



Black Tiger Pride Strategic Plan

2019-2020 Goals – Initial Document

431 Stow Avenue
Cuyahoga Falls, OH 44221

p. 330-926-3800
f. 330-920-1074

cf_nichols@cfalls.org
cfalls.org

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I. 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.

II. 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. Summative measures, for some grade-level assessments, are found in the Progress section of the Local Report Card, which is reported as a Growth Index for all tests by building and district. It is important to note, -0.99 to 0.99 is an index that represents expected growth relative to the peer group. Above expected growth over time will result in achievement, which is best represented in the Performance Index on the Local Report Card.

Formatively, growth and achievement are measured through classroom assessments and NWEA MAP assessments across buildings and the district.

The way in which Growth Index is presented changed with the 2018 Local Report Card issued by the Ohio Department of Education (ODE). Reporting now includes a single-year index, two-year index, and three-year index. The three-year index is used to determine the report card grade. These indices reflect a factor of evidence that students made growth relative to a Growth Standard established by the ODE.

Accountability Measure	Three-year Index	Two-year Index	Current-year Index	Report Card Grade
Overall	-14.74	-10.71	-1.80	F
Gifted	-2.81	-1.23	1.84	F
Lowest 20%	-3.88	-2.20	-1.15	F
Students with Disabilities	-5.85	-3.31	-1.57	F

The data in the table below represents the indices for Overall Growth at each of the buildings in the District.

Building	Three-year Index	Two-year Index	Current-year Index	Report Card Grade
DeWitt	3.88	2.71	3.40	A
Lincoln	-4.48	-0.60	1.30	F
Preston	-3.89	-1.08	0.34	F
Price	-7.99	-5.91	-3.16	F
Richardson	-2.45	-1.85	2.50	F
Silver Lake	-0.50	0.02	1.36	C
Bolich	-6.69	-7.67	-2.66	F
Roberts	-2.66	-4.19	1.57	F
CFHS	-11.46	-6.19	-5.49	F

The use of American Institutes for Research (AIR) tests and End-of-course Exams as assessment tools is now in year three of use. The table above shows the growth indices over the last three years for each of our buildings. You will find that current-year growth indices are significantly better than the three-year index. As the transition year of AIR drops, we are anticipating improvement in our three-year scores.

Building	2017 Performance Index	2018 Performance Index	2019 Performance Index
DeWitt	97.9	98.1	100.4
Lincoln	91.1	90.9	91.7
Preston	93.3	91.1	91.3
Price	91.9	89.2	93.3
Richardson	92.2	89.7	91.5
Silver Lake	101.1	100.1	101.7
Bolich	83.9	82.8	84.7
Roberts	87.6	83.2	83.7
CFHS	72.9	77.1	77.4
CFCSD	86.6	85.9	87.3

Building	Economically Disadvantaged (ED)	Students with Disabilities (SWD)	English Learners (EL)	Demographic Challenge (ED + SWD+EL)
DeWitt	56.3%	11.6%	7.4%	75.3
Lincoln	46.2%	12.4%	7.7%	66.3
Preston	61.4%	15.1%	5.1%	81.6
Price	67.3%	10.5%	7.6%	85.4
Richardson	44.0%	11.2%	2.7%	57.9
Silver Lake	30.0%	12.4%	N/A	42.4*
Bolich	49.6%	15.4%	3.6%	68.6
Roberts	45.4%	16.9%	N/A	62.3*
CFHS	44.1%	18.1%	2.7%	64.9
CFCSD	48.3%	14.8%	4.0%	67.1

The percentage of English Learners were not large enough at Silver Lake or Roberts to be reported. We anticipate changes as our population of EL students grows. Typically, student achievement as depicted above by performance index, is strongly correlated with the demographic make-up of the students in the building or district. As shown above, Price, Preston, and DeWitt have the greatest demographic challenges in Cuyahoga Falls City Schools. That said, the performance index achieved at DeWitt and Price are of note.

AIR Results – ELA 2019

Grade	Cuyahoga Falls Proficient or Above	Similar Districts Proficient or Above	Ohio Proficient or Above
3 rd	71.6%	73.8%	66.7%
4 th	66.7%	70.2%	63.3%
5 th	74.7%	75.2%	69.8%
6 th	58.4%	61.8%	56.1%
7 th	64.8%	72.9%	67.7%
8 th	44.6%	63.9%	58.3%
ELA 1	76.1%	75.4%	68.3%
ELA 2	64.4%	71.5%	66.2%

English Language Arts acceleration begins in 8th grade in Cuyahoga Falls. As a result, 63 8th-grade students took the ELA 1 end-of-course exam rather than the grade-level test. Likewise, 53 9th-grade students took the ELA 2 end-of-course exam. A closer look at these test results by grade level shows that our accelerated students do very well.

Assessment	8 th -Grade Students	9 th -Grade Students	10 th -Grade Students	11 th -Grade Students	12 th -Grade Students
8 th	100/234 = 42.7%	N/A	N/A	N/A	N/A
ELA - 1	63/63 = 100%	207/295 = 70.1%	4/7 = 57.1%	0/13 = 0%	N/A
ELA - 2	N/A	52/53 = 98.1%	137/247 = 55.4%	4/26 = 15.3%	0/3 = 0%

Percentages of proficient or better sometimes differ from the Local Report Card due to the “Where Kids Count” rules as they are applied to the raw data.

