The Cuyahoga Falls City School District is 10 square miles in are and located in Summit County and is approximately 5 miles north of Akron and 35 miles south of Cleveland.

The District operates under an elected Board of Education consisting of five members and is responsible for providing public education to residents of the District. The District currently operates 9 school buildings: one high school (grades 9-12), two middle schools (grades 6-8) and six elementary schools (K-5). In FY 2016-17, Cuyahoga Falls CSD averaged 4,827 students.

The first official body designated as the Cuyahoga Falls Board of Education was formed on April 18, 1853. At that time, both the township and school district of Cuyahoga Falls were formalized with school enrollment at 482 students.

According to the United States Census Bureau's 2010 Census, the District's population of 49,652 residents includes 23,859 housing units of which 26.1 percent had children. The median age in Cuyahoga Falls is 39.4.

Cuyahoga Falls CSD receives the majority of its revenues from property taxes, which comprise approximately 59 percent of its total operating revenue, excluding revenues related to notes, transfers, and advances.

Type: Public school district

School board: Board of Education

Superintendent: Dr. Todd M. Nichols

Faculty: 312.5 (on FTE basis)

Grades: K-12

Enrollment 4,827(2016-17)

Student to teacher ratio: 15.4

Cuyahoga Falls City School District spends $52,857,478 in FY 2016-17 (5-year forecast). That divided by 4,827 students = ~ $10,950 per student.

Cuyahoga Falls: Vision 20/20

2016-2017 Results

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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. 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. The further from 0.00 denotes greater/lesser growth. 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 across buildings and the district.

Building	2016 Growth Index	2016 Performance Index	Economically Disadvantaged (ED)	Students with Disabilities	Demographic Challenge (ED + SWD)
DeWitt	3.14	92.5	50.9%	8.4%	59.3
Lincoln	3.57	92.3	43.9%	12.3%	56.2
Preston	1.67	94.4	55.8%	17.2%	73.0
Price	-5.01	88.6	60.2%	10.9%	71.1
Richardson	2.40	94.0	39.3%	11.7%	51.0
Silver Lake	-2.73	97.1	31.1%	10.7%	41.8
Bolich	10.40	80.7	51.7%	15.6%	67.3
Roberts	10.14	85.9	46.1%	18.9%	65.0
CFHS	-1.04	74.2	40.2%	16.3%	56.5
CFCSD	9.04	85.2	45.7%	14.3%	60.0

Each level is shaded differently based on the assessments given. Comparing an elementary index with a middle school or high school index is like comparing an orange to a banana. The indices are based upon completely different assessments. Of note is the performance of Preston Elementary. Despite having the greatest demographic challenge amongst the elementary schools, their performance index was second highest. This situation is unusual. We will have to watch the trend over time to identify the cause (leadership, instruction, and/or programming).

It is also important to note, the state assessments and testing conditions have been in flux; thus, it is best to reflect upon the results above over a period of time. While it is interesting and important to discuss differences in buildings across the district, the District Leadership Team (DLT) will continue to examine longitudinal data in relation to local formative assessments to complete the picture and identify our academic direction. For the 2016-2017 school year we transitioned to NWEA MAP as a tool to implement formative assessments. Below is a table depicting the results in Reading and Math in each building.

Building	MAP Reading – Beginning of the Year	MAP Reading – End of the Year	MAP Reading - Growth	MAP Math – Beginning of the Year	MAP Math– End of the Year	MAP Math - Growth
DeWitt	-0.75	3.62	4.35	-0.52	5.28	5.80
Lincoln	0.87	3.15	2.28	3.12	4.67	1.55
Preston	-0.32	1.85	2.17	1.92	2.90	0.98
Price	-1.18	2.42	3.60	3.92	6.03	2.11
Richardson	-0.95	5.82	6.77	2.72	6.50	3.78
Silver Lake	3.05	5.70	2.65	3.57	4.62	1.05
Bolich	-4.03	0.00	4.03	-3.97	0.73	4.70
Roberts	-0.60	2.97	3.03	0.47	3.30	2.83
CFCSD	-0.49	3.19	3.68	1.40	4.25	2.85

The numbers in the table above are relative to the national norms. For example, the Beginning of the Year number is derived by examining the difference between the mean score, across grade levels, and the national norm. Thus, in Reading at DeWitt, the students in grades K-5 averaged 0.75 points less than the national norms. The End of the Year average, across grade levels, was 3.62 points above the norm. Given that the norms are adjusted throughout the year, our scores across the District suggest greater than expected growth (expected growth would yield 0.00 in the Growth columns) in both Reading and Math.

This is the first year for NWEA MAP assessments in Cuyahoga Falls; thus, we will await AIR tests to identify correlation. That said, NWEA MAP is used across Ohio. Using MAP projections, we can run projections relative to AIR tests in grades 3 thru 8 for Reading and Math. In Reading, the projection suggested that 53.5% were on track for Proficient or Above in the Fall; in the Spring, 61.9% were on track for Proficient or Above. In Math, 54.9% were on track for Proficient or Above in the Fall and 61.3% were on a similar track in the Spring. It will be interesting to examine the actual correlation reports.

Preliminary Spring 3rd Grade AIR - 2017

Building	Total Students	Limited	Basic	Proficient	Accelerated	Advanced	% Proficient or Above
DeWitt	69	11.6%	15.9%	13.0%	20.3%	39.1%	72.5%
Lincoln	89	15.7%	20.2%	10.1%	22.5%	31.5%	64.0%
Preston	46	13.0%	10.9%	21.7%	23.9%	30.4%	76.1%
Price	61	11.5%	6.6%	23.0%	29.5%	29.5%	82.0%
Richardson	69	14.5%	15.9%	23.2%	15.9%	30.4%	69.6%
Silver Lake	37	16.2%	2.7%	10.8%	8.1%	62.2%	81.1%
Totals	*371*	*13.7%*	*13.5%*	*16.7%*	*20.8%*	*35.3%*	*72.8%*
3rd Grade Reading – 2016 LRC		17.3%	15.4%	20.9%	19.0%	27.5%	67.3%

For the third consecutive year, every student met the necessary criteria to be accelerated to 4th grade. Further, our 3rd grade Reading – 2016 LRC results were better than those of similar districts (62.1%) and the state average (54.9%). As depicted above, a greater percentage of students are scoring proficient or better and we've seen significant growth in the accelerated and advanced levels.

Financial Expectation

We strive to ensure general fund revenues exceed expenditures by using a research-based, prescriptive, zero-based budgeting process which begins with conservative estimates of anticipated revenues. Described below is the most recent forecast for FY17, the mid-term actuals for FY17, the FY17 projections based upon the first eleven months of FY17, and our financial position relative to the previous five fiscal years.

	FY17 – October 2016 Five-year Forecast	FY17 – May 2017 Five-year Forecast	FY17 – Close of May	FY17 Projections
Revenue	$52,486,060	$52,928,753	$51,281,830	$53,220,866
Salary (100)	$27,466,021	$27,905,816	$25,634,125	$27,945,167
Benefits (200)	$12,111,534	$11,977,616	$10,791,186	$11,633,901
Purchased Services (400)	$11,340,049	$11,629,113	$9,706,286	$10,627,325
Supplies and Materials (500)	$1,258,813	$1,110,685	$1,040,303	$1,087,125
Capital Outlay (600)	$152,999	$201,999	$183,974	$193,334
Other (800)	$594,384	$551,818	$535,652	$541,875
Expenditures	$53,198,424	$53,651,671	$48,359,557	$52,590,160
Total	($712,364)	($722,918)	$2,922,273	$630,706

	FY12	FY13	FY14	FY15	FY16	FY17
Total – May	$2,308,004	$2,848,423	$2,361,979	$886,680	$1,536,784	$2,922,273

Based on the end of May actuals for FY17, we are projecting slightly higher than anticipated revenues and less than anticipated expenditures in comparison to the October and May forecasts. Also, our relative financial position at the close of the May suggests we are in a better financial position this year than any of the previous five fiscal years. While it is important to note that our financial position and subsequent projections change monthly, our indicators suggest we will end FY17 significantly ahead of projections and may end the fiscal year meeting the goal of revenue over expenditure.

