knowledge. We have done an initial overview using a movie clip from The Sound of Music and we have worked on level 2 strategies for Depth of Knowledge. Mr. Vargyas worked with the staff on levels 3 and 4 using lesson plans and slide presentations from this school year.

**Goal #2 - Focus Area #2 – Culture of Excellence**

By May 2019, all certified teachers, aides, and attendants will participate in all Year 2 training components of the Leader in Me. - **Achieved**

- On September 21, the Lincoln staff completed our first day of two full days of training for this school year. Our trainer provided in-depth understanding of Habits 6 and 7.
- On October 10 during Professional Learning Opportunities (PLO), each committee discussed and formalized a ranking for each area. During every PLO, the committees work together to plan events, assemblies, communication with staff, and communications with parents.
- Every month, the Leader in Me committees work together to plan and organize events. Our next training is scheduled for February 1, 2019; however, our original trainer was pulled from our scheduled training dates. We now have two new trainers for our building who are very helpful.
- Training was held February 13 with our new trainer, Jennifer Williams. Mrs. Williams returned April 10 and then again on waiver day in the afternoon on May 7. Our second trainer, Sara Sutter, participates in conference calls with our Lighthouse Team monthly.

**Goal #3 - Focus Area #3 – Community Engagement**

By May 24 2019, the Lincoln Elementary staff will host three new community engagement events. These events will consist of a family engagement night (September 28) regarding the Leader in Me for
parents, a formal introductory meeting for parents regarding the Leader in Me (November 13), and a Leader in Me Leadership Day (May 8) for community members and other schools interested in the program. – Not Achieved

- On September 28, the family engagement team held an event in conjunction with our PTA Fall Festival. Parents and students learned about the Seven Habits through an ice cream sundae line.
- On November 13, 2018, Lincoln Elementary held our Leader in Me parent engagement night. Students and staff presented information on the meanings behind the Seven Habits with interactive demonstrations. About 100 people attended (parents and students) the event.
- With our lack of training sessions this year and the new trainers, our Leadership Day has been rescheduled for the months of April and May, both of our new trainers have stated that we are not ready as a staff to hold a Leader in Me Leadership Day.

Goal #4 - Focus Area #4 – Resources and Leveraging
By May 24, 2019, Lincoln Elementary School will develop and implement a personalized letter writing campaign (20 businesses) and speaking engagements/meetings (3-5) to procure monetary donations from area business and community groups to help support the Leader in Me. – Not Achieved

- The letter writing campaign has been a slow process.
- Our Metropolis Popcorn fundraiser finished the Friday before spring break. We raised a little over $3,000 for Leader in Me. Our last fundraiser this year for Leader in Me was a bake sale during the Grand Art Show on April 26.

Preston Elementary School SMART Goals:

Goal #1 - Focus Area #1 - College and Career Readiness
By the end of the 2018-2019 school year, Preston Elementary will help close the achievement gap for all students by increasing the performance index for students with disabilities by 5% in ELA and MATH as reflected on the 2019 LRC. – Not Achieved – Pending Local Report Card

- Our Special Education team dedicates time each week to meet together and discuss the students, their progress and what changes need to be made to continue their forward progress.
- After the final round of MAP testing our SPED population we have a 5% growth in closing the achievement gap in Reading and we have a -9% in Math.
- The final results of our MAP data were as follows: We had a decrease of 7.1% in our ELA scores and a decrease of 2.8 % in our Math scores.
- The BLT and our Special Education staff are working very hard to determine changes to schedules and also placement of students to change the trend. Preston has a staff goal to work on utilizing small groups in all areas (special education, interventions, enrichment, behavior and social emotional work) to raise our scores.

Goal #2 - Focus Area #2 - Culture of Excellence
By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every classroom and setting school-wide. - Achieved

- The staff have embraced the idea of PBIS and continue to see improvements in our students’ behavior. We reflect upon data from PSW and see improvements. We have decided to change the organization of our lunch and recess program as a result of looking at the data for incidents.
- School wide videos for behavior have been incorporated into the day. These are student and teacher created.
- We are going to continue to work towards all staff being knowledgeable in the PBIS vocabulary and setting the examples on being positive.

Goal #3 - Focus Area #3 -Community Engagement
By the end of the 2018-2019 school year, the Preston Staff along with our PTA will plan and host or co-host a minimum of three community engagement events. – *Achieved*

- Preston Staff hosted a Success Night for Families within the building.
- The Vendor Event was a big success for Preston and Roberts. It was well attended and both schools PTA groups profited from the event.
- The all elementary success night was canceled due to an extreme lack of participation on the part of the families. We are regrouping as a principal team to investigate future success.
- The Art Show/Science Fair/STEAM was a wonderfully successful way to end the year with our families. The attendance was approximately 320 people.
- Preston has had 4 community events during the school year.