AIR Results – Math 2019

Grade	Cuyahoga Falls Proficient or Above	Similar Districts Proficient or Above	Ohio Proficient or Above
3 rd	76.5%	74.9%	67.1%
4 th	84.9%	81.9%	74.3%
5 th	73.2%	68.9%	62.5%
6 th	46.6%	64.4%	60.1%
7 th	51.9%	62.8%	57.5%
8 th	58.8%	62.3%	57.1%
Algebra	52.7%	69.2%	61.1%
Geometry	43.1%	55.5%	50.1%

Acceleration begins in 6th grade for mathematics in Cuyahoga Falls. Again, our accelerated students do well on the assessments.

Assessment	6 th -Grade Students	7 th -Grade Students	8 th -Grade Students	9 th -Grade Students	10 th -Grade Students	11 th -Grade Students	12 th -Grade Students
6 th	111/249 = 44.5%	N/A	N/A	N/A	N/A	N/A	N/A
7 th	55/55 = 100%	81/216 = 37.5%	N/A	N/A	N/A	N/A	N/A
8 th	15/15 = 100%	65/77 = 84.4%	94/205 = 45.8%	N/A	N/A	N/A	N/A
Algebra 1	N/A	18/18 = 100%	88/89 = 98.8%	78/244 = 31.9%	3/22 = 13.6%	7/44 = 15.9%	N/A
Geometry	N/A	N/A	1/1 = 100%	71/91 = 78.0%	47/198 = 23.7%	1/51 = 1.9%	0/1 = 0.0%

Percentages of proficient or better sometimes differ from the Local Report Card due to the “Where Kids Count” rules as they are applied to the raw data.

AIR Results – Science and Social Studies 2019

Grade	Cuyahoga Falls Proficient or Above	Similar Districts Proficient or Above	Ohio Proficient or Above
5 th - Science	70.7%	72.3%	65.0%
8 th - Science	67.9%	73.0%	68.2%
Biology	76.4%	79.6%	73.7%
Am. History	80.5%	83.1%	78.1%
Am. Government	81.3%	84.3%	77.7%

We are pleased that our American History and American Government met the Indicator threshold of 80%.

Assessment	6 th -Grade Students	7 th -Grade Students	8 th -Grade Students	9 th -Grade Students	10 th -Grade Students	11 th -Grade Students	12 th -Grade Students
Biology	N/A	N/A	N/A	255/341 = 74.7%	5/9 = 55.5%	3/10 = 30.0%	1/1 = 100%
American History	N/A	N/A	33/33 = 100%	242/302 = 80.1%	15/25 = 60.0%	2/10 = 20.0%	3/3 = 100%
American Government	N/A	N/A	N/A	N/A	4/4 = 100%	103/132 = 78.0%	0/1 = 0.0%

We also offer high school credit to middle school students in American History. These students are predominantly the same students who are accelerated in other subject areas and do quite well in all subject areas.

Building-level Assessment Data:

Building	ELA-3	Math-3	ELA-4	Math-4	ELA-5	Math-5	Science-5
DeWitt	72.1%	86.8%	73.8%	92.3%	78.5%	81.5%	84.6%
Lincoln	73.9%	68.2%	57.1%	77.9%	74.0%	74.0%	76.3%
Preston	62.2%	68.9%	68.0%	74.0%	75.6%	73.3%	68.9%
Price	78.3%	85.0%	65.9%	92.7%	66.1%	61.3%	61.3%
Richardson	69.4%	72.2%	69.5%	85.0%	68.7%	69.7%	53.0%
Silver Lake	71.9%	84.4%	71.4%	93.0%	91.2%	78.8%	81.3%

Building	ELA-6	Math-6	ELA-7	Math-7	ELA-8	Math-8	Science-8
Bolich	59.4%	50.7%	67.4%	48.6%	48.5%	56.5%	68.8%
Roberts	57.2%	42.2%	61.2%	56.0%	37.9%	62.2%	66.9%

Building	Algebra 1	Geometry	ELA 1	ELA 2	Am History	Am Gov.	Biology
Bolich	98.7%	N/A	100%	N/A	100%	N/A	N/A
Roberts	100%	N/A	100%	N/A	100%	N/A	N/A
CFHS	32.1%	42.2%	70.7%	64.2%	78.5%	81.3%	76.1%

Cohort	N	English	Mathematics	Reading	Science	Composite
2014	209	21.2 / 21.4	21.3 / 21.7	22.4 / 22.4	21.9 / 22.0	21.8 / 22.0
2015	213	21.0 / 21.4	21.0 / 21.7	22.5 / 22.5	21.9 / 22.1	21.7 / 22.0
2016	247	20.0 / 21.2	20.4 / 21.6	21.6 / 22.5	21.4 / 22.0	21.0 / 22.0
2017	231	20.0 / 21.2	20.5 / 21.6	21.5 / 22.5	21.3 / 22.0	21.0 / 22.0
2018	326	18.1 / 19.3	19.3 / 20.3	19.8 / 20.8	19.2 / 20.4	19.2 / 20.3
2019	361	17.2 / 19.0	18.6 / 19.9	18.4 / 20.5	18.5 / 20.1	18.3 / 20.0

In the table above, the first number in each cell represents District data and the second number in each cell represents Ohio data. As the participation percentage of the Cohort increases, ACT scores naturally decline. Beginning with Cohort 2018, the ACT was administered to all students across the state; thus, the average score at the District and State level declined.