Culture of Excellence Expectation

In part, the culture of a school or district is reflected in attendance and discipline. Thus, we regularly examine the rates of suspension, chronic absenteeism, and enrollment. The trends for each are identified below:

Enrollment History - October

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K	324	372	391	356	392	385
1	350	350	382	374	373	390
2	372	347	341	361	374	360
3	368	379	343	343	382	380
4	392	362	370	337	351	378
5	357	401	373	389	335	354
6	353	340	401	348	396	327
7	370	399	346	406	373	396
8	394	386	368	358	404	379
9	451	496	393	364	370	414
10	341	354	405	395	373	368
11	363	317	372	436	394	380
12	397	370	343	362	426	376
OTH	45	55	71	24	25	23
Total	4877	4928	4899	4853	4968	4910

Enrollment on or about June 1

	FY10	FY12	FY14	FY15	FY16	FY17
DeWitt	471	448	436	444	469	435
Lincoln	505	486	478	480	482	512
Price	287	281	318	351	352	358
Preston	330	302	352	291	280	277
Richardson	382	397	403	397	401	424
Silver Lake	238	260	250	228	235	228
Bolich	660	659	632	662	676	635
Roberts	420	460	466	466	487	452
CFHS	1601	1536	1498	1495	1496	1506
Total	*4894*	*4829*	*4833*	*4814*	*4878*	*4827*

While there is fluctuation within the buildings, the enrollment across the district has been steady for at least eight years. This is good news in terms of budgeting and facility use. Under this scenario, we do not anticipate the need to close buildings or add additional classrooms.

Suspension Data

Years	Suspensions	Students	Days	Expulsions	Students	Days
2013-2014	443	345	1328	25	25	1294
2014-2015	372	300	1168	14	14	496
2015-2016	359	303	1065	14	14	617
2016-2017	338	285	1029	11	11	336

Attendance

Years	Rate
2014-2015	93.84%
2015-2016	94.20%
2016-2017	94.28%

Comparing this year's average daily membership (students in attendance) to previous years validates an incremental improvement that should result in a nominal decrease in the number of students who are counted as chronically absent on the 2017 LRC. It should be noted that changes in attendance dictated by HB410 have a significant impact on internal practices whereby habitual truancy will be based on hours instead of days. Truancy intervention plans will need to be developed, instituted, and monitored for any student missing 38+ hours (5.84 days) in one school month or 65+ hours (10 days) in one school year.

Habitual Truancy - 2017

Building	# Students w/10+ Days Absent	% Students w/10+ Days Absent
DeWitt	78	17.9%
Lincoln	136	26.6%
Preston	84	30.3%
Price	89	24.9%
Richardson	115	27.1%
Silver Lake	55	24.1%
Bolich	251	39.5%
Roberts	153	33.8%
CFHS	595	39.5%
Total	*1556*	*32.2%*

These percentages reflect total absences, HB410 targets unexcused absences. Nonetheless, the requirements associated with the recent changes in legislation will have a significant impact on our operations at the building and district levels.

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 three plan goals were as follows:

Focus Area #1: College and Career Readiness

➢ By the end of the first quarter of 16-17, all staff utilizing MAP or Envision will participate in PD
  - Goal accomplished. Further PD will be necessary to train additional staff and to go deeper into the capabilities of MAP and Envision. This goal will return for the 17-18 school year.

➢ By the end of 16-17, every grade level and department will have a minimum of 1 Chromebook cart with matched skill instruction.
  - We were planning to purchase 20 additional Chromebook carts, however we cut back to purchasing 10 units which added 300 Chromebooks to our inventory. With the addition of a

technology fee, we are planning to increase our inventory by 500 units which will bring us close to this goal and to one-to-one within the district.

➢ By the end of the 16-17 school year, all students will utilize a web-based environment to create, submit and receive feedback on student work.
  • With the great work of our technology team and specifically our CTIS staff, many teachers are using Google Classroom. We have implemented Tiger Tech U and have offered PD for graduate credit taught by our staff.

Focus Area #2: Culture of Excellence

➢ By the end of the first quarter of the 16-17 school year, all buildings and department will utilize a common calendar which will be hosted on the district website.
  • We did not accomplish this goal; however, we are moving closer. The process is much more complicated than anticipated because the software systems don't all interface; thus, a lot of manual entry is necessary.

➢ During the 16-17 school year a public service announcement supporting the positive events/happenings will be made at every public event.
  • We've seen great improvement in this area; however, we need to continue to find ways for people to hear, and listen to, the announcements.

➢ During the 16-17 school year, a transition celebration will be held for all 5th and 8th grade students in conjunction with the commencement ceremonies.
  • We had great success with the Senior Clap-out; the event will become a new tradition. We also provided three opportunities for 8th grade students to come to CFHS. We were not as successful with the 5th grade transition. As a result, the 5th grade goal will remain for 17-18.

Focus Area #3: Community Engagement

➢ During the 16-17 school year, every building will host an event for a market segment including the mature population who have no connects to the students in the district.
  • The principals did a great job with the Active Adult events. Unfortunately, attendance was light. We will likely modify the events and try again.

➢ By the end of the first quarter of the 16-17 school year, every kindergarten family will receive a symbol of #BlackTigerPride (t-shirt, yard sign, window decal, etc.)
  • We purchased and distributed another 200+ *We Are Black Tigers* yard signs. This will be an on-going effort and will likely be expanded to include all new registrants.

➢ The district will host a pancake breakfast prior to the Memorial Day parade.
  • Unfortunately, we were unable to find a sponsor. We will try again.

Focus Area #4: Buildings and Resource Leveraging

➢ By the end of 16-17, investigate and develop a model educational environment for 2020 to associate with the strategic plan.

- During the Uniting for Our Future events, the subcommittee assigned to this task determined that the model educational environment was included in the Master Facilities Plan. Specifically, grade-level buildings: K-3, 4-6, 7-8, 9-12.

➢ During the 16-17 school year, we will support the community in passing the renewal levy.
- As it turned out, we supported two renewal levies. Both were very successful. In November, the levy passed at a rate of 69%. In May, the levy was approved at nearly 77%.

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

1. During the 2016-2017 school year 70% of all high school athletic participants will maintain a cumulative GPA at or above 3.0.
    a. The 2016/2017 fall athletic season high school participation numbers: 293 athletes. 216 athletes out of the 293 maintained a 3.0 GPA or better while participating in athletics. Our target was 70% of the athletes will maintain a 3.0 or better GPA however, 74% of our athletes were able to maintain this goal.
    b. The 2016/2017 winter athletic season high school participation numbers: 1st eligibility check 219 athletes. 160 athletes out of the 219 maintained a 3.0 GPA or better while participating in athletics. Target was 70% of the athletes will maintain a 3.0 or higher, 73% of our athletes were able met this goal.
    c. 2nd eligibility check 215 athletes. 140 athletes out of the 215 maintained a 3.0 GPA or higher while participating in athletics. Our Athletic Department target was 70% of the athletes will maintain a 3.0 or higher, however during the 2nd eligibility
    d. The completion of the winter season the athletic participation numbers: 192 athletes completed the season. 132 athletes out of 192 maintained 3.0 GPA or better during the winter season. 69% of our athletes whom competed and completed the winter season met the athletic department target goal.
    e. The completion of the spring season the athletic participation numbers: 197 athletes completed the season. 132 athletes out of 197 maintained a 3.0 GPA or better during the spring season. 67% of our athletes whom competed and completed the spring season met the athletic requirement.

2. During 2016-2017 school year the CFCS Athletic Department will continue to implement the Communications Plan of 2015-2016 to bridge and improve communications with internal and external stakeholders by developing a BOE approved Athletics and Extracurricular Activities Handbook for Students/Parents.
    a. The Athletics and Extracurricular Activities Handbook for Students/Parents was approved by our Board of Education on October 26, 2016. The handbook is another tool which will aid in the communication process with students/parents.
    b. BOE approved handbook has been sent to Final Forms in order to be uploaded for the upcoming spring season. The handbook is also being uploaded to our athletic website as well for the spring season.

c. The athletic website cfallsathletics.org averaged 17,438 hits per month (September, October, November, December, January, February, March, and April). The @CFBlackTigers Twitter account has increased followers by 350 during the 2016-2017 athletic season.