**Goal #4 - Focus Area #4 - Buildings and Resource Leveraging**

By the end of the 2018-2019 school year, Preston staff will engage in exploration of grant opportunities and share resources and strategies for writing grant proposals in an effort to increase outside revenue. – *Achieved*

- Preston staff participated in a GAR reception and also attended sessions. One Preston staff member tutored other staff members on how to properly utilize Donors Choose.
- We had three staff members who were successful in receiving projects funded by outside sources. Our music teacher was the recipient of two and our 5th grade teacher received sponsorship through the Soap Box Derby.
  - Another teacher increased the donation from the Soap Box Derby. This also was shared with other schools that were able to accept the donation.
- Our team was awarded their Foundation Grant.
- An additional teacher received a Donors Choose Grant for classroom resources.
- The staff received a total of eight grants for this year.

**Price Elementary School SMART Goals:**

**Goal #1 - Focus Area #1 - College and Career Readiness**

By the end of the 2018-2019 school year, Price will implement two new strategies to increase kindergarten readiness experiences. – *Not Met*

- Kindergarten Parent Information Night the evening of Tuesday, January 22. At this event, the parents were given bags that contained many informational items, such as the 16 for Success kits including take away activities that parents could work on with their students.

**Goal #2 - Focus Area #2 - Culture of Excellence**

By the end of the 2018-2019 school year, the revised Black Tiger Pride, PBIS program, will be implemented at Price. - *Achieved*

- Black Tiger Pride has been implemented across the building.
  - Posters have been hanged and lessons have been implemented on expectations in the different areas.
  - Students earn praise paws, which they can use to purchase items from the Praise Paw cart.
  - Q1 we have had 3,593 praise paws turned in for rewards.
- We have had a Tiered Fidelity Inventory completed with our BLT and Stephanie Denham, and we are at 57% implementation. Once we obtain 75% implementation, we can begin Tier II focus.
- Stephanie Denham came in and did a walkthrough looking at whether staff/students know what the school-wide expectations are (Be Respectful, Take Responsibility, and Practice Safety). 5/5 staff knew the expectations; 7/10 students knew all 3, 2/10 students knew two of the three and 1/10 did not know any. In addition, 9/10 students have received praise paws for following the expectations, and 4/5 staff have handed out praise paws to students for following the expectations.
Students were rewarded at the conclusion of the school year with a master drawing of praise paws for some fabulous prizes. Prizes included gift cards to the Cinemark, Downview Sports, Subway, Game Stop, book bags with supplies, Free Stonehenge put-put passes, and posters. We were able to reward 57 students.

Goal #3 - Focus Area #3 - Community Engagement
By October 30, 2018, Price will establish a community engagement committee, which will plan and host a minimum of three community engagement events during the 2018-2019 school year. - Achieved

- A committee has been formed as of September 12, and meet monthly during our Early Release Wednesday time for our PLC’s.
- Literacy Night, which was put on by our Title teachers, and our PTA, on August 30, 2018. At the event, there were literacy games, volunteers reading stories, information on 3rd grade Reading Guarantee, as well as Bingo for Books.
- Price Mini-Health Fair on Tuesday, February 26. Through help from Kent State University’s Colleges of Public Health and Education, Health and Human Services. We had several university students come and present on health topics for our parents. They also had games and activities for the students, so the parents could sit through the presentations. Following the presentations, there were stations from local health agencies as well as the university sharing offerings, information and recipes focusing on health and nutrition.
- Culture Fair, which was on Tuesday, March 19 from 2-5. From 2-3, each classroom was able to sign up to visit two of the nine stations that were presented. Additionally, in working with Bill Bailey, he was able to provide fried rice and egg rolls for a lunch option, and have samples for the students who brought their lunch.
- Unfortunately, the Elementary Family Success Night that was scheduled for March 21 had to be cancelled due to low initial reservations.