In terms of college readiness as defined by ACT (English – 18; Math – 22; Reading – 22; Science – 23), Cohort 2019 is described as follows:

- College English Composition: CF – 45%; OH – 53%
- College Algebra: CF – 26%; OH – 35%
- College Social Science: CF – 29%; OH – 41%
- College Biology: CF – 24%; OH – 33%
- Meeting All Four: CF – 15%; OH – 23%

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 FY19 forecast as estimated in the October 2018 Five-year Forecast, the FY19 forecast as estimated in the May 2019 Five-year Forecast, the year-end totals for FY19, and the FY20 forecast as estimated in the May 2019 Five-year Forecast.

	FY19 October 2018 Five-year Forecast	FY19 May 2019 Five-year Forecast	FY19 Year-end Totals	FY20 May 2019 Five-year Forecast
Revenue	\$57,186,852	\$60,164,544	\$59,482,823	\$56,623,881
Salary (100)	\$29,214,262	\$28,481,532	\$28,449,270	\$28,316,082
Benefits (200)	\$12,295,617	\$12,685,325	\$12,655,527	\$12,466,596
Purchased Services (400)	\$12,071,237	\$11,481,985	\$11,398,135	\$11,778,825
Supplies and Materials (500)	\$1,579,778	\$1,304,123	\$1,323,810	\$2,118,595
Capital Outlay (600)	\$2,940,257	\$1,454,914	\$1,222,847	\$2,494,969
Other (800)	\$658,937	\$658,937	\$565,681	\$669,301
Expenditures	\$58,830,088	\$58,248,593	\$57,874,737	\$57,914,368
Total	(\$1,643,236)	\$1,915,951	\$1,608,086	(\$1,290,487)

The table above demonstrates a continued effort to end the fiscal year with revenues greater than expenditures. It also demonstrates a continued effort to make conservative estimates in October and to exceed them throughout the fiscal year. Again, the passage of an Emergency Levy in November

2017 has contributed to our financial success as well as providing us with the resources necessary to address capital improvements, additional supplies and materials to support our curriculum, and additional staff in specific areas. Additionally, we used the results of the performance audit conducted by the Auditor of State's office to make recommended reductions based upon enrollment. We have an additional 4 mills of operating money included on the November 2019 ballot. If successful, 4 mills will generate over \$3 million in revenue.

Enrollment History - October

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K	324	372	391	356	392	385	348	359	330
1	350	350	382	374	373	390	383	362	351
2	372	347	341	361	374	360	390	361	332
3	368	379	343	343	382	380	366	380	358
4	392	362	370	337	351	378	377	353	371
5	357	401	373	389	335	354	371	358	343
6	353	340	401	348	396	327	339	327	340
7	370	399	346	406	373	396	316	320	340
8	394	386	368	358	404	379	388	305	321
9	451	496	393	364	370	414	361	368	298
10	341	354	405	395	373	368	395	332	359
11	363	317	372	436	394	380	413	419	350
12	397	370	343	362	426	376	352	392	409
OTH	45	55	71	24	25	23	25	24	22
Total	4,877	4,928	4,899	4,853	4,968	4,910	4,824	4,660	4,524

As Educational Choice gains in popularity, students are no longer restricted to 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 EdChoice scholarship, the Jon Peterson Scholarship, and the Autism Scholarship.

Enrollment in past years was relatively steady. Unfortunately, we have seen a decline in enrollment. Over the last two years, our enrollment has declined by 300 students in October.

	FY16	FY17	FY18	FY19	FY20
Open Enrollment - Out	251.93	277.65	300.41	340.39	372.73
Community School - Out	238.93	246.06	226.13	173.14	176.35
Jon Peterson Scholarship - Out	10.28	8.15	12.67	16.25	29.82
Autism Scholarship - Out	12.00	17.00	15.07	18.70	16.71
EdChoice	0.00	0.00	0.35	0.31	0.00
Open Enrollment - In	379.69	479.30	539.47	558.01	590.90
Net	-133.45	-69.56	-15.16	9.22	-4.71

The table above identifies the average daily membership (ADM) from the first school foundation payment report of October 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 this effort is increased revenue for the district.