3   During the 2016-2017 school year the CFCS Athletic/Activities Department will increase engagement opportunities by 15% for the following stakeholders: Students, Fans, Faculty/Staff, Alumni, and Community/Businesses.
    a. Aug. 2, 2016 required parent meeting incorporated the Cuyahoga Falls safety services to discuss heroine epidemic
    b. Aug. 12, 2016 "Meet the Tigers Night"
    c. Aug. 19, 2016 Friday Night Lights for boys soccer
    d. Aug. 26, 2016 CFHS All Class Alumni Night (Football Home Opener)
    e. Sept. 2, 2016 Cuyahoga Falls Football/Cheerleading Youth Night
    f. Sept. 9, 2016 Cuyahoga Falls Gridiron Club Hall of Fame Night
    g. Sept. 30, 2016 1980's Alumni Night
    h. Oct. 6, 2016 Volley for the Cure girls volleyball (donated ticket money), Bonfire
    i. Oct. 7, 2016 Homecoming Night, 1974/75/76 Alumni Night, CFHS Staff Tailgate
    j. Oct. 21, 2016 Senior Night (athletic department purchases flowers for parents of athletes and band members.
    k. Nov. 17, 2016 Winter Parents Meeting (Cuyahoga Falls Safety Services Presentation)
    l. Nov. 19, 2016 Boys/Girls MS Basketball preview (CFalls vs Woodridge)
    m. Nov. 26, 2016 Tom Jones Alumni Basketball Fundraiser
    n. Dec. 2, 2016 Boys Youth Hoops Night
    o. Dec. 21, 2016 Girls Basketball Youth Night
    p. Dec. 27/28 2016 Cuyahoga Falls City Classic
    q. Jan. 20, 2017 Swimming Senior Night
    r. Jan. 24, 2017 Wrestling Senior Night
    s. Jan. 26, 2017 Gymnastics Senior Night
    t. Jan.31, 2017 Dance Works Performance halftime of Boys Basketball Game
    u. Feb. 11, 2017 Girls Basketball Senior Night
    v. Feb. 17, 2017 Youth Cheerleading Performance halftime of Boys basketball Game
    w. Feb 18, 2017 Reestablished the Doug Dix Wrestling Invite
    x. Feb. 24, 2017 Boys Basketball and Cheerleading Senior Night
    y. March 3, 2017 Cuyahoga Falls City Battle the Badges Basketball Game
    z. March 13, 2017 Winter Sports Recognition Banquet

Business Operations

Buildings and Grounds

1. A process to monitor all labor costs, material costs and maintenance costs, through the Work Order System.
    a. Through a webinar with School Dude, our custodians and maintenance personnel have been trained to enter material (where applicable) and labor costs on each Work Order completed.

2. During the FY17 reduce the outside service cost associated with HVAC vendors, by hiring an HVAC tech for the school district.
    a. We have hired an HVAC employee and are already starting to see significant savings. With the refrigeration tools recently purchased we are now expanding to repairs on coolers and freezers. We now have the ability to leak test and charge HVAC units. In addition, we have started our back flow testing in house which is a $4,500.00 savings. Contractor usage/expenses have greatly reduced since December of 2016.

3. During the FY17 we will develop a district wide cleaning handbook. We will form a committee to develop this book and then meet and train all personnel.
   a. Will need to work on this. We already have good information to pull from. Even though we did not form a committee because of the lack of volunteers, we have excellent material to use and create the cleaning standards.

Food Services
1. Implement a consistent and efficient ordering system based upon the district's menu by the end of the 2016/2017 school year.
   a. We have a new 4 week cycle menu in place for the 2016/2017 school year. And, the 2017-18 cycle menu is completed.
   b. We upgraded to a new menu software called Mosaic. All of our lunch ingredients, Recipes and menus for the Elementary & Middle schools are in the system.
   c. We have most of the breakfast and high school recipes & menus in the system. All of them will be completed by the end of 2017-18.
   d. We are working with our Gordon Foodservice Sales Representative to create an online order guide for each cafeteria.
   e. We are working on Phase 2 to this goal is to create an online order guide for all the paper products.

2. We will increase Meals Per Labor Hour (MPLH) district wide to 17 by the end of 2016/2017 school year.
   a. We reduced labor hours at High School Cafeteria by 7 hours.
   b. We reduced labor hours at Preston by 0.5 hours.
   c. We reduced labor hours at Roberts by 5 hours.

3. Establish Wellness Committees at two elementary schools to develop and nurture 4' x 8' raised bed gardens at each school by the close of the 2016/2017 school year.
   a. Our High School Garden project has produced 100+ pounds of produce for the cafeteria.
   b. Community garden is complete. We are working with several community members, students, parents and members of the 3 Churches. All produce harvested from the garden will be donated to Good Neighbors.
   c. The Price garden is in place. Work on the DeWitt Courtyard Garden began 6/5/2017. We received a grant from the Alumni Foundation and donations from community members to support these two projects. We have a group of parents & students that will take care of the gardens for the summer.
      i. The garden will be ready for teachers & students to use as an outdoor learning center at the start of the 2017-18 school year.

Transportation – As of Third Quarter
1. By December 1, 2016, investigate and select a new routing software system for the 17/18 school year.
   a. We have investigated and selected a new Routing Software (Transfinder) for the 17/18 school year. Routing Software is compatible with DASL.

2. By February 1, 2017, the sub pool will be at least 10 drivers.
   a. We have 11 certified subs. 1 more will be testing next week. That will take me to 12.

3. Create and implement protocols by the end of the 16/17 school year to enrollment as they pick up and drop off students.
   a. Met with the Coordinator of Special Education, Coordinator of Student Services and Deputy Superintendent to crystalize the process.

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.

CCR

1. By the end of the 2016-17 school year, we will develop a district wide data management system that will allow for the establishment of baseline data for all monitored data points for the purpose of planning, instruction and accountability.
   - As of the end of the 4th quarter, conversations in reference to the attainment of Tableau were put on hold due to the financial implications and the imposed Reduction on Force that is in effect. Below is the contact information for the Sales Associate with whom we were in discussions. He also knows that this is on hold for now.

2. By the end of the 2016-17 school year, we will fully implement the Pathway to Success paradigm for the benefit of collaborating on comparative practice and to inform instruction via District Leadership Team and Building Leadership Team meetings as measured by at benchmark growth for all monitored areas.
   - The Pathway to Success paradigm has been shared with DLT and BLTs is a part of the district and school discussions. In DLT, we have broken into groups to sift through data related to each of those targets. Our next steps would have been to integrate this with a data management system (see above). The construction of this model could still take place, however, a paper version of it would be inefficient and cumbersome.

3. By the start of the 2016-17 school year, we will increase the enrollment in advanced academic programs at middle school and high school by 5% as measured by academic course enrollment.
   - We are finalizing a baseline for this goal as a foundation for the 2017-18 school year. As stated before, this goal is a work in progress as a baseline was not firmly established in 2015-16 making comparisons a bit difficult.

Teaching and Learning PK-6

1. By the end of the 2016-17 school year, at least 70% of all students will attain at least one year of academic growth, as measured by district-approved assessments, NWEA MAP data in Reading and Math (K-6), SLO data and/or other local, state, and national common assessments.
   - Based on the NWEA MAP student growth summary reports (see below) all grade levels in both Reading and Math from fall to spring testing (based on Mean RIT scores) demonstrated growth. In Math, grades K, 7 & 8 and in Reading, grades K, 1, 5 & 8 had over 70% of students meeting their annual growth projection.

Mathematics

Grade (Spring 2017)	Growth Count‡	Comparison Periods								Growth Evaluated Against						
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	366	138.8	11.5	47	165.1	13.5	85	26.4	0.6	19.3	2.50	99	366	296	81	87
1	365	165.6	14.0	76	186.0	12.9	82	20.4	0.5	18.5	0.63	74	365	227	62	57
2	346	178.6	12.3	66	193.7	9.3	63	15.1	0.5	15.4	-0.11	46	346	169	49	46
3	365	190.2	12.6	52	206.2	12.0	69	16.0	0.4	13.1	1.32	91	365	243	67	65
4	364	202.1	12.7	54	212.9	13.1	49	10.8	0.4	11.7	-0.39	35	364	172	47	44
5	340	209.6	12.7	42	222.3	13.9	56	12.7	0.4	9.8	1.11	87	340	233	69	67
6	307	216.5	13.0	45	226.0	13.3	55	9.6	0.4	7.7	0.81	79	307	193	63	62
7	374	221.8	14.1	47	233.8	13.9	74	12.0	0.4	5.9	2.90	99	374	302	81	82
8	349	227.7	16.9	57	236.2	17.1	71	8.5	0.5	4.8	1.75	96	349	257	74	66
9	286	228.7	19.1	44	233.3	18.4	50	4.5	0.5	3.1	0.66	75	286	168	59	57
10	201	224.1	14.2	28	226.5	15.5	29	2.4	0.8	2.2	0.09	54	201	107	53	53
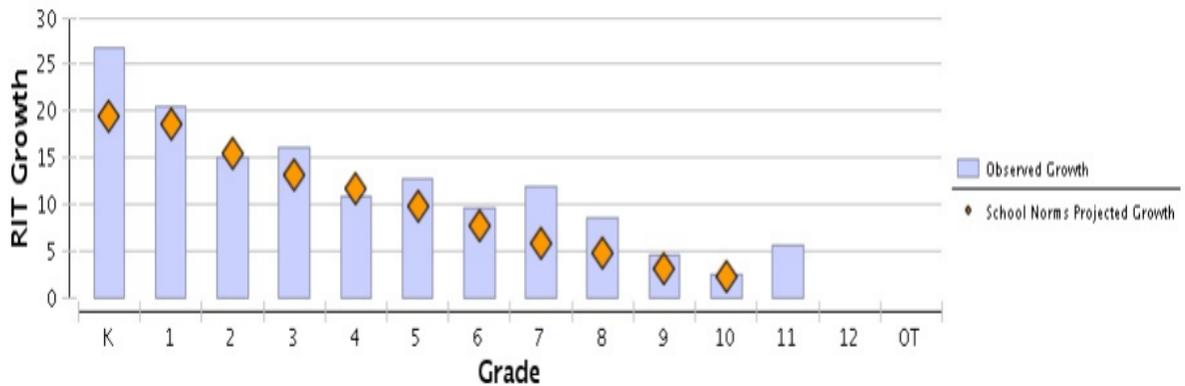
Reading

