Youngstown City School District Academic Improvement Plan Development

Introduction
The mission of the Youngstown City School District is as follows: In an environment of high expectations, high support and no excuses, the staff of the Youngstown City School District (YCSD) will take the attitude to continually learn, lead and collaborate while using data to support each scholar in our District.

Our goal is to provide a culturally responsive, safe and positive school learning environment to enhance, empower and promote the value of learning for our scholars. Families and the Youngstown community are active participants in the educational process.

District employees and the district leadership team have not strayed from this mission. High expectations for every scholar and every employee are the norm in Youngstown City Schools. The district's strategic plan (YOUprint 2030) details the steps necessary to provide evidence-based practices that open a world of opportunity and achievement for YCSD scholars. Specifically, the district identified 4 (four) strategic goals for district improvement. These goals are:

1. Improve academic performance (literacy, math, science, and climate/culture PBIS)
2. Create a culture of diversity, equity, inclusion, and excellence.
3. Improve school-community relations, communication, and partnerships.
4. Create a positive school environment that encourages responsibility.

These four goal areas were derived from examination and analysis of student/scholar performance data. YCSD uses growth and achievement data largely from NWEA MAP assessments (measures student growth from the beginning of the year to the end of the year), and Ohio State Tests (measures grade level proficiency) to inform instruction, improvement goal setting areas, and yearly performance targets. Baseline data suggests that prior to the COVID-19 pandemic students were showing some growth in the academic areas of literacy, math and science. However, the same data suggests the district's scholars demonstrate a critical need for more growth to meet the achievement standards on the Ohio State Tests. As student growth improves, so will achievement.

Given the extreme challenges of the COVID-19 pandemic, the district remains focused on these improvement goals. The work has been difficult and there is much to do. However, the district remains laser focused on the areas of scholar literacy, math

instruction, science instruction and Positive Behavioral Intervention and Supports (PBIS).

This **Youngstown Academic Improvement Plan** is a result of HB 110 and Ohio Revised Code 3302.103. While all goals in YCSD point to high level success for all scholars, this plan is a state mandated plan that requires the district to demonstrate enough incremental improvement in three years to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives. The focus of the AIP is improvement – this plan is not the end goals for the scholars of YCSD.

Some have criticized low targets for areas of poor performance on the Ohio State Tests. For example, the 3-5 grade band in math shows that approximately 7% of 3rd-5th grade students demonstrated proficiency on the 2020-2021 Ohio State Tests. The district target at the end of 2025 (as written in this plan) is 16% of all students grades 3-5 on average, performing at proficient or above levels on the state tests. While the movement from 7% to 16% shows just a 9%age-point increase, the increase in the percentage of proficient or above YCSD scholars is 129%. If the district meets this target, it will have shown substantial progress. For the past three (3) years, the district has implemented evidence-based strategies in each of the academic goal areas that will improve student achievement, and district officials expect scholars to show such academic growth as a result.

The pandemic has created numerous challenges for the district's students, families, employees, and community – all which impacted baseline data for the past two academic years. However, the strategies remain relevant and will show academic improvement for all scholars when leaders and teachers can implement them with integrity.

Climate and Culture
The district implements the Positive Behavioral Intervention and Supports (PBIS) which incorporates empirically validated practices into a framework designed to support all students and all staff within schools.

The PBIS framework is designed to:
- prevent chronic behavioral challenges;
- provide early intervention for children and youth displaying minor but repeated patterns of problem behavior;

- provide pro-active supports to students/scholars and at-risk children and those with emotional disturbances to allow them to successfully remain in the general education environments with the appropriate supports; and
- provide instruction, practice, and reinforcement for students regarding expected behaviors in the various school settings.

The PBIS framework provides a continuum of behavioral supports within the school environment. The three-tiered prevention logic model requires that all students receive supports at the universal or primary tier. Building "universal" behavioral supports is the core of the process and apply to all students, all employees, and all settings. Universals are a clearly defined set of positively stated rules with an accompanying set of specific, positively stated behavior exemplars of each rule. Students and staff are taught these behavioral exemplars. The second level of the continuum focuses on at-risk students/scholars who need more than universal supports for behavioral success. Interventions are provided for this targeted group of students. Finally, the third level of support is individualized and intensive. The successful implementation and sustainability of this multitiered system of behavioral supports include support from central and building administrators.