Discipline Data – First Quarter

	Suspensions	Students	Days
2013-2014	59	50	213
2014-2015	89	73	298
2015-2016	56	51	152
2016-2017	65	53	196.5
2017-2018	79	64	250.5
2018-2019	59	57	245
2019-2020	66	62	182

	Expulsions	Students	Days
2013-2014	9	9	591
2014-2015	2	2	80
2015-2016	0	0	0
2016-2017	2	2	18
2017-2018	3	3	94
2018-2019	5	5	244
2019-2020	2	2	46

Chronic Absenteeism

Building	2013-14 Local Report Card	2014-15 Local Report Card	2015-16 Local Report Card	2016-17 Local Report Card	2017-18 Local Report Card	2018-19 Local Report Card
CFHS	15.3%	16.0%	17.2%	17.0%	19.9%	25.7%
Bolich	13.6%	13.4%	13.1%	16.4%	17.6%	15.9%
Roberts	9.1%	11.7%	8.1%	12.9%	19.9%	12.9%
DeWitt	5.6%	3.4%	3.6%	3.2%	7.0%	5.0%
Lincoln	N/A	3.5%	4.3%	4.9%	7.3%	6.1%
Preston	7.8%	12.4%	13.0%	8.3%	10.2%	12.9%
Price	7.2%	7.2%	4.6%	6.4%	7.8%	10.2%
Richardson	4.4%	4.7%	6.5%	7.5%	7.6%	7.0%
Silver Lake	3.4%	4.1%	5.3%	6.6%	5.3%	6.7%
District	9.9%	10.1%	10.6%	11.4%	14.4%	14.7%

Chronic absenteeism, as reported on the Local Report Card, represents absences from school equal to or greater than 10% of instructional time. Beginning last year, 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 comparisons above are not truly apples-to-apples. These changes were made to align with HB 410.

III. Focus Area Goals

Over the 2018-2019 school year, Cuyahoga Falls City School District engaged the community in the development of a five-year strategic plan titled Black Tiger Pride Strategic Plan 2019-2024. In the strategic plan, there are four focus areas that serve as the pillars upon which all department and building goals are stacked.

The 2019-2020 plan goals are as follows:

Focus Area #1: Student Success

Strategic Objective 1: Provide applied, hands-on learning in STEAM to all students.

Recommended Action 1.1: Define STEAM at a district level.

Goal: During the 2019-2020 school year, the district will develop a STEAM team comprised of CTIS, BLT members, media specialists, and administration that will define STEAM education as it applies to Cuyahoga Falls.

Recommended Action 1.5: Increase the skill level of students using technology.

Goal: During the 2019-2020 school year, teachers will increase the integration of technology in order to positively impact the students' skill level as evidenced by the skills assessment.

Strategic Objective 2: Embed oral and written communication skills within all subjects to improve student performance.

Recommended Action 2.1: Provide professional development on oral and written communication skills across the curriculum.

Goal: During the 2019-2020 school year, the district will develop a plan to provide professional development on oral and written communication skills across the curriculum.

Recommended Action 2.2: Expand programming and events that promote oral/written communication skills.

Goal: During the 2019-2020 school year, the district will strengthen communication skills among all students by expanding opportunities for students to demonstrate their oral and written skills.

Strategic Focus Area #2: Culture of Caring

Strategic Objective 1: Expand partnerships with community resources.

Recommended Action 1.2: Provide educational opportunities for families.

Goal: During the 2019-2020 school year, the district will create a menu of educational opportunities to families for future school years to come.

Strategic Objective 2: Celebrate successes of all staff and students.

Recommended Action 2.1: Publicly recognize and celebrate student and staff successes.

Recommended Action 2.2: Publicly recognize and celebrate school and community partnerships.

Goal: During the 2019-2020 school year, 100% of the administrative team will create a more unified system of recognition within the district.

Strategic Objective 4: Increase staff collaboration and communication across buildings and grade levels.

Recommended Action 4.1: Provide time for collaboration.

Goal: During the 2019-2020 school year, the district will dedicate a minimum of six hours of grade level/content collaboration time for staff.

Strategic Focus Area #3: Black Tiger Family

Strategic Objective 1: Share positive messages with the community about our students and schools.

Recommended Action 1.1: Hire a dedicated PR/Social Media firm/professional.

Goal: During the 2019-2020 school year, we will increase distribution of district materials (print and voice) by translating into languages that meet at least 90% of our families.

Strategic Objective 2: Invite and welcome families into the buildings.

Recommended Action 2.2: Engage and support district volunteer organizations.

Recommended Action 2.3: Develop strategies to increase family participation in building events.

Goal: During the 2019-2020 school year, we will develop a common platform to document and monitor attendance at all district engagement events.

Strategic Focus Area #4: Resource Leveraging

Strategic Objective 1: Develop methods for communication with the community on federal, state, and local school finances.

Recommended Action 1.1: Provide education to the community on school finance in Ohio and our district.

Goal: By June 2020, a finance team will develop up to five (5) opportunities to increase community awareness pertaining to school finance in the Cuyahoga Falls City School District.

Recommended Action 1.2: Provide education on school finance to the staff.

Goal: By June 2020, a finance team will develop up to three (3) opportunities to increase staff awareness pertaining to school finance in the Cuyahoga Falls City School District.

Recommended Action 1.3: Demonstrate fiscal responsibility.

Goal: By June 30, 2020, Cuyahoga Falls City School District will have increased the percentage of cash carryover from the end of FY19.

Strategic Objective 2: Design new facilities to promote flexible learning, collaboration, safety, and well-being.