Goal #4 - Focus Area #4 - Buildings and Resource Leveraging
By the end of 2018-2019 Price will strengthen partnerships in support of student achievement by way of increasing outside revenue (grants/donations) by 10%. – Presumed to have been achieved – Lacking baseline data

- Our committee has been working on how much funding in grants we have received last year, as well as collecting data on how much we have gotten so far this year.
- 3 teachers had a number of individuals donate funds to purchase a book a month for students, through Scholastic. The amount collected was $1,646, and has been able to fund 183 students.
- Coach Farrell was able to get a grant from First Tee in the amount of $3,200 in golf equipment.
- We have had a total of 415 volunteer hours in the building for Q1.
- Lucille Esposito came to Price on Nov. 14, to talk about the GAR Educator Initiative Grants.
- Donations into the building have included:
  - 2 pallets of student school supplies:
    - 7 boxes of backpacks
    - 4 boxes of 3 ring binders
    - 20 boxes of spiral notebooks
    - 3 boxes of school supplies
- Partnering with Ballet in the City to get a grant to help our 1st grade students in ELA, and transition into 2nd grade for next year. One of our volunteers, who is a dance instructor.
  - 1st Grade will have presentations on May 3 and May 10 regarding ballet.
  - Books will be distributed to the students to read.
  - In the fall, the same group of students will have presentations on September 30 and October 4.
The families then will be invited (for free) to attend a ballet performance on October 18 at E.J. Thomas Hall.

- We have also had a total of 439 volunteer hours in the building for Q2.
- Ballet in the City was expanded to our second grade students this year, which will expand it to our second and third grade students next year. We may never know the total amount that this grant is worth, but it could be a once in a lifetime opportunity for our students.
- We had a total of 600 volunteer hours during Q3, many of which were specific to our Reading by 9 program, and our Field Day.
- The total for the year was 1,864 volunteer hours for the year.
- Our Physical Education teacher, Jim Farrell, was also able to get the Cleveland Cavaliers to donate 500 CAVS water bottles for our students and building.
- Based on our one grant awarded last year for a 3D printer, at a cost of $4,500, it appears as if we have exceeded that amount. We don’t have a tally on how many volunteer hours we had previously, however, we will continue to track this.

Richardson Elementary School SMART Goals:

Goal #1 - Focus Area #1 - College and Career Readiness
By the end of the 2018-2019 school year, Richardson Elementary will help close the achievement gap for all students by increasing the performance index for students with disabilities by 5% in ELA and MATH as reflected on the 2019 LRC. – Need Data from LRC

- The Richardson BLT met in September to outline TBT expectations to align with the goal mentioned above. It was determined that TBT’s will utilize the NWEA MAP learning continuum as the focus of this work. Small groups were selected based on data for targeted intervention and enrichment cycles.
- During the September Staff Meeting BLT expectations for TBT’s were presented.
- During the September 24th District Professional Development Day Chris Ferrell from SST 8 presented to the Richardson Staff on the state TBT expectations. Her presentation focused on visible leaning and strategies to best optimize learning in literacy and math.
- Staff meet in TBT’s during the first and third ERW of the month to work on this goal.
- The Hattie Visible Learning Event which was held in Solon, OH on October 17, 2018 was attended by the building principal. Strategies and research from this event have been shared with the staff through BLT meetings, TBT meetings, the Visible Learning books, and weekly bulletins.
- Bi-monthly ERW meetings have been utilized to analyze NWEA MAP data, state data, district data, and classroom data in order to inform instruction and plan for Intervention and Enrichment (IE) groupings.
- The Richardson Staff is been focusing on “Depth of Knowledge” integration. This has been the focus of a BLT meeting and an ERW session during quarter 3. Staff members have been given resources to assist with usage.

Goal #2 - Focus Area #2 - Culture of Excellence
By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every classroom and setting school-wide. - Achieved

- The Richardson Elementary staff taught all “Black Tiger Pride” PBIS expectations to the Richardson Elementary students within first 2-weeks of the 2018-2019 school year.
- 100% of Richardson Elementary School Staff have successfully implemented school-wide Class Dojo for home school collaboration and positive acknowledgments.
- The Richardson Staff is utilizing “Black Tiger Pride” Tickets for acknowledgements. These tickets are drawn weekly and bi-weekly. Students are also acknowledged through “Black Tiger Pride” stickers or gold coins. Classes are acknowledged with Classroom Tigers.
- Consistent PBIS signage has been displayed throughout the building. Signs includes PBIS matrices, “Black Tiger Pride” locker tags, and student pledge cards.
• The “Black Tiger Promise” is recited building-wide daily over the morning announcements.
• The “Black Tiger Pride” song, written by Jodi Tucker, was taught to all students in music class. This song is sang by students every Friday over the morning announcements.
• School-wide behavior data (PSW) is reviewed monthly at each BLT meeting.
• Our PBIS school-wide booster session focused on hallway, cafeteria, and playground behavior. This was reflective of our Public School Works data. Reminders of this BLT expectation are shared with staff through weekly bulletins and the REMIND APP.
• The Richardson Elementary BLT completed the PBIS tiered fidelity inventory with the SST8 on 12/6/18. This is the second year that the Richardson BLT has completed the inventory. Richardson elementary has gone from 44% PBIS implementation during the 2017-2018 school year to 89% implementation during the 2018-2019 school year based on the PBIS tiered fidelity inventory.
• The Richardson Elementary BLT attended the PBIS Tier II training on February 5, 2019. As a result of this training, research-based Tier II interventions are beginning to be implemented. To date, the Richardson staff is using CICO (Check-in, Check-out) to positively impact student behavior.
• The Richardson BLT had discussion during the May meeting about ways to improve our current system. For the 2019-2020 school year, we will update our classroom behavior charts and acknowledgement system.