Finally, YCSD has district operated preschools running within district school buildings. This allows the district the opportunity to provide scholars with instruction at a young age and build the necessary foundation before entering kindergarten. Because preschool teachers and kindergarten teachers are in the same buildings, time is scheduled for teachers to collaborate on instructional and behavioral needs and strategies for the district's youngest scholars.

Collaborative Plan Development
The Youngstown City School District (YCSD) Academic Improvement Plan was developed with the Board of Education, Academic Distress Commission and district/community stakeholders. Among the stakeholders who participated in the process were area clergy, community members, the Youngstown Education Association, and various community partners. Participants noted in focus group work that the plan development was viewed as an opportunity to unify the vision of the district, an important contributor to successful plan implementation. Plan development was facilitated by the Ohio Education Association and the Ohio School Boards Association. Full documentation of stakeholder consultation is attached as Appendix A.

Process

Through prior assessments and improvement plans, the district identified, and again reviewed, it's critical academic needs as reported in the 11 District Plan, Reading Achievement Plan and One Plan, the improvement plan prescribed in ORC33012.10. What follows is a plan highly aligned to the aforementioned plans and the needs of the district's scholars. The strategies included are evidence based and many have been implemented over the last two years. Plan implementation will begin in 2021-2022 school year.

Plan Implementation and Partnership Support

The plan will be implemented by the YCSD teaching faculty and administrative team. The Youngstown City School District Board of Education will oversee the plan elements. District leadership is committed to high expectations for scholars and implementing this plan - its benchmarks and strategies with fidelity. Engaged in the Ohio Improvement Process, the YCSD will implement and continually monitor progress through the District Leadership Team, Building Leadership Team and Teacher-Based Teams. The board of education will monitor the plan through discussions at board meetings with the district leadership team.

Teachers and administrators enjoy working in updated facilities with plenty of state-of-the-art technology and are supported with high quality professional development. Newly hired teachers and administrators are and will continue to be trained in the systems and strategies to make implementation of strategies uniform. Additionally, all leaders are provided with an understanding of resources and curriculum so that they can effectively provide feedback and support to staff.

Effective teaching and learning is the foundation for improving academic growth and achievement for students. The strategies detailed in the AIP, include the evidence-based instructional frameworks and/or strategies used and appropriate teacher professional growth activities which include coaching.

Likewise, YCSD partners will contribute to the implementation of and support of the Academic Improvement Plan. Youngstown enjoys the following partnerships that specifically lend support to the improvement process and help the district, building, and teacher teams - and most importantly, the district's scholars. The State Support Team monitors PBIS and assists with implementation of all academics while United Way provides before and after school programs and "Success by Six." YSU-Project Pass provides literacy tutoring to elementary scholars. ODE partnerships deliver instructional support through the Ohio Improvement Plan and the district's Urban Support Specialist who guides the implementation of the 11 District Plan.

Independent Monitoring System
Important to any improvement planning effort is implementing the plan with fidelity and monitoring the plan. Throughout the plan, routine and consistent independent monitoring is noted. In the case of Positive Behavioral Interventions and Supports, independent monitoring is conducted by the State Support Team (SST).

All monitoring of the Academic Improvement Plan will require the team to examine data, reflect on practices and adjust accordingly.

Key Principles for the Establishment of Academic Improvement Plan Benchmarks
The plan that follows consists of academic benchmarks and strategies that are evidence based, currently being implemented (early stages) and believed to be necessary and reasonable to the district and stakeholders. The benchmarks are fair, ambitious and achievable. Considerable time and effort was spent discussing benchmarks and targets while consulting with the ADC, Board of Education and District Stakeholders.

All benchmarks are honest, research based, meaningful to the turnaround work the district is pursuing and strongly related to increasing student achievement.

The district adopted ambitious benchmarks and strategies that will challenge the district and schools to demonstrate academic improvement and include related strategies that task adults to improve behavior, systems, climate, and culture to achieve the benchmarks.