Recommended Action 2.1: Develop building plans to support educational best practices.

Goal: Following the passage of the bond issue, the Cuyahoga Falls City School District Board of Education will designate an architectural firm to oversee the master facilities design process.

Goal: Following the passage of the bond issue, the Cuyahoga Falls City School District Board of Education will designate a construction manager to oversee the master facilities design process.

Goal: Following the passage of the bond issue, the Cuyahoga Falls City School District Board of Education will designate an owner's representative to oversee the master facilities design process.

Recommended Action 2.2: Provide extensive professional development on ways to utilize flexible space, collaborate on planning/teaching.

Goal: Following the passage of the bond issue, a research team will be created to meet quarterly to explore educational best practices within a flexible environment.

Strategic Objective 3: Identify and support additional revenue generation strategies.

Recommended Action 3.1: Develop levels of business sponsorships.

Goal: By June 2020, the finance team will create a master database of current business partners and identify current level of support.

Recommended Action 3.2: Solicit community sponsorships for new facilities.

Goal: By June 2020, a committee led by the finance team will collect resources and best practices on naming rights and signage based on neighboring districts' and schools' current tendencies.

Recommended Action 3.3: Increase the amount of outside revenues.

Goal: Through June 2020, the district will offer one Early Release Wednesday per month to give staff an opportunity for researching and training on grant opportunities and application processes.

IV. Department and Building Goals

Each year, we ask our department and building 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 previously. 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.

Departments

Athletics/Activities

Goal #1 – During the 2019-2020 school year, the athletic department will increase sponsorships and donations to the department by \$10,000. (Focus Area 4: Resource Leveraging)

Goal #2 – During the 2019-2020 school year, each team will participate in at least one community service project to help with the needs of the community. (Focus Area #3: Black Tiger Family)

Goal #3 – By the end of the 2019-2020 school year, the athletic department will develop a Captains Club designed to promote leadership and student led events. (Focus Area 1: Student Success)

Business Operations

Buildings and Grounds Department

Goal #1 – For the 2019-2020 school year, the maintenance department will have monthly Black Tiger Pride meetings (beginning in October). The intent is to discuss how we are positively impacting our students and staff through BTP. Data will be collected through anecdotal examples. We will also hand out BTP tickets. (Focus Area #3: Black Tiger Family)

Goal #2 – During the 2019-2020 school year, we will post on the department website at least 3 major or significant work accomplishments that have been completed by our maintenance department or contractors. (Focus Area 2: Culture of Caring)

Goal #3 – During the 2019-2020 school year, the maintenance department staff will investigate and pilot the replacement of outside lighting fixtures, lamps, and photocells at the high school, for energy savings and efficiency. Cost to operate comparison between current fixtures and lamps vs. LED lighting. (Focus Area #4: Resource Leveraging)

Food Services Department

Goal #1 – By the end of 2019-20 school year, The Food Service Department will dedicate a minimum of 6 hours of training related content time for all food service staff. (Focus Area #2: Culture of Caring)

Goal #2 – By the end of 2019-20 school year, The Food Service Department will perform 3 health & wellness assessments (Bolich, Roberts and CFHS). This assessment will identify the strengths and weaknesses of our school's procedures and programs for promoting health and safety. (Focus Area #3: Black Tiger Family)

Goal #3 – By the end of 2019-20 school year, The Food Service Department will collect data reflecting the weekly number of negative and low balance accounts for the purpose of determining the effectiveness of our current low balance all call, and negative balance procedure. (Focus Area #4: Resource Leveraging)

Transportation Department

Goal #1 – By May 1, 2020, all drivers and monitors will participate in a department presentation and/or activity to promote school bus/all modes of transportation safety. Focus will be made on AWARENESS. Drivers will implement school bus seating charts BEFORE school begins. With our ever-changing world, we want to strive for knowing where all children are at all times from day 1. Drivers will keep watch over students both on and off the bus. It is all about preventative care. We will be watching bus riders AND walkers. (Focus Area 1: Student Success)

Goal #2 – We will develop a system to have updated bussing ridership lists available and sent to all schools based on fluctuation in student enrollment. At the beginning of the year in August and after January 1, bussing lists will go to all schools twice a week until October and February. Then new lists will go out every other Friday. Our routing software allows us to see when we have an influx of new students. If there is a big increase, new lists will go out sooner. (Focus Area #4: Resource Leveraging)

Goal #3 – By Oct 1, 2019, transportation will have monthly meetings to develop better communication in our department. We will have regular discussions on Black Tiger Pride and department/district unification. Drivers and monitors will conduct 15-minute monthly meetings with predetermined subjects. This, in turn, will develop a more inclusive response to positive feedback throughout the district. (Focus Area #3: Black Tiger Family)

Theatre Operations Department

Goal #1 – Two new students from Stage Crew will be trained on a light and sound board each semester. These students will be taught by myself and fellow students. In learning this new technology, it will be useful to the student, the community, and the school district as these students will be working the many different events Stage Crew are involved with. (Focus Area 1: Student Success)

Goal #2 – During the 2019-2020 school year, the Auditorium House lighting will be changed to LED bulbs for energy savings and efficiency. The cost to operate comparison between current fixtures and lamps vs. LED lighting. (Focus Area 2: Culture of Caring)