Grade (Spring 2017)	Growth Count‡	Comparison Periods								Growth Evaluated Against						
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	367	139.8	9.7	46	163.3	13.1	83	23.5	0.6	17.3	2.15	98	367	271	74	78
1	368	164.3	13.7	77	185.4	13.3	90	21.1	0.5	17.3	1.36	91	368	265	72	69
2	349	178.5	17.0	76	194.7	14.2	83	16.2	0.6	14.3	0.77	78	349	224	64	62
3	367	190.4	15.6	66	204.0	13.0	80	13.6	0.5	10.6	1.50	93	367	250	68	65
4	363	199.3	15.9	60	208.7	15.1	67	9.4	0.5	8.0	0.84	80	363	222	61	59
5	337	206.9	15.2	60	216.5	13.3	78	9.6	0.5	6.2	1.90	97	337	238	71	67
6	311	212.4	13.3	60	219.6	12.0	73	7.3	0.5	4.9	1.22	89	311	200	64	63
7	373	216.5	14.1	63	222.9	12.7	77	6.4	0.4	3.8	1.45	93	373	251	67	67
8	354	217.3	16.7	51	224.7	13.5	74	7.4	0.5	2.9	2.03	98	354	250	71	71
9	326	221.3	16.5	56	224.3	16.4	63	3.1	0.6	1.7	0.58	72	326	187	57	60
10	260	223.9	13.9	67	224.7	15.0	66	0.8	0.6	0.6	0.06	52	260	126	48	57
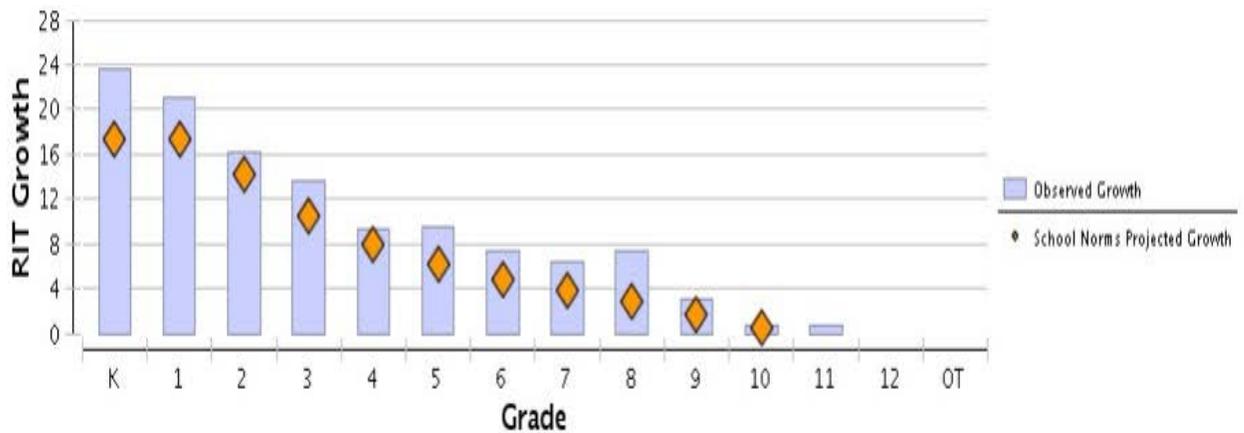
2. By the end of the 2016-17 school year, 75% of all students will participate in at least one interdisciplinary authentic learning unit, rooted in Ohio's New Learning Standards, that integrates the appropriate grade level technology skills as measured by anecdotal notes from principal walkthroughs and feedback and daily attendance.
   - As of the end of the 16-17 school year, we have completed 5 Rounds (semesters) of Authentic Learning work sessions. Elementary teachers have created more than 30 Design Challenges for K-5 students integrating multiple disciplines and technology skills. Students in every grade level and in every elementary building have now participated in a Design Challenge. We still have elementary teachers who have not yet been through the training work sessions and we plan to target those teachers next school year during some of our ERW work sessions.

3. By the end of the 2016-17 school year, 100% of K-6 teachers who teach math will have been provided professional development and training on the new math resources (K-5 EnVision 2.0; Gr. 6 Big Ideas Math).
   - All K-5 teachers were provided an additional day of EnVision 2.0 math training from Pearson during the month of February. Teachers were instructed on how to utilize the intervention portion of the program most effectively to reach their at-risk students. They were also exposed to the multitude of online resources available to them through Pearson Realize. Grade six teachers have worked together during team time to review their new math resource. All teachers are in need of more technology in order to utilize these programs to their fullest.

Teaching and Learning 7-12+

1. By the end of the 2016-2017 school year, at least 70% of all students will attain at least one year of academic growth, as measured by district-approved assessments, NWEA MAP growth data in Reading and Math (7-8), SLO data and/or other local, state, and national common assessments (9-12).
   - After the end-of-year MAP assessment, 62.9% of seventh graders are projected to score proficient or better on the ELA AIR, while only 52% of eighth graders are projected to score proficient or better on the ELA AIR. The end-of-year MAP assessment shows that 58.2% of seventh graders are projected to score proficient or better on the Math AIR assessment, and 55.3% of eighth graders are projected to score proficient or better on the Math AIR assessment. Despite these percentages being lower than what we would hope for, they are definitely showing growth from the beginning of the year. For example, at the beginning of the year, almost 37% of students were projected to score Limited on the Math AIR, and that number has decreased to almost 23%.

2. By the end of the 2016-2017 school year, 85% of all students grades 7-10 will participate in

at least one interdisciplinary authentic learning unit, rooted in Ohio's New Learning Standards, that integrate the appropriate grade level technology skills as measured by anecdotal notes from principal walkthroughs and feedback and daily attendance.

- Met with seventh and eighth grade ELA teachers in April (one representative from each building) to revise their maps to reflect the updated standards so that they are in place for next year. We began to adjust interdisciplinary units as needed. These representatives shared out the maps with their grade level teams. The maps are not completely finished, but they are in a good place for the first two quarters. We are going to build in time during ERWs and/or PD days to continue this work.
- At the high school level, work began on March 21 for the grade 10 den teams to begin writing units in their maps to reflect the changes from biology and American history to chemistry and world history for next year, while grade 9 den teams worked on revising their work from this year. This work will continue next year.

3. By the end of the 2016-2017 school year, complete a review that involves key stakeholders (parents, teachers, students, administrators) in a review of our gifted programming.
   - This process is going to be adjusted with a new team to begin meeting this summer to look at how service can be provided based on current staffing.

Student Services

1. By the end of the 2016-2017 school year, we will focus on using consistent attendance reporting processes, parent correspondence, and chronic absence referrals to reduce the number of students who may become chronically absent and thereby decrease our local report card chronic absenteeism rate from 10.6% to 10%.
   - See above

2. By the end of the 2016-2017 school year, we will continue to identify and analyze inter-district trends in an effort to capture more market share, and increase out-of-district enrollment from 9.81% to 10.5% of our total student population.
   - Our end-of-year active enrollment was 4827. Of these students, 492 are inter district open enrolled to Cuyahoga Falls – 10.2%.

3. By the end of the 2016-2017 school year, we will develop a data warehouse plan to consolidate and disaggregate student information relative to the dissemination of data as needed to measure academic growth in conjunction with the goals of the CCR department.
   - Two products have emerged as potential alternatives to our present data systems whereby cost savings might be realized while enhancing our longitudinal analytics without sacrificing present local, state, and federal reporting processes. Both products have unique strengths. Cost / savings analysis are our next steps.