While ambitious, if implemented with standardization throughout the district and with fidelity, the plan is believed to be realistic and allow the district's scholars an opportunity to demonstrate success. The District Leadership Team and members of the teachers' association look forward to staying with the plan presented and the consistency it will bring to the strategies used throughout.

Assessments Used for Evaluation
YCSD will use the following assessments to monitor and evaluate student performance. A link to the technical supports/details for each assessment is provided as well. All assessments are recognized by the Ohio Department of Education as valid instruments and all are vendor assessments. Additional measurements/assessments used to determine performance are Ohio State Tests, Ohio Local Report Card, Ohio Graduation Requirements, high school data (credits earned per grade level) and Ohio Means Jobs Readiness Seal Requirements.

04% of YCSD benchmarks are measured with PELI

04% of YCSD benchmarks are measured with OMJ Microcredential Requirements

08% of YCSD benchmarks are measured with Acadience

08% of YCSD benchmarks are measured with Ohio Graduation Requirements

17% of YCSD benchmarks are measured with Ohio State Tests

17% of YCSD benchmarks are measured through EMIS and reported on the Ohio Local District Report Card

42% of YCSD benchmarks are measured with NWEA MAP

Technical Links for Assessments

Links cited below are also listed in correspondent benchmarks of the AIP.

NWEA

https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm

PELI

https://acadiencelearning.org/acadience-reading/prek-peli/

Acadience

https://acadiencelearning.org/the-dibels-next-assessment-is-now-acadience-reading/

Youngstown City School District- 2022-2025 Academic Improvement Plan	
Benchmark 1: Literacy **Birth-5: By June 2025, 70% of 4 and 5-year-old preschool scholars will show command of early literacy skills by meeting the on-track target measured by the Preschool Early Literacy Indicators (PELI) Assessment.**	**Met or Not Met**

Rationale	Alphabet knowledge, vocabulary, oral language, phonological awareness and listening comprehension are essential pre-reading skills and make up a core component of the Pre-K reading curriculum. Additionally, the PELI offers a progress monitoring piece that will be used to assist preschool teachers in providing Tier 2 and Tier 3 literacy interventions.
Baseline Data	1. **We have not administered the PELI assessment prior to this year. We will begin administering the PELI assessment in the 2021-2022 school year. As future PELI data is collected for the baseline, an amendment to the improvement plan reflecting that baseline data will be recorded. Accordingly, annual targets may need adjusted.** **Data collected during the 2021-2022 will be used as our baseline data as PELI is a new assessment.** ● 2018-19: 60.23% of scholars met or exceeded the on-target benchmark as measured by Heggerty assessment. ● 2019-20: (Due to COVID, no spring assessments were administered.) ● 2020-21: 53.2% of the scholars met or exceeded the on-target benchmark as measured by the Heggerty Assessment. (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021).
Target	**Yearly targets** ● **2021-22:** By June 2022, 60% of 4 and 5-year-old preschool scholars will meet the on-track target measured by the PELI Assessment. (Data collected this year will be used as the baseline data.) ● **2022-23:** By June 2023, 60% of 4 and 5-year-old preschool scholars will meet the on-track target measured by the PELI Assessment. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to set the baseline data.) ● **2023-24:** By June 2024, 65% of 4 and 5-year-old preschool scholars will meet the on-track target measured by the PELI Assessment. (This will be a 5%-point increase from the 2022-2023 school year.) ● **2024-25:** By June 2025, 70% of 4 and 5-year-old preschool scholars will meet the on-track target measured by the PELI Assessment. (This will be a 5%-point increase from the 2023-2024 school year.)

Technical Link	https://acadiencelearning.org/acadience-reading/prek-peli/
Strategies	1. All preschool instructional staff will implement explicit and systematic phonological awareness instruction (Heggerty, ParaReading Strategies) to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive interventions.
	2. The Decision Rules for Preschool will be implemented to support teachers' use of targeted interventions based on the PELI data.
	3. The Preschool Literacy Coach and the Preschool Transition Coach will support preschool staff in their implementation of literacy strategies aligned to the science of reading and the district Reading Achievement Plan.
	4. The preschool supervisors and coaches will continue to work with the SST5 and Urban Regional Literacy Lead to plan and implement professional development for the preschool staff.