Goal #3 – Every month during the 2019-2020 school year the Stage Crew will meet in the Auditorium to perform monthly maintenance and cleaning. Thus, ensuring pride in the Auditorium and maintaining a high level of excellence and functionality. (Focus Area #3: Black Tiger Family)

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-5

Goal #1 – During the 2019-2020 school year, the elementary curriculum department 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 2020 LRC. (Focus Area 1: Student Success)

Goal #2 – During the 2019-2020 school year, the elementary curriculum department will provide grade level/content collaboration time for elementary staff members focused on learning and engaging with the most updated content standards and how they should be enacted within classrooms as measured by professional development agendas and examples. (Focus Area 2: Culture of Caring)

Goal #3 – By the end of the 2019-2020 school year, the elementary curriculum department will help plan/host elementary community engagement functions including Kindergarten Welcome Night, Title I Literacy events, Keys to Success Parent-Teacher Engagements, and Elementary Community Coalition Meetings. (Focus Area 3: Black Tiger Family)

Goal #4 – During the 2019-2020 school year, the secondary and elementary curriculum department will work together to provide multiple opportunities for teachers to participate in grant-writing professional development as measured by ERW calendar and examples. (Focus Area 4: Resource Leveraging)

Teaching and Learning 6-12+

Goal #1 – During the 2019-2020 school year, the secondary curriculum department 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 2020 LRC. (Focus Area 1: Student Success)

Goal #2 – During the 2019-2020 school year, the secondary curriculum department will provide grade level/content collaboration time for middle school and high school staff members focused on learning about and engaging in the most updated content standards and how they should be enacted within our classrooms. (Focus Area 2: Culture of Caring)

Goal #3 – By the end of the 2019-2020 school year, the secondary curriculum department will help plan/host various community engagement functions, including CCP night, Freshmen Orientation, and Middle School CTE Visitation. (Focus Area 3: Black Tiger Family)

Goal #4 – During the 2019-2020 school year, the secondary and elementary curriculum department will work together to provide multiple opportunities for teachers to participate in grant-writing professional development. (Focus Area 4: Resource Leveraging)

Department of Exceptional Children

- Goal #1** – By the end of the 2019-20 school year, the department of Exceptional Children will implement 3 community education opportunities. (Focus Area 2: Culture of Caring)
- Goal #2** – By the end of the 2019-20 school year, the department of Exceptional Children will implement 5 models of service delivery in each district building focusing on inclusion, support, and equity for all learners. (Focus Area 1: Student Success)
- Goal #3** – By the end of the 2019-20 school year, the department of Exceptional Children will identify and increase participation/attendance quantities in community events facilitated by the this department and formally celebrate staff and learner successes 4 times. (Focus Area #3: Black Tiger Family)

Special Education Department

- Goal #1** – By the end of the 2019-20 school year, the department of Special Education will utilize the results of the family survey to develop at least one Special Education-specific event. (Focus Area 2: Culture of Caring)
- Goal #2** – By the end of the 2019-20 school year, the department of Special Education will increase the percentage of students who receive their special education services in the general education setting for at least 80% of their school (EMIS code IE13) from 56% to 65% and, conversely, decrease the percentage of students who receive their special education services in the special education setting for more than 60% of their school day (EMIS code IE15) from 15% to 10%.(Focus Area 1: Student Success)
- Goal #3** – By the end of the 2019-20 school year, the department of Special Education will increase the number of student athletes who participate in the Special Olympics. (Focus Area #3: Black Tiger Family)

English Learners Department

- Goal #1** – During the 2019-2020 school year, the English Learner (EL) department will provide professional development on incorporating Sheltered Instruction Observation Protocol (SIOP) methods into classroom instruction to strengthen students' oral and written communication skills. (Focus Area 1: Student Success)
- Goal #2** – During the 2019-2020 school year, the EL department will develop at least one new partnership or increase collaboration with an existing partnership to expand resources available to EL families at each building. (Focus Area 2: Culture of Caring)
- Goal #3** – During the 2019-2020 school year, the EL department will update and share Individual English Learner Plans (IELPs) with building staff to increase collaboration, and, quarterly, EL teachers will work together to measure student progress and ensure consistent implementation across buildings. (Focus Area 2: Culture of Caring)
- Goal #4** – During the 2019-2020 school year, each EL teacher will help coordinate a family event at school, assist with the communication of important information in

families' preferred languages, and provide relevant information for staff, families, and the community on the district website. (Focus Area #3: Black Tiger Family)

Gifted and Talented Department

- Goal #1** – During the 2019-2020 school year, 100% of the services offered district wide to students identified as gifted will be in compliance with Ohio Revised Code, Chapter 3324: Gifted Students. (Focus Area #1: Student Success)
- Goal #2** – During the 2019-2020 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. Some of these hours will include collaboration time with colleagues across buildings and grade levels. (Focus Areas #1: Student Success; Focus Area #2: Culture of Caring)
- Goal #3** – During the 2019-2020 school year, Written Education Plans (WEPs) for students identified as gifted and receiving services will be developed with teacher input during the first semester. Progress towards WEP goals will be monitored and reported to parents in conjunction with report cards at the end of each semester. (Focus Areas #1: Student Success; Focus Area #2: Culture of Caring)