Goal #3 - Focus Area #3 - Community Engagement
By the end of the 2018-2019 school year, the Richardson Staff along with our PTA will plan and host or co-host a minimum of three community engagement events. - Achieved
• Veteran’s Day community engagement event that will take place on Tuesday, November 13th at 2:00 pm.
• The Richardson Elementary School is engaged with ACME Fresh Market in an on-going collaboration. Activities include a shared a Halloween coloring contest, a “Breakfast with Santa” a “most-needed items at Richardson” list with cash back for Richardson PTA incentive, ACME staff actively engaged as school volunteers, and free on-line grocery pick-up to Richardson parents who park in the ACME lot at dismissal.
• Richardson Elementary hosted an “It’s All About Love and Light” Holiday Concert Community Engagement Event on November 29, 2018.
• Richardson Elementary hosted a Kid’s Heart Health Challenge, formally known as “Jump Rope for Heart”. This event took place on February 28, 2019. The event raised $5,356 for the American Heart Association. Over the last 15 years, Richardson Elementary (led by Stephanie Petit, PE Teacher) has raised $76,357.54 for the American Heart Association.
• Richardson Elementary organized a fundraiser for a student who is currently battling neuroblastoma. Richardson partnered with ACME, Chick-fil-A, Grandview Methodist Church, and Young’s to host this fundraiser. “Joining Together for Jackson” began March 4, 2019. All monies raised from this event will be split between Jackson’s family (to assist with his care) and “Project Ed Bear” (a local organization that supports Jackson and other students within the Cuyahoga Falls School District).
• Richardson Elementary, in conjunction with the Richardson PTA, held our annual “Breakfast with the Easter Bunny/Silent Auction event on Saturday, April 6th. For the first time this year, we incorporated a military

Goal #4 - Focus Area #4 - Buildings and Resource Leveraging
By the end of the 2018-2019 school year, Richardson staff will engage in exploration of grant opportunities and share resources and strategies for writing grant proposals in an effort to increase outside revenue. - Achieved
• Stephanie Petit submitted a $460 grant proposal to Target for a Pro-Football Hall of Fame Field Trip.
• Cheryl Bruce received a $700 Target grant titled “Becoming Biomimicry Engineers”.
Cheryl Bruce received an “Every Kid in the Park” Grant. This grant will allow 4th grade students in Title I schools the opportunity to visit the Cuyahoga Valley National Park.

The first grade team submitted a Cuyahoga Falls Foundation Grant proposal titled “Tiny Tiger Math Clubs”. The amount requested for this grant was $500.

The kindergarten team submitted a GAR grant proposal titled “Building Emotional Wellness Inside Out”. The requested amount of this grant was $9,730.

The third grade team submitted a GAR grant proposal titled “Embracing Our Community”. The requested amount of this grant was $10,000.

The kindergarten team was granted $500 Cuyahoga Falls Foundation Grant proposal titled “Building Tiny Tiger Phonics Skills”.

Stephanie Petit, physical education teacher, submitted a Cuyahoga Falls Foundation Grant proposal titled “As the Garden Grows”. The amount requested for this grant was $500. This grant was approved.