Benchmark 2: Literacy Grades K-1: By June 2025, 63% of scholars in grades K-1 will show command of phonological awareness and phonics by meeting their expected growth as measured by the Acadience (DIBELS) assessment data.	Met or Not Met

Rationale	As the early literacy skills of phonological awareness and phonics develop, it is important to monitor these skills often. The use of short fluency measures to regularly detect risk and monitor the development of early literacy and early reading skills ensure positive development. These skills are empirically validated and are considered as essential skills related to general reading outcomes.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring DIBELS (Acadience) Assessment:** 2017-2018- 58% 2018-2019- 55% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 38% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Technical Link	https://acadiencelearning.org/the-dibels-next-assessment-is-now-acadience-reading/
Target	**Yearly targets** ● **2021-2022-** By June 2022, 43% of scholars in grades K-1 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 5%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 43% of scholars in grades K-1 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-** By June 2024, 53% of scholars in grades K-1 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 10%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 63% of scholars in grades K-1 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 10%-point increase from the 23-24 school year).

Strategies	1. All instructional staff will implement explicit and systematic phonological awareness and phonics instruction to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in scholars' Reading Improvement and Monitoring Plans (RIMPS).
	2. The Decision Rules for Grades K-3 will be used to support teachers' use of targeted interventions based on the Heggerty and Acadience (DIBELS) data.
	3. The Literacy Coaches and the Instructional Coaches will support the K-1 staff in their implementation of literacy strategies aligned to the science of reading and the district Reading Achievement Plan.
	4. The district academic team and coaches will continue to work with the SST5 and Urban Regional Literacy Lead to plan and implement professional development for the K-1 staff.

Benchmark 3: Literacy	Met or Not Met
Grades 2-3: By June 2025, 63% of scholars in grades 2-3 will show command of phonological awareness, phonics and literacy strategies aligned to the science of reading by meeting their expected growth as measured by the Acadience (DIBELS) assessment data.	

Rationale	As the early literacy skills of phonological awareness and phonics develop, it is important to monitor these skills often. The use of short fluency measures to regularly detect risk and monitor the development of early literacy and early reading skills ensure growth in development. These component skills are empirically validated and are considered as essential skills related to general reading outcomes.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring DIBELS (Acadience) Assessment:** 2017-2018- 64% 2018-2019- 58% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 41% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**Yearly targets** ● **2021-22-** By June 2022, 45% of scholars in grades 2-3 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 4%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 45% of scholars in grades 2-3 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-**By June 2024, 53% of scholars in grades 2-3 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be an 8%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 63% of scholars in grades 2-3 will meet their expected growth as measured by the Acadience (DIBELS) assessment data. (This will be a 10%-point increase from the 23-24 school year).
Technical Link	https://acadiencelearning.org/the-dibels-next-assessment-is-now-acadience-reading/

Strategies	1. All instructional staff will implement explicit and systematic phonological awareness and phonics instruction to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in scholars' Reading Improvement and Monitoring Plans (RIMPS). 2. The Decision Rules for Grades K-3 will be used to support teachers' use of targeted interventions based on the Acadience (DIBELS) data. 3. The Literacy Coaches and the Instructional Coaches will support the Grades 2-3 staff in their implementation of literacy strategies aligned to the science of reading and the district Reading Achievement Plan. 4. The district academic team and coaches will continue to work with the SST5 and Urban Regional Literacy Lead to plan and implement professional development for the Grades 2-3 staff.

Benchmark 4: Literacy	Met or Not Met
Grades 2-5: By June 2025, 57% of scholars in grades 2-5 will show developing command of comprehending informational text, literary text, and vocabulary by meeting their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment.	