Student Services

- Goal #1** – During the 2019-2020 school year, we will research and pilot the use of GoogleSync with GradeBook to promote integration of technology in the classroom and positively impact students' skill level. (Focus Area 1: Student Success)
- Goal #2** – During the school year, we will develop a process whereby BlackBoard messages can be delivered in home languages as reported in our student information system. (Focus Area #3: Black Tiger Family)
- Goal #3** – By the end of the 1st semester of the 2019-2020 school year, we will institute an automated period attendance absence call for Cuyahoga Falls High School. (Focus Area #3: Black Tiger Family)
- Goal #4** – By the end of the 2019-2020 school year, we will review and present enrollment trends based on the summer's Enrollment Survey results. (Focus Area #4: Resource Leveraging)

Technology

- Goal #1** – CTIS team: During the 2019-2020 school year, the CTIS team will provide focused integration support to 80%+ of the K-12 teaching staff according to their respective grade-level "I can" statements. Each grade band of teachers will be engaged at least 5 times during the year with data collected on said interactions/ lessons. (Focus Areas #1: Student Success)

[Inclusive of this goal is the development and infusion of Grade 9-12 "I can" statements; as well as the development and piloting of a student technology skills assessment (in cooperation with the District Technology Council).]

- Goal #2** – Media Specialist Team: By May 1, 2020, the Cuyahoga Falls media specialists will work with the DLT to identify STEAM for Cuyahoga Falls CVSD; then will

collaborate with identified content area teachers per grade band (elementary K-3, middle school Unified Arts, high school Art Department) to incorporate STEAM activities into their lesson plans. Student activities from these lessons will be publicly recognized within the school community via email and website publishing. (Focus Areas #1: Student Success)

Goal #3 –Technician Team: During the 2019-2020 school year, the technician team will work with staff from NEOnet to overhaul the District wireless network upon receiving USAC “E-rate” matching funds (signed Board contract of Spring 2018); OR bolster the current network using FLi (NET-FLi: On-the-fly Compression, Archiving and Indexing of Streaming Network Traffic) to provide “best available performance” for one-to-one materials. Data to be collected quarterly on network performance via software assessment. (Focus Area #4: Resource Leveraging)

Goal #4 –Administrator: During the 2019-2020 school year, the administrator will work with the District Technology Council to increase usage of web-based services (website and social media) by administrators and staff toward a goal of increased celebration of staff and student successes. This will be measured by analytics of District web materials, as well as anecdotal materials collected from staff, parents, and students. (Focus Area 1: Student Success)

Human Resources

Goal #1 – During the 2019-2020 school year, the Department of Human Resources will coordinate and facilitate at least three (3) staff recognition events/opportunities. (Focus Area 2: Culture of Caring)

Goal #2 – During the 2019-2020 school year, the Department of Human Resources Operation Wellness program will organize and sponsor or co-sponsor at least three events designed to engage our staff and the Cuyahoga Falls community in wellness initiatives. (Focus Area 2: Culture of Caring)

Goal #3 – During the 2019-2020 school year, the Director of Human Resources will provide professional development opportunities to certificated staff members on a variety of topics including, but not limited to: utilizing the district’s Local Professional Development Committee’s (LPDC) website, practices for license renewal, updates on newly developed Licensure Code of Professional Conduct for Educators. (Focus Area 2: Culture of Caring)

Buildings

Cuyahoga Falls High School SMART Goals:

Goal #1 – During the 2019-2020 school year, each student at Cuyahoga Falls High School will be provided with an opportunity to demonstrate oral and written communication skills each semester through whole cohort experiences. (Focus Area 1: Student Success)

Goal #2 – During the 2019-2020 school year, Cuyahoga Falls High School will host a “signing day” that will celebrate our students that have committed to one of the three E’s including Enrolled, Employed, or Enlisted. (Focus Area 2: Culture of Caring)

Goal #3 – By the end of the 2019-2020 school year, each department at Cuyahoga Falls High School will submit a minimum of one grant. (Focus Area #4: Resource Leveraging)

Bolich Middle School SMART Goals:

Goal #1 – By the end of the 2019-2020 school year, Bolich Middle School will increase achievement by 2% or greater in 5 out of 7 (all non-high school) academic achievement areas as reflect in the 2020 Local Report Card (LRC). (Focus Area 1: Student Success)

Goal #2 – By the end of the 2019-2020 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 2020. (Focus Area 2: Culture of Caring)

Goal #3 – During the 2019-2020 school year, Bolich Middle school will work to reduce our chronic absenteeism rate from 15.9 to 13% as reflected in the 2020 LRC. (Focus Area 2: Culture of Caring)

Roberts Middle School SMART Goals:

Goal #1 – By the end of the 2019-2020 school year, 75% of all Roberts Middle School students will participate in at least 2 school-sponsored community service events. All, 100%, of these students will present their work both orally and in writing. (Focus Area #3: Black Tiger Family)