Silver Lake Elementary Schools SMART Goals:

Goal #1 - Focus Area #1 - College and Career Readiness
By the end of the 2018-2019 school year, the Silver Lake Elementary will implement two new strategies to increase Kindergarten readiness experiences. – Achieved

- Silver Lake Kindergarten teachers and administration were trained on 16 Keys to Success Program from Summit Education Initiative and participated in the Kindergarten Welcome Night on January 22, 2019; however, attendance was negatively impacted by a calamity day. Additionally, materials (i.e. 16 Keys to Success Program) have been distributed to our current families that we know have incoming Kindergarten students as this was identified as crucial to increasing Kindergarten Readiness per our Elementary Kindergarten Readiness Coalition.
- All six CFCSD Elementary Schools will implement Kindergarten screening prior to the first day of school for our Kindergarten students. The screener has been developed in conjunction with Summit Education Initiative (SEI). This strategy will increase readiness in that we will be able to assess this year’s learners prior to class placements and start communicating with area Pre-K programs during the 2019-20 school year as to what we will screen for in the future so that we can increase readiness prior to starting Kindergarten.

Goal #2 - Focus Area #2 - Culture of Excellence
By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every classroom and setting school-wide. – Achieved

- 100% of certified and classified staff in the building are using Black Tiger Pride tickets to acknowledge positive behavior choices. The Silver Lake PBIS team meets once a month to review discipline data and plan building-wide events which students can access with a given number of BTP tickets. 100% of classrooms have created classroom level acknowledgements and/or events that students can redeem BTP tickets for as well. Admin has celebrated a monthly recognition, e.g. in September staff nominated a student he/she felt did an exemplary job of showing us how to “Be Respectful. These students attend a Donut Party in the teacher’s lounge. We have also increased recognition of Positive Office Referrals on Public School Works by 100% compared to the 2017-18 school year.
- Silver Lake Elementary increased our score on the School-Wide PBIS Tiered Fidelity Inventory that was administered by State Support Team 8. In December 2017, the building scored 10/30 (33%) compared to 26/30 (87%) in December 2018.
- Silver Lake Elementary was recommended to move to Tier II training for PBIS per Department of College and Career Readiness and State Support Team 8. We are starting to identify our criteria for moving to Tier II for behavior building-wide while also piloting Tier II group interventions for current small group of students who need this support.
By the end of the 2018-19 school year, Silver Lake Elementary will participate in social justice/diversity training. – *Achieved*

- 80% of Silver Lake staff took part in CFCSD professional development day and engaged in feedback via the Google team Drive. 100% of teachers engaged in Early Release Wednesday (ERW) session centered on reexamining least restrictive environment.
- 100% of Silver Lake staff took part in Social Justice League “Danger of Silence” activity during Early Release Wednesday and building-level session with Denise Ward.
- 96% of Silver Lake staff participated in CFCSD Professional Development Day on February 1, 2019. The focus for the day was increasing our awareness of social justice issues that impact educators and students. Additionally, staff participated in exercises where they examined their own personal biases.

**Goal #3 - Focus Area #3 - Community Engagement**

By October 30, 2018, Silver Lake will establish a community engagement committee in conjunction with Home and School League that will plan and host a minimum of three community engagement events during the 2018-2019 school year. – *Achieved*

- Community Engagement committee was formed. On October 18, 2018 we held our first community engagement event – Fall into Reading – a literacy night mixed with festive fall activities. We had over 200 people in attendance for this event, including students, teachers, community members, central office administrator and Board of Education members.
- February 15, 2019 we held our Family Valentine’s Day dance. The committee celebrated the inclusive nature of our event (versus daddy/daughter dance or mom prom). Attendance at the event was around 100 people, including students, teachers and community members. The committee also continues to give regular updates on CFCSD Master Facility Meetings and the Visioning process to keep all stakeholders involved.

**Goal #4 - Focus Area #4 - Buildings and Resource Leveraging**

By October 30, 2018, Silver Lake Elementary Building Leadership Team will construct a tool to be utilized in conjunction with a specific protocol to implement when a student/family indicates they are withdrawing from CFCSD to attend elsewhere. – *In Progress*

- We did not meet this deadline for goal completion, as the date set was not SMART in terms of attainability. Work continues on formation of a formal tool and protocol. We do know that since August, 89% of families that left Silver Lake Elementary to attend school in another district did so due to a change in residence. As part of building protocol, we intentionally asked families if we could help guide them through the open enrollment process so that they could stay at our school and the team felt this was an important addition to the process. The seven families that we spoke to indicated that transportation/travel time would make that a difficult option for them. The remaining 11% would not return multiple phone call attempts.
- This goal was revised to make it more attainable.
- The BLT would like to examine the possibility of a quarterly mailing to our families that are open enrolled out. We could share goal updates and/or other good news happening in the district and home building as well as offer a quick way to access registration. We would like to work with central office to understand the current guidelines for registration and how CFCSD resident students can quickly “come home” where they belong.