Rationale	According to the Science of Reading, Comprehension is the ultimate goal of reading. Developing comprehension through informational and literary text as well as expanding vocabulary builds knowledge. Explicit, and systematic decoding instruction and vocabulary development connected to text enables students the ability to continually build a body of knowledge. Identifying the knowledge and integrating it with comprehension strategy instruction is a powerful, evidence-based part of comprehensive reading instruction.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring NWEA Reading Map Assessment:** 2017-2018- 52% 2018-2019- 50% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 24% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.
Target	**Yearly targets** ● **2021-22-** By June 2022, 32% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be an 8%-point increase from the 2020-21 school year). ● **2022-23 -** By June 2023, 32% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-** By June 2023, 44% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be a 12%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 57% of scholars in grades 2-5 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be a 13%-point increase from the 23-24 school year).

Technical Link	https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm
Strategies	1. All instructional staff will implement explicit and systematic phonological awareness and phonics instruction to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in scholars' Reading Improvement and Monitoring Plans (RIMPS). 2. The MindPlay adaptive reading program will also be used to provide individualized reading intervention to scholars. 3. The Decision Rules for Grades K-3 and for Grades 4-9 will be used to support teachers' use of targeted interventions based on the Acadience (DIBELS), MindPlay and NWEA Reading MAP data. 4. All Tier 1 instruction will be aligned with the Ohio Learning Standards. 5. The *Panorama: Reading Through the Lens of Science* and *Panorama: Reading Through the Lens of Social Studies* core reading program will be used with fidelity to support scholars' vocabulary, background knowledge, and reading comprehension. 6. The Literacy Coaches and the Instructional Coaches will support the Grades 2-5 staff in their implementation of literacy strategies aligned to the science of reading and the district Reading Achievement Plan. 7. The district academic team and coaches will continue to work with the SST5 and Urban Regional Literacy Lead to plan and implement professional development for the Grades 2-5 staff.

Benchmark 5: Literacy	Met or Not Met
Grades 6-10: By June 2025, 64% of scholars in grades 6-10 will show command of vocabulary, background knowledge, and reading comprehension skills by meeting their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment.	

Rationale	Developing comprehension through informational and literary text as well as expanding vocabulary builds knowledge. Vocabulary development connected to text enables students the ability to continually build a body of knowledge. Identifying the knowledge and integrating it with comprehension strategy instruction is a powerful, evidence-based part of comprehensive reading instruction. Likewise, students must be able to infer the meaning of new words based on their knowledge of how words work in the English language. Morphological awareness, or the application of generative vocabulary instruction, has been shown to significantly contribute to students' literacy development, especially when it deepens students' understanding of the morphemic structure, spelling, and meaning of written words (Carlisle, 2010).
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring NWEA Reading Map Assessment:** 2017-2018- 57% 2018-2019- 63% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 36% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)

Target	**Yearly targets**
	● **2021-22-** By June 2022, 44% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be an 8%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 44% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-** By June 2024, 54% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be a 10%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 64% of scholars in grades 6-10 will meet their individual expected growth goal as measured by the NWEA MAP Reading (informational text, literary text, and vocabulary) assessment. (This will be a 10%-point increase from the 23-24 school year).
Technical Link	https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm

Strategies	1. All Tier 1 instruction will be aligned with the Ohio Learning Standards.
	2. The myPerspectives core reading program will be used with fidelity to support scholars' vocabulary, background knowledge, and reading comprehension.
	3. In grades 9-10, teachers will also utilize the Pre-AP Access for All instructional framework to support the implementation of rigorous instructional strategies.
	4. The MindPlay adaptive reading program will be used to provide individualized reading intervention to scholars.
	5. The Decision Rules for Grades 4-9 will be used to support teachers' use of targeted interventions based on the NWEA Reading MAP and MindPlay data.
	6. Literacy and instructional coaches will provide professional development and support as teachers implement the Decision Rules during scholars' intervention period.
	7. The Literacy Coaches and the Instructional Coaches will support teachers in their implementation of literacy strategies aligned to the science of reading and the district Reading Achievement Plan.
	8. The district academic team and coaches will continue to work with the SST5 and Urban Regional Literacy Lead to plan and implement professional development for staff.