Special Education

1. Develop an admission process to ensure 100% of all newly enrolled students with disabilities are entered in to EMIS with updated ETR/IEP in Progress Book by June 12, 2017.
   - Currently 824 students in EMIS with a disability code. Special Education roster reports 916 SWD with a difference of 92 students equaling an 11.6% discrepancy. Still working to reduce this discrepancy.
   - Special Education department continues to upload IEPs of resident students parentally placed out of district into the SPS and add to the Special Education Roster.
   - Monthly checks with EMIS as a cross check to ensure SPS records match.

2. Create a Google Document for all staff and administrators as a virtual reference manual for special education.
    - Google Document has been created and shared with specific staff. This document is continually updated to reflect changes in ODE/OEC and needs that are identified in the district.
3. Work with Richardson staff to implement best practices toward creating a model Social Justice Structure within the building, providing professional development as needed.
    - The core Social Justice Team created a 3 year plan for the district starting with implementation of some of the aspects of Social Justice at Richardson for the 2017-2018 school year. Paraprofessional staff from Richardson as well as Julie Wilson attended an all-day paraprofessional training session on April 28, aimed at supporting this system in the building.
4. Schedule and attend a monthly special education meeting at each building to review special education news, updates and student issues/concerns regarding attendance and academics utilizing test and performance data.
    - The following represents the meetings by month in each building

	HS	BO	RO	DW	LI	PI	PR	RI	SL
December		X			X				X
January	X	X	X	X	X		X	X	X
February		X	X	X	X	X	X	X	X
March	X		X		X	X	X		X
April	X	X	X	X	X	X	X	X	X
May				X	X	X	X	X	X

Technology

1. During the 2016-2017 school year, we will plan and develop the building of a "dashboard" and data warehouse to support the CCR goal of data analysis and further infused data use in the OIP initiative.

    - Visited to Akron Schools with Melvin Brown and Chris Shaw to review Tableau software in comparison to iDashboard
        - More effective use of District data
        - Highly flexible
        - Cost comparable
        - Reviewed ALMA student data for comparison to DASL
            - More effective data access, Google Classroom integration
                - Could preplace DASL, Progressbook and BlackBoard (AlertNow) in one platform
            - Not supported by Neonet
                - Have begum discussion with Chagrin Falls as a co-operative ventures
                - Cost lower if forming consortium
    - Demonstrated iDashboard as a product alternative with Chris Shaw and Melvin Brown
        - Price point fits previously expected budgetary expectations
        - Product appears to fit need at first glance
        - Asked for Chris to have a "sandbox" demo account to examine with our data
    - Melvin Brown had discussions with other Districts on different products that MAY be a better fit!

- Dashboard 101 presented to Melvin Brown
- June 1- Discussion with ALMA and Tableau to continue, but currently held in abeyance until fiscal concerns are addressed (post July 1). Positive feedback from Admin. Council for transition, if possible.

2. During the 2016-2017school year, the Instructional technology department will work to enhance the growth of technology availability for both students and staff, through creation of a "Vision of CFalls Technology", increased PD and a new District technology 5 year plan.
   - Tiger Tech Classes in place
     - First classes have already met
   - Council to begin review of tech plans and future projection
     - OSBA Cyber Law workshop
   - With District tech Committee and CTIS team to build Tiger Tech U. in process under "Paws" model
     - Met with Ashland College to confirm Graduate credit requirements and acceptability of program
       - Awaiting list of current adjuncts
       - Initial proposals for lecturers in place
       - Carolyn Crosier proposes online class
       - H.R confirms CEU and seat times will apply
   - District Tech Council in review current and past technology plans toward future curricular needs
     - Tiger One built by team for information and to post Tiger Tech class schedule/application
   - District Tech Council engaged in 5 year Tech plan discussions
     - Data from Home survey included in discussions
     - Data from survey of BTLs and Principals on next level Tech growth
   - First 2 Tiger Tech classed completed, new summer class in progress

3. During the 2016-2017 school year, in support of the CCR interdisciplinary authentic learning unit goal, the I.T. department, in cooperation with the District Technology Council continue to will develop of a tool to measure 21st Century skill development in order to gauge student skill levels in the use of technology, for the support of learning.
   - Pending Tableau implementation for data entry and charting growth

Human Resources

1. By the conclusion of the 2016-2017 school year, 100% of the 37 certified staff members who have expiring credentials in 2016 will have successfully completed the ODE mandated process for license renewal as documented by the district Local Professional Development Committee (LPDC).
   - LPDC has wrapped up our meeting for the school year. The schedule has been set for 2017-2018 with August 7 being the first meeting. All of our staff members who have expiring licenses have approved IPDPs on file. Thirty-one of the thirty-seven teachers have already renewed their licenses. Of the remaining six teachers, 4 have the renewal requirements completed and have begun the application process. I will continue to monitor the remaining two teachers throughout the summer.

2. By the conclusion of the 2016-2017 school year, 97% of the 68 teachers participating in the 4 year Resident Educator Program will successfully complete the ODE mandated requirements for the Program Year to which they are entered. This success will be documented through data binders maintained by the RE and mentors in Years One and Two, successful completion of the Resident Educator Summative Assessment in Year Three

and successful completion of Leadership Activities as documented by the Mentor in Year Four. This will ultimately result in each Year 4 candidate receiving a 5 year Professional Teaching license issued by ODE.

RESA:
Year One teachers = 10
Year Two teachers =17
Year Three teachers=24
Year Four teachers : 20

- 100% of our Year 4 RE's successfully passed RESA and 18 of our 24 Year 3 RE's passed all 4 tasks. Of those 6 remaining, only 1 RE has more than one task to resubmit. The Mentor Committee has also wrapped up our meetings for the school year. We are scheduled to meet on August 8 to discuss the results of the exit survey, to pair the Mentors and Resident Educators, and to set the calendar for 2017-2018,

3. By July 1, 2017, in order to promote a culture of excellence within our faculty and staff, the Director of the Department of Human Resources will have researched, drafted, edited and finalized comprehensive job descriptions for all classified, certified and administrative positions.
   - We continue to work on this process and expect to have 100% of all job descriptions updated by July 1. I have developed two new descriptions for changes which are a result of contract negotiations.   These will need to be BOE approved. All district employees will be asked to sign updated job descriptions prior to the start of school in August.

Buildings

Cuyahoga Falls High School

1. By the end of the 2016-2017 school year, 45% of Cohort 2020 will finish with 6.5 credits and a 3.1 GPA
   - At the conclusion of Q4, 151 students from Cohort 2020 earned a 3.1 GPA or better. The total number of students in this cohort is 395; thus, 39% of the population earned a 3.1 GPA or better. The numbers will be recalculated when the accelerated course history from the middle school is updated.

2. By the end of 2016-2017 school year, the percent of office referrals per cohort will decrease by 10%.
   - The chart below depicts the number of discipline referrals by grade level and by quarter:

Grade Level	Q1	Q2	Q3	Q4	Total
9	187	296	343	164	990
10	249	325	224	180	978
11	253	282	194	116	845
12	311	303	343	127	1084
Total	1000	1206	1104	587	3897

The significant decline in Q4 is a reflection of state testing

- These numbers will serve as items to be addressed at the BLT and TbT meetings where trend and longitudinal data will be reviewed. They will also serve as baseline data for the 2017-2018 school year.

3. By the end of 2016-2017 school year, 40% of Cohort 2018 will achieve a 21 or higher composite score on the ACT.
   - This is the first year the ACT has been administered to an entire cohort and supported financially by ODE
   - 129 of the 350 students, for whom we've received scores, scored a 21 or higher; 35% of the population.
   - As we move forward, defined remediation-free scores will be used to analyze these data.

4. By the end of the 2016-2017 school year, 92% of students in Cohort 2017 will graduate in four years.
   - Cohort 2017 totals 334 students, the final number will change upon analysis of transfers in/out over the last four years. Of the 334, 317 graduated; thus, 94.9%

5. By the end of the 2016-2017 school year, 8 professional development sessions will be created reflecting the four focus areas by BLT members with 90% of staff attending five different sessions during Early-release Wednesdays.
   - Professional development opportunities included:
     - Google Classroom for Beginners
     - Take Five (Mindfulness)
     - Intermediate Google Classroom and Apps
     - Falls Friendly Business Connections
     - An App a Day Keeps OTES at Bay
     - Best Practices for English Learners
     - The Ins and Outs of Student Anxiety
     - Culture in the Classroom
     - Google Classroom Work Session
     - How to Avoid Death by Powerpoint
     - "The Backseat Educator" Creating Creators in the Classroom
     - Co-teaching 101
     - Quick and Easy Assessment Tools
   - Teachers were asked to pick different PD sessions each time for the six offered this year. Attendance was taken by the facilitators and 100% attendance was achieved.