Goal #2 – By the end of the 2019-2020 school year, 100% of Roberts Middle School faculty and staff will be trained on grant writing with the goal of raising additional funds for student opportunities. (Focus Area #4: Resource Leveraging)

Goal #3 – During the 2019-2020 school year, there will be one quarterly event held for students (based on PBIS) and staff to celebrate the successes of all. (Focus Area 2: Culture of Caring)

DeWitt Elementary School SMART Goals:

Goal #1 – By the end of the 2019-2020 school year, 90% of classrooms will post standards-based daily learning targets. (Focus Area #1: Student Success)

Goal #2 – By the end of the 2019-2020 school year, 100% of enrolled students will have received a Black Tiger Pride postcard mailed to their home by a DeWitt staff member. (Focus Area #2: Culture of Caring)

Goal #3 – During the 2019-2020 school year, the school will host at least two curricular-based family engagement events. (Focus Area #3: Black Tiger Family)

Goal #4 – During the 2019-2020 school year, the DeWitt faculty will investigate flexible learning strategies and include a minimum of two new strategies into instructional practices. (Focus Area #4: Resource Leveraging)

Lincoln Elementary School SMART Goals:

Goal #1 – By the end of the 2019-2020 school year, every student at Lincoln Elementary will participate in a STEAM experience a minimum of one time quarterly. (Focus Area #1: Student Success)

Goal #2 – By the end of the 2019-2020 school year, every student at Lincoln Elementary will be prepared to lead a student led conference, and >80% per class will participate in student led conferences. (Focus Area #2: Culture of Caring)

Goal #3 – By the end of the 2019-2020 school year, every staff member will utilize the same email signature format. (Focus Area #3: Black Tiger Family)

Goal #4 – By the end of the 2019-2020 school year, Lincoln Elementary will increase its outside donation revenue by 20%. (Focus Area #4: Resource Leveraging)

Preston Elementary School SMART Goals:

Goal #1 – During the 2019 – 2020 school year, teachers will increase the integration of small group instruction in order to positively impact the students growth as evidenced by MAP test scores. (Focus Area #1: Student Success)

Goal #2 – By the end of the 2019-2020 school year, 100% of students in grades K-5 will not only participate in the curriculum but will also engage in a building or district program/event that promotes oral/written communication skills. (Focus Area #1: Student Success)

Goal #3 – By the end of the 2019-2020 school year, Preston Elementary will invite and welcome families into the school building at least two (2) times per semester. Attendance will be monitored and documented in the Black Tiger Family Event Record in the Admin Council Drive. (Focus Area #3: Black Tiger Family)

Goal #4 – By May of 2020, the Building Leadership Team will work with staff to create a master database of no less than 15 current business partners and donors and identify their level of support. (Focus Area #4: Resource Leveraging)

Price Elementary School SMART Goals:

Goal #1 – During the 2019-2020 school year, each grade/class will make a quarterly presentation on something they have been working on/researching, to members of the building. (Focus Area 1: Student Success)

Goal #2 – During the 2019-2020 school year, Price will review the new Social Emotional Learning standards, and create a document on how we are currently addressing 100% of the competency areas and identify resources to address each competency area. (Focus Area 1: Student Success)

Goal #3 – During the 2019-2020 school year, Price will develop and use a system to recognize its staff/parents/volunteers following the Black Tiger Pride system. (Focus Area 2: Culture of Caring)

Richardson Elementary School SMART Goals:

- Goal #1** – By the end of the 2019-2020 school year, every grade level at Richardson Elementary School will participate in a STEAM experience a minimum of one time quarterly. (Focus Area 1: Student Success)
- Goal #2** – During the 2019-2020 school year, Richardson Elementary School will implement a “Check and Connect” mentoring program that will serve a minimum of 10 at-risk/Tier II students. (Focus Area 1: Student Success)
- Goal #3** – During the 2019-2020 school year, 90% of the Richardson Elementary teachers will participate in ongoing professional development in the SIOP model. (Focus Area 2: Culture of Caring)
- Goal #4** – During the 2019-2020 school year, Richardson staff will increase the building revenue through resource leveraging by 20% over the previous school year. (Focus Area #4: Resource Leveraging)

Silver Lake Elementary Schools SMART Goals:

- Goal #1** – By the end of the 2019-20 school year, 100% students in grades K-5 will engage in a building or district program/event that promotes oral/written communication skills. (Focus Area #1: Student Success)
- Goal #2** – By September 30, 2019, a weekly Black Tiger Pride Mentorship Program will be established to benefit the Silver Lake K-5 students with behavior goals (either IEP or MTSS Tier II/III). (Focus Area #2: Culture of Caring)
- Goal #3** – By the end of the 2019-20 school year, Silver Lake Elementary will invite and welcome families into the school building at least two (2) times per semester. Attendance will be monitored and documented in the Black Tiger Family Event Record in the Admin Council Drive. (Focus Area #3: Black Tiger Family)
- Goal #4** – By May 1, 2020 at least 75% of students and staff will participate in “Pave the Way 5K” in conjunction with Silver Lake Home and School League and the Village of Silver Lake. The fundraising goal is \$20,000. (Focus Area #4: Resource Leveraging)