Benchmark 6: Literacy **3rd Grade: By June 2025, 46% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test.**	**Met or Not Met**

Rationale	Because reading is the basis of all other learning, it is imperative that our scholars demonstrate proficiency in this area. Based on the last state report card issued, YCSD scored the lowest of its 20 similar districts regarding scholars who were reading in the 3rd grade at or above proficiency level. YCSD demonstrated a 30.8% proficient and above rate, while the highest score of the 20 similar districts was 99.4% (Steubenville City). Removing the 99.4% outlier, the average proficiency and above percentage of the 20 similar districts was 50.03%. YCSD benchmark is in alignment with performance of similar districts. While all goals in YCSD point to high level success of all scholars, this plan is a state mandated plan that requires the district to demonstrate to the state enough incremental improvement in just three years to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives.
Baseline Data	**Percentage of 3rd grade scholars who scored proficient or above on the 3rd grade ELA portion of Ohio's State Test.** 2017-2018- 31% 2018-2019- 31% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 16% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**Yearly targets** ● **2021-22-** By June 2022, 24% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test. (This will be an 8%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 24% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-** By June 2024, 34% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test. (This will be a 10%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 46% of scholars in 3rd grade will score proficient or above on the 3rd grade ELA portion of Ohio's State Test. (This will be a 12%-point increase from the 23-24 school year).

Strategies	1. All 3rd grade instructional staff will implement explicit and systematic phonological awareness and phonics instruction to support Tier 1 core instruction, as well as Tier 2 targeted and Tier 3 intensive intervention as documented in scholars' Reading Improvement and Monitoring Plans (RIMPS).
	2. The MindPlay adaptive reading program will also be used to provide individualized reading intervention to scholars.
	3. The Decision Rules for Grades K-3 will be used to support teachers' use of targeted interventions based on the Acadience (DIBELS), MindPlay and NWEA Reading MAP data.
	4. All Tier 1 instruction will be aligned with the Ohio Learning Standards.
	5. The *Panorama: Reading Through the Lens of Science* and *Panorama: Reading Through the Lens of Social Studies* core reading program will be used with fidelity to support scholars' vocabulary, background knowledge, and reading comprehension.
	6. The Literacy and Instructional Coaches will support the Grade 3 staff in their implementation of literacy strategies aligned to the science of reading and the district Reading Achievement Plan.
	7. The district academic team and coaches will continue to work with the SST5 and Urban Regional Literacy Lead to plan and implement professional development for the Grades 3 staff.

Benchmark 7: Math **Grades K-3: By June 2025, 51% of scholars in grades K-3 will show command of operations and algebraic thinking, number and operations, measurement and data, and geometry by meeting their expected growth as measured by the NWEA Map Mathematics data.**	**Met or Not Met**
Rationale	To meet the benchmark, third grade scholars must be mathematically proficient in their respective standards. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The district had shown progress in K-3 mathematics prior to COVID closures and remote instruction and needs to regain momentum in this specific area for overall scholar success.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring NWEA Math Map Assessment:** 2017-2018- 50% 2018-2019- 63% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 17% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**Yearly targets** ● **2021-22-** By June 2022, 27% of scholars in grades K-3 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 10%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 27% of scholars in grades K-3 will meet their expected growth as measured by the NWEA Map Mathematics data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-** By June 2024, 37% of scholars in grades K-3 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 10%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 51% of scholars in grades K-3 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 14%-point increase from the 23-24 school year).

Technical Link	https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards.
	2. The eSpark math intervention program will provide personalized adaptive pathways for scholars for Tier 2 and Tier 3 intervention.
	3. Teachers will use the eSpark data to inform targeted math interventions and instructional grouping.
	4. Instructional coaches at each building and the district math coach will support staff in their implementation of core math instruction and Tier 2 and Tier 3 math interventions.
	5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development based on the eight mathematical practices.
	6. YCSD provides preschool students with disabilities and their typical peers a preschool program that offers foundational programming in reading and math. The foundation built in preschool further supports scholars in their early elementary years.
	7. Kindergarten Readiness Assessment (KRA) results will be used by preschool educators to inform math instruction.
	8. YCSD preschool educators and kindergarten educators will collaborate formally and informally with each other in Teacher Based Teams to share challenges, instructional strategies, and kindergarten math expectations with the preschool educators.