Bolich Middle School

1. By the end of the 2016/2016 school year at least 70% of our students will meet their growth targets as outlined in teacher SLOs, including MAP diagnostic assessments or department created learning measures.

ELA			
	Students with Data	Met Growth	
6th Grade	179	119	66.48%
7th Grade	210	148	70.48%
8th Grade	224	158	70.54%
Overall	613	425	69.33%
Math			

	Students with Data	Met Growth	
6th Grade	180	110	61.11%
7th Grade	199	170	85.43%
8th Grade	207	157	75.85%
Overall	586	437	74.57%

Overall, we see that 69.33% of students met their growth targets in Reading, and 74.57% met their targets in Math.

2. By the end of the 2016/2017 school year at least 80% of all students will have received at least 1 positive contact from any staff member of Bolich Middle School.
   - This goal was accomplished. The final rate of positive contacts was 81.4%.
   - This was as much a climate and culture goal as a performance metric. The goal here was in part "intentionality" or making more intentional the act of positive communication. Informally, this number is much higher than the reported goal number. The reported goal number is simply the number of *documented* positive contacts with families.

3. During the 2016/2017 school year, all students will utilize personalized data portfolios to set 1 or 2 personal goals and monitor their own progress
   - Seesaw web application for e-portfolios have been used by all students in band to record themselves playing music pieces and to check growth. All students in FACS uploaded self-assessment and inventory artifacts, and all 8th grade art students have taken pictures of their work to post on their e-portfolio.
   - 8th grade social studies began implementing a portfolio project. They intended on starting small within a unit of study, and begin a course portfolio next school year.
   - Many subject areas began collecting and organizing student artifacts in the online Drive storage to use in an e-portfolio.
     - 7th and 8th Grade students will begin creating e-portfolios with the New Google Sites during the 2017-2018 school year, while incoming 6th graders will organize their online Drive storage to curate their best work.
   - During Digital Citizenship lessons, all students were introduced to the idea of having a positive online presence, with a focus on displaying their exemplary work.

Roberts Middle School

1. By the end of the '16-'17 school year, 75% of Roberts Middle School students will demonstrate one year's of academic growth as measured by MAP testing, SLOs, and AIR assessments.
   - All students completed three administrations of the NWEA MAP assessment. Teachers used the data throughout the year to identify expected growth targets, strengths, and weaknesses for each student. This year this data was also used by ELA and Mathematics teachers for writing SLOs. The table given below summarizes this year's average growth results.

GR	Math Fall	Math Spring	Math Growth	Expect Math Growth	Delta	ELA Fall	ELA Spring	ELA Growth	Expect ELA Growth	Delta
6	218.2	228.0	9.8	7.8	+2	212.3	219.8	7.4	4.9	+2.5

| 7 | 225.4 | 234.8 | 9.4 | 6.1 | +3.3 | 219.9 | 225.3 | 5.4 | 3.7 | +1.7 |
| 8 | 228.8 | 236.6 | 7.9 | 4.9 | +3 | 218.6 | 226.4 | 7.9 | 2.8 | +5.1 |

- As a whole, on average, Roberts Middle School students met the projected growth target at all grade levels is both ELA and mathematics. Incidentally, our 8th grade students also made the indicated growth in General Science with an average RIT growth mark of 4.3 points when 3.2 was the mean expected growth projection. Next year, NWEA MAP will offer us a better baseline of trend data as our students continue to work within that system.
- Teacher SLO's in all other categories were written and assessed by the Roberts Middle School BLT. Teachers utilized pre/post assessments, portfolios, or NWEA MAP for SLO purposes. At the end of the SLO reporting period the data indicated that there were 21/25 = 84% 5s (Most Effective), 3/25 = 12% 4's (Above Average), and 1/25 = 4% 3's (Average).
- Roberts Middle School's AIR results will be an indicator of the level of achievement the students have been able to attain in ELA and mathematics. If one were to trust in the norm study released by NWEA MAP as an indicator of achievement, we are likely to expect the "average" student to test within the proficient range (3) on the AIR assessments. This is for both ELA and mathematics based on the students' fall MAP scores.

2. By the end of the '16-'17 school year, 70% of Roberts Middle School students will track his/her own grade electronically and create e-portfolios of student work samples as measured by a survey and quantitative data collected by our CTIS during the delivery of instructional technology lessons.

- During Digital Citizenship lessons, all students were introduced to the idea of having a positive digital footprint, with a focus on displaying their exemplary work.
  - 95-100% of students
- Many subject areas began collecting and organizing student artifacts in the online Drive storage to use in an e-portfolio.
  - 65-70% of students
  - 7th and 8th Grade students will begin creating e-portfolios with the New Google Sites during the 2017-2018 school year, while incoming 6th graders will organize their online Drive storage to curate their best work.
- Seesaw web application for e-portfolios have been used by students in FACS to uploaded self-assessment and inventory artifacts.
  - 50-55% of students

3. By the end of the '16'-'17 school year, 100% of Roberts Middle School students will received at least one genuine, positive phone call from a school employee during the school year as measured by a Google Doc created and maintained by each team.
- All three grade level teams were actively engaged in contacting parents throughout the year. Each grade level has met a varying level of success.
  - The 6th grade team reports that they have made phone calls to 80% of the 6th grade parents. The team leader reports that the increase throughout Q4 was due to a conscious effort to make those calls. Q3 was characterized with much hesitation, but teachers become more receptive as their experience increased during Q4.
  - The 7th grade team has made less frequent calls. They noted more success reaching parents through e-mail, Remind, and sending positive, written post cards through the mail. They have received great feedback with the approach although it does not direct match the building goal. I, too, received feedback from a number of parents acknowledging their appreciation for receiving handwritten, positive notes from teachers.

- The 8th grade team met the greatest success. Thus far, they have logged 182 phone calls to individual student parents. A vast majority were positive, but the team also spread out and began to offer other feedback. They continuously collected each parent's feedback during each conversation. Currently, the team is establishing procedures to contact parents at the beginning of next school year for students of most need. The goal is to create a sense of a shared, collaborative plan between home and school starting the first day of school.

DeWitt Elementary School

1. By the end of the 2016-2017 school year, 80% of our students will attain one year of academic growth in reading and math as measured by district approved assessments.

	Math – 75%	Reading – 72%	Science – 86%
Kindergarten	85%	75%	N/A
First	59%	79%	N/A
Second	51%	66%	N/A
Third	90%	75%	N/A
Fourth	61%	60%	N/A
Fifth	85%	75%	86%

2. By the end of the 2016-2017 school year, 90% of all students will participate in at least one interdisciplinary authentic learning unit, rooted in Ohio's New Learning Standards, that integrates the appropriate grade level technology skills as measured by anecdotal notes from principal walkthroughs and feedback and daily attendance.
   - 100% of the students participated

3. By the end of the 2016-2017 school year, less than 18% of all students will be absent 10 full days of school or less, as measured through student absence reporting in DASL
   - Per above, 17.9% of the students were absent 10+ days

Lincoln Elementary School

1. By May 2017, 100% of the Lincoln math teachers will be trained in instructional techniques for higher order thinking and problem solving skills directly related to the grade level Ohio Learning Standards through outside math consultants from another district.
   - Due to a snow day in March, two of the three scheduled presentations for our K-2 grade teachers took place. The new math standards and also specific strategies for teaching number sense and place value at these levels were discussed.

2. By June 2017, the Lincoln staff will have completed the necessary requirements of Phase I, according to our Franklin Covey representatives, in order to be approved as a Leader in Me School starting with the 2017-2018 school year. These requirements include the LIM book study, staff members attending leadership days, principal attending leadership conference, and exploring and potentially securing financial resources to fund the program through available grants.
   - Lincoln has completed all the necessary requirements for Phase I. All staff participated in the book study and then completed the Leader in Me culture study and a survey for implementation. The Leader in Me Staff Engagement Survey results can be viewed here and the staff implementation survey is Appendix A. We are a very good match for the program

according to Nolan Marx scoring well above in all areas except parent involvement of the program. We did not focus our efforts this year in that area and Nolan says that is a typical score for initial schools. We will move forward with language, signage, and possibly another book study for next year. Even though the price has been lowered, the first year of implementation to around $18,000 with limited professional development, at this time we cannot fund the program. We will raise funds this next school year for the reduced implementation for the following year.