Benchmark 8: Math	Met or Not Met
Grades 4-5: By June 2025, 51% of scholars in grades 4-5 will show command of operations and algebraic thinking, number and operations, measurement and data, and geometry by meeting their expected growth as measured by the NWEA Map Mathematics data.	

Rationale	To meet the benchmark, scholars in grades four and five must be mathematically proficient in their respective standards. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The district had shown inconsistent achievement and progress in 4-5 mathematics prior to COVID closures and remote instruction and needs to regain momentum in this specific area for overall scholar success.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring NWEA Math Map Assessment:** 2017-2018- 48% 2018-2019- 41% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 18% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**<u>Yearly targets</u>** ● **2021-22-** By June 2022, 28% of scholars in grades 4-5 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 10%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 28% of scholars in grades 4-5 will meet their expected growth as measured by the NWEA Map Mathematics data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-** By June 2024, 38% of scholars in grades 4-5 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 10%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 51% of scholars in grades 4-5 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 13%-point increase from the 23-24 school year).

Technical Link	https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards.
	2. The eSpark math intervention program will provide personalized adaptive pathways for scholars for Tier 2 and Tier 3 intervention.
	3. Teachers will use the eSpark data to inform targeted math interventions and instructional grouping.
	4. Instructional coaches at each building and the district math coach will support staff in their implementation of core math instruction and Tier 2 and Tier 3 math interventions.
	5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development based on the eight mathematical practices.

Benchmark 9: Math **Grades 6-8: By June 2025, 62% of scholars in grades 6-8 will show command of operations and algebraic thinking, the real and complex number systems, geometry, and statistics and probability by meeting their expected growth as measured by the NWEA Map Mathematics data.**	**Met or Not Met**

Rationale	To meet the benchmark, scholars in grades six, seven and eight must be mathematically proficient in their respective standards. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The district had shown a steady decline in achievement and progress in 6-8 mathematics prior to COVID closures and remote instruction and needs to regain momentum in this specific area for overall scholar success.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring NWEA Math Map Assessment:** 2017-2018- 66% 2018-2019- 56% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 36% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**Yearly targets** ● **2021-22-** By June 2022, 42% of scholars in grades 6-8 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 6%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 42% of scholars in grades 6-8 will meet their expected growth as measured by the NWEA Map Mathematics data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-** By June 2024, 50% of scholars in grades 6-8 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be an 8%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 62% of scholars in grades 6-8 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 12%-point increase from the 23-24 school year).

Technical Link	https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards. 2. The Achieve 3000 math intervention program will provide personalized adaptive pathways for scholars for Tier 2 and Tier 3 intervention. 3. Teachers will use the Achieve 3000 data to inform targeted math interventions and instructional grouping. 4. Instructional coaches at each building will support staff in their implementation of core math instruction and Tier 2 and Tier 3 math interventions. 5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development based on the eight mathematical practices.

Benchmark 10: Math Grades 9-12: By June 2025, 65% of scholars in grades 9-12 will show command of algebra and geometry by meeting their expected growth as measured by the NWEA Map Mathematics data.	Met or Not Met

Rationale	To meet the benchmark, scholars in grades 9-12 must be mathematically proficient in their respective algebra and geometry standards. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. The district had shown achievement and progress improvement in 9-12 mathematics prior to COVID closures and remote instruction and needs to regain momentum in this specific area for overall scholar success.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring NWEA Math Map Assessment:** 2017-2018- 57% 2018-2019- 69% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 42% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**Yearly targets** ● **2021-22-** By June 2022, 48% of scholars in grades 9-12 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 6%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 48% of scholars in grades 9-12 will meet their expected growth as measured by the NWEA Map Mathematics data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data). ● **2023-24-** By June 2024, 56% of scholars in grades 9-12 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be an 8%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 65% of scholars in grades 9-12 will meet their expected growth as measured by the NWEA Map Mathematics data. (This will be a 9%-point increase from the 23-24 school year).