- Four teachers attended the Leadership Day at Young Elementary School this quarter. They were very impressed with their additional core time that is similar to what we saw at Suffield. This is just another great idea for master scheduling with the program.

3. By October 1, 2016, the Lincoln staff and students will host a showcase event for the active adults in the community highlighting leadership roles of our students, technology in the classroom, and the importance of being a leader through Tiger TRAILS and the Leader in Me program. This goal will be measured through the attendance of the active adults at the event.
   - The event was held at 1:30 pm on September 30th with 22 active adults in attendance. The students did a phenomenal job and there were many positive comments from the people who did attend. The event was successful and has started the buzz for the community to want to attend these monthly events.

4. By May 2017, at least 70% of the Lincoln teaching staff will participate in the efforts to disseminate information and/or consider making a financial contribution to the levy committee.
   - **19/37 = 51% participated in November**
   - **4/37 = 11% participated in May**

Preston Elementary School

1. During the 2016 – 2017 school year, 100% of our reading and math teachers will be utilizing NWEA MAP reports to group students for instructional purposes to meet their individual needs as well as utilize the reports to inform the instructional strategies they incorporate into their teaching.
   - 100% of our teachers are utilizing the MAP reports to group their students.

2. During the 2016 – 2017 school year, 100% of the students will be exposed to and engaged in no less than two Authentic Learning experiences within their classroom.
   - 100% of our students have completed at least two Authentic Learning Experiences.

3. By the end of the 2016 – 2017 school year, Preston Elementary will host an "active adult engagement event" in an effort to engage members of the community who may not have the opportunity to have exposure to our schools.
   - The Active Adult event was canceled due to weather. It was however an amazing event to prepare for and the lessons the students learned and skills they gained went beyond this one day.

4. During the 2016 – 2017 school year, 75% or more of the Preston Staff will support the renewal levy by engaging in the levy promotion efforts.
   - As of Election Day, which was a success, 84% or more of the staff supported the renewal levy by engaging in the promotion efforts. (signs, talking to someone, financially, meetings, call center)

Price Elementary School

1. During the 2016-2017 school year, 70% of our students will make one year of academic growth in Reading and Math as measured by MAP growth data.
   - Stemming from the results, we have **65.71%** of our students that have met or exceeded the fall to spring growth target in Math, and **68.25%** of our students who have met or exceeded the fall to spring growth target in Reading. If we include the students who did not meet it, but were within the standard error of meeting it, our numbers jump to **82.86%** in Math and **85.71%** in Reading. However, as we were going over our data, we noticed that in 11 out of 13 of the spring MAP assessments, we were above the normative mean. And, out of those 13, 7 of the assessments we were above the district mean.

2. During the 2016-2017 school year, 100% of our teachers instructing Math will be trained to use the new Math curriculum, and it will become infused in our practices to help guide instruction.
   - As of May 19, every Math teacher trained on the Envision 2.0 Math curriculum.

3. During the 2016-2017 school year, we will reduce the number of students who are chronically absent with 15+ or more days of school by 20% from 31 students to 24 students.
   - We have 34 students with over 15 days of absence. Additionally, we have 52 students with between 10 and 14.5 days of absence, and 132 students with between 5 and 9.5 days of absence. There were a few multi-children families with 15 days or more, that had a rough year with illness.

Richardson Elementary School

1. During the 2016-2017 school year Early Release Wednesday TBT's, Richardson Elementary reading and math teachers will utilize NWEA MAP reports a minimum of 3 times to appropriately group students and determine instructional strategies.
   - Julie Wilson, Principal and Tina Maghes, Grade 3 ELA Teacher attended the MAP Essential Reports training on September 20th. As a result of this training, Richardson teachers were provided with a basic MAP report overview at an ERW.
   - A MAP PD Day was held with Lea Travis on November 7th.
   - The Richardson BLT met with Denise Ward on January 23rd to look at MAP data.
   - A MAP PD day was held with Lea Travis on January 30th.
   - Julie Wilson met with Denise Ward from the SST8 to plan upcoming Staff PD's surrounding MAP reports on April 18th.
   - Julie Wilson, Principal and Denise Ward from the SST8 led a Fishbowl activity for the K-2 TBT's surrounding end-of year MAP data during the May 3rd ERW.
   - Denise Ward from the SST8 led the ERW on May 17th. The topic was linking the building report to MAP data.
   - Teachers have been given all TBT ERW's to utilize NWEA MAP reports to appropriately group students and determine instructional strategies.

2. During the 2016-2017 school year, the Richardson BLT will participate in a book study titled <u>Proactive Discipline for Reactive Students: A guide for practicing effective classroom behavior management</u>. Members of the BLT will present proactive PBIS strategies at staff meetings and implement strategies within their classrooms.
   - BLT attended the "Proactive Discipline" training, by Dr. Fred Johnson, at Ashland University on September 2nd
   - Several Richardson staff members, in addition to the BLT, are engaging in the book study

- S.O.S. (Support Our Students), a staff mentoring program, was presented by Ms. Joslin at the September staff meeting
- Staff Members have been paired with students who have been selected due to one or more of the following: attendance, office referrals and/or suspensions, self-esteem issues. Chef Bill and our cafeteria manager are working together to put on a monthly luncheon for students to eat with their mentors.
- As of May 15, 2017 the BLT/Book Study members have completed discussing the book during BLT meetings. BLT members have discussed strategies and shared out at monthly staff meetings.

3. By the end of the 2016-2017 school year, Richardson Elementary will host an "active adult engagement" event in an effort to engage the mature adult population with no connection to the school district.
   - Richardson Elementary hosted an "active adult engagement event on December 1, 2016. Over 35 mature adults from the Cuyahoga Falls/Silver Lake Community were in attendance.

4. During the 2016-2017 school year, 75% or more of the Richardson staff with support the renewal levy by engaging in levy promotion efforts.
   - During the 2016-2017 school year, 81% of Richardson staff members supported the renewal levy by engaging in levy promotion efforts.

Silver Lake Elementary Schools

1. By the end of the 2016-2017 school year, 65% of Silver Lake Elementary Students will demonstrate at least one year's academic growth in reading and math as measured by MAP and/or SLO data.
   - End of the year average student growth data as measured by spring MAP scores in reading: 85% average
   - End of the year average student growth data as measured by spring MAP scores in math: 75% average

2. By the end of the 2016-2017 school year, 100% of BLT members and the teaching staff of Silver Lake Elementary School will involve our parent group, Home and School League, to create a community event or activity that is new to Silver Lake as measured by anecdotal notes, agenda documentation, and documentation of the culmination of the event or activity.
   - The SLE Be a Hero Event was held on October 7, 2016. We have 52 community members attend. Each grade level made contributions that were age appropriate and curriculum based. Our theme, SLE's Food Pantry, was chosen by our parent group. They helped to create the way they thought it should play out. The ideas were taken back to our BLT and they continued to work this. Members of BLT met with the parent group, another discussion took place, ideas were tweaked, and then this was brought to the staff. Each grade level was given choices of activities from which to choose. They were asked to do at least one activity with their students, but all grade levels chose to do at least two activities. Most of the grade levels did much more than this. The rest of the event was given to the fifth graders and then the fourth graders to organize. The event was created by the students and was then led by the students. The fourth and fifth grade teachers acted as facilitators. The fourth and fifth graders asked for some help from the music teacher and other teachers to add other activities that they felt needed to be featured.

3. By the end of the 2016-2017 school year, 50% of Silver Lake teaching staff will participate in efforts to support the building and resource leveraging efforts of CFSD by participation in

one of the following: disseminating information regarding our levy needs, attending a community event that is outside of SLE, or participating in another district function that promotes this initiative as measured by documentation of attendance and participation of the event.

- We had 100% of our staff members participate in at least one activity to support the district outside of typical responsibilities.

4. By the end of the 2016-2017 school year, all Silver Lake Elementary Schoolteachers will increase their communication with parents by using REMIND 101, adding their newsletters to their websites, or by using a communication tool of choice at least two times during grading period 2, 3, and 4 as measured by anecdotal notes and observations from the principal.

- We had 100% of staff members use tools to improve communication with parents at least two times during grading periods 2, 3, and 4. Teachers were given opportunities to document this via email or in written form such as exit tickets from ERW or grading period documentation/ record keeping sheets. This has been evidenced with anecdotal notes and observations. We had 100% of staff members using tools listed above as well as other tools. The most popular choice is REMIND 101.

Cuyahoga Falls CSD-- School + Department Profile links 2017-18

Cuyahoga Falls CSD - http://www.cfalls.org/userfiles/1349/my%20files/cf%20vision%202020%20--%202016-2017%20results.pdf?id=11220

CFHS -
http://www.cfalls.org/userfiles/1349/my%20files/cfhs%20school%20profile%20(2).pdf?id=11250

Bolich MS-
http://www.cfalls.org/userfiles/1349/my%20files/bolich%20middle%20school%20profile.pdf?id=11251

Roberts MS-
http://www.cfalls.org/userfiles/1349/my%20files/roberts%20middle%20school%20profile.pdf?id=11252

DeWitt ES-
http://www.cfalls.org/userfiles/1349/my%20files/dewitt%20elementary%20school%20profile.pdf?id=11258

Lincoln ES -
http://www.cfalls.org/userfiles/1349/my%20files/lincoln%20elementary%20school%20profile.pdf?id=11253

Preston ES -
http://www.cfalls.org/userfiles/1349/my%20files/preston%20elementary%20school%20profile.pdf?id=11254

Price ES --
http://www.cfalls.org/userfiles/1349/my%20files/elizabeth%20price%20school%20profile.pdf?id=11255

Richardson ES-
http://www.cfalls.org/userfiles/1349/my%20files/richardson_district%20profile.pdf?id=11256

Silver Lake ES-
http://www.cfalls.org/userfiles/1349/my%20files/silver%20lake%20elementary%20school%20profile.pdf?id=11257

Instructional Technology Dept. --
http://www.cfalls.org/userfiles/1349/my%20files/dewitt%20elementary%20school%20profile.pdf?id=11258

Human Resources Dept. -- http://www.cfalls.org/docs/district/depts/18/district%20profile-hr%20%20dept.pdf?id=11260

Treasurer's Office -- CUPP report summary-
http://www.cfalls.org/docs/district/depts/14/cuyahoga%20falls%20district_profile_report_fy16.pdf?id=11262

CUPP report Excel download --
http://www.cfalls.org/docs/district/depts/14/district_profile_report_fy16.xlsx?id=11261

Ohio Department Of Education
Office of School Options and Finance

District Profile Report For City, Exempted Village And Local School Districts for
Cuyahoga Falls City SD, Summit

43836

		Cuyahoga Falls City SD, Summit	Similar District Average	Statewide average of Local, E.V., & City Districts
A - Demographic Data:				
1	School District Area Square Mileage (FY16)	10.00	29.33	67.87
2	District Pupil Density (FY16)	488.84	243.78	41.61
3	Total Average Daily Membership (FY16)	4,888.36	7,151.02	2,824.14
4	Total Year-End Enrollment (FY16)	4,766.03	6,739.45	2,572.84
5	Asian Students As % Of Total (FY16)	3.81%	2.01%	2.24%
6	Pacific Islander Students as % Of Total (FY16)	0.04%	0.10%	0.07%
7	Black Students As % Of Total (FY16)	4.12%	7.72%	14.35%
8	American Indian/Alaskan Native Students As % Of Total (FY16)	0.06%	0.11%	0.12%
9	Hispanic Students As % Of Total (FY16)	1.89%	4.48%	5.05%
10	White Students As % Of Total (FY16)	85.17%	80.03%	73.45%
11	Multiracial Students As % Of Total (FY16)	4.91%	5.55%	4.71%
12	% Of Disadvantaged Students (FY16)	45.70%	42.04%	47.79%
13	% Of Students With Limited English Proficiency (FY16)	3.37%	2.03%	2.61%
14	% Of Students With Disability (FY16)	14.27%	14.26%	14.27%
B - Personnel Data:				
15	Classroom Teachers' Average Salary (FY16)	$53,949.97	$60,968.22	$58,689.66
16	% Teachers With 0-4 Years Experience (FY16)	37.98%	26.25%	29.08%
17	% Teachers With 4-10 Years Experience (FY16)	17.51%	18.50%	17.67%
18	% Teachers With 10+ Years Experience (FY16)	44.51%	55.25%	53.25%
19	FTE Number Of Administrators (FY16)	31.00	37.28	18.92
20	Administrators' Average Salary (FY16)	$80,100.39	$90,085.39	$78,561.81
21	Pupil Administrator Ratio (FY16)	157.69	188.78	146.52
C - Property Valuation And Tax Data:				
22	Assessed Property Valuation Per Pupil (TY15 [FY17])	$150,034.52	$152,130.51	$144,660.37
23	Res & Agr Real Property Valuation As % Of Total (TY15 [FY17])	76.63%	74.30%	73.92%
24	All Other Real Property Valuation As % Of Total (TY15 [FY17])	22.80%	22.10%	20.49%
25	Public Utility Tangible Value As % Of Total (TY15 [FY17])	0.57%	3.60%	5.59%
26	Business Valuation As % Of Total (TY15 [FY17])	23.37%	25.70%	26.08%
27	Per Pupil Revenue Raised By One Mill Property Tax (TY15 [FY17])	$150.03	$152.13	$144.66
28	Total Property Tax Per Pupil (TY15 [FY17])	$6,348.97	$6,367.52	$5,587.67
29	Rollback & Homestead Per Pupil (FY16)	$779.88	$779.45	$640.81
30	OSFC 3-Year Adjusted Valuation Per Pupil (FY17)	$151,822.57	$155,906.29	$144,465.93
31	District Ranking Of OSFC Valuation Per Pupil (FY17)	410	NA	NA
32	Median Income (TY14)	$34,271.00	$34,690.00	$33,100.00
33	Average Income (TY14)	$51,046.00	$54,451.86	$76,621.00
D - Local Effort Data:				
34	Current Operating Millage Including JVS Mills (TY15 [FY17])	69.08	65.27	49.77
35	Effective Class 1 Millage Including JVS Mills (TY15 [FY17])	40.90	39.16	30.86
36	Effective Class 2 Millage Including JVS Mills (TY15 [FY17])	46.40	44.52	35.83
37	School Inside Millage (TY15 [FY17])	4.90	4.67	4.48
38	School District Income Tax Per Pupil (FY16)	$0.00	$1,279.13	$1,320.27
39	Local Tax Effort Index (FY16)	0.8926	0.9833	1.0000
E - Expenditure Per Pupil Data:				
40	Administration Expenditure Per Pupil (FY16)	$1,022.05	$1,309.88	$1,513.93
41	Building Operation Expenditure Per Pupil (FY16)	$1,610.22	$1,893.50	$2,111.45
42	Instructional Expenditure Per Pupil (FY16)	$6,171.34	$6,412.52	$6,469.19
43	Pupil Support Expenditure Per Pupil (FY16)	$966.81	$681.43	$665.75
44	Staff Support Expenditure Per Pupil (FY16)	$357.87	$365.08	$403.85
45	Total Expenditure Per Pupil (FY16)	$10,128.29	$10,662.41	$11,164.17
F - Revenue By Source Data:				
46	State Revenue Per Pupil (FY16)	$3,964.09	$4,581.80	$5,865.91
47	State Revenue As % Of Total (FY16)	34.74%	37.44%	43.79%
48	Local Revenue Per Pupil (FY16)	$5,689.06	$6,082.52	$5,569.76
49	Local Revenue As % Of Total (FY16)	49.85%	49.70%	41.58%
50	Other Non-Tax Revenue Per Pupil (FY16)	$1,036.85	$859.51	$967.85
51	Other Non-Tax Revenue As % of Total (FY16)	9.09%	7.02%	7.23%
52	Federal Revenue Per Pupil (FY16)	$721.87	$714.83	$990.81
53	Federal Revenue As % Of Total (FY16)	6.33%	5.84%	7.40%
54	Total Revenue Per Pupil (FY16)	$11,411.87	$12,238.66	$13,394.34
55	Total Formula Funding Per Pupil (FY16)	$2,694.06	$2,708.87	$3,703.14
56	Total Formula Funding As % Of Income Tax Liability (FY16)	51.66%	55.89%	81.28%
G - District Financial Status From Five Year Forecast Data:				
57	Salaries As % Of Operating Expenditures (FY16)	53.66%	56.06%	52.87%
58	Fringe Benefits As % Of Operating Expenditures (FY16)	22.91%	21.81%	21.10%
59	Purchased Services As % Of Operating Expenditures (FY16)	20.58%	17.42%	21.00%
60	Supplies & Materials As % Of Operating Expenditures (FY16)	1.71%	3.23%	3.20%
61	Other Expenses As % Of Operating Expenditures (FY16)	1.15%	1.48%	1.83%