Technical Link	https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards.
	2. The Imagine Learning math intervention program will provide personalized adaptive pathways for scholars for Tier 2 and Tier 3 intervention.
	3. Teachers will use the Imagine Learning data to inform targeted math interventions and instructional grouping.
	4. Instructional coaches at each building will support staff in their implementation of core math instruction and Tier 2 and Tier 3 math interventions.
	5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development based on the eight mathematical practices.

Benchmark 11: Math 3rd, 4th, and 5th Grade: By June 2025, an average of 16% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests, with none falling below 7%.	Met or Not Met

Rationale	Achievement tests indicate the degree to which scholars are mastering the skills outlined in Ohio's Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers and life. The average of similar districts in grades 3-5 (excluding Steubenville with 93.86 proficiency and above) is 48.5%. YSCD scholars are performing far below 2018-2019 similar district data. The achievement and progress improvement in 3-5 mathematics prior to COVID closures and remote instruction remains constant and must improve for overall scholar success. While all goals in YCSD point to high level success for all scholars, this benchmark is an incremental improvement goal to demonstrate appropriate improvement to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives. The 3-5 grade band in math shows that approximately 7% of 3rd-5th grade students demonstrated proficiency on the 2020-2021 Ohio State Tests. The district target at the end of 2025 (as written in this plan) is 16% of all students grades 3-5 performing at proficient or above levels on the state tests. While the movement from 7% to 16% shows just a 9%-point increase, the increase in the percentage of proficient or above YCSD scholars is 129%. If the district meets this target, it will have shown substantial progress. The minimum rate of 7% per grade level was derived from the 2020-2021 achievement baseline data. Grade levels scored as follows: 3rd – 12.5%, 4th – 9.1%, and 5th-2.6%
Baseline Data	**Average percentage of 3rd, 4th, and 5th grade scholars who scored proficient or above on the 3rd, 4th, and 5th grade Ohio State Tests.** 2017-2018- 29% 2018-2019- 27% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 7% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)

Target	**Yearly targets**
	● **2021-22-** By June 2022, an average of 10% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests. (This will be a 3%-point increase from the 20-21 school year).
	● **2022-23-** By June 2023, an average of 10% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.)
	● **2023-24-** By June 2024, an average of 13% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests. (This will be a 3%-point increase from the 22-23 school year).
	● **2024-25-** By June 2025, an average of 16% of the scholars in the 3rd, 4th, and 5th grade will score proficient or above on their respective Ohio State Tests. (This will be a 3%-point increase from the 23-24 school year).
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards.
	2. The eSpark math intervention program will provide personalized adaptive pathways for scholars for Tier 2 and Tier 3 intervention.
	3. Teachers will use the eSpark data to inform targeted math interventions and instructional grouping.
	4. Instructional coaches at each building and the district math coach will support staff in their implementation of core math instruction and Tier 2 and Tier 3 math interventions.
	5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development based on the eight mathematical practices.

Benchmark 12: Math 6th, 7th, and 8th Grade: By June 2025, an average of 14% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests, with none falling below 5%.	Met or Not Met

Rationale	Achievement tests indicate the degree to which scholars are mastering the skills outlined in Ohio's Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers and life. This is a stretch goal for the district. The average of similar districts in grades 6-8 (excluding Steubenville with 87.8 proficiency and above) is 33.4%. YCSD scholars are performing far below 2018-2019 similar district data. The achievement and progress improvement in 6-8 mathematics prior to COVID closures and remote instruction remains constant and needs to improve for overall scholar success. While all goals in YCSD point to high level success for all scholars, this benchmark is an incremental improvement goal to demonstrate appropriate improvement to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives. The 6-8 grade band in math shows that approximately 5% of 6th-8th grade students demonstrated proficiency on the 2020-2021 Ohio State Tests. The district target at the end of 2025 (as written in this plan) is 14% of all students grades 6-8 performing at proficient or above levels on the state tests. While the movement from 5% to 14% shows just a 9%-point increase, the increase in the percentage of proficient or above YCSD scholars is 180%. If the district meets this target, it will have shown substantial progress. The minimum rate of 5% per grade level was derived from the 2020-2021 achievement baseline data. Grade levels scored as follows: 6th – 6.2%, 7th – 6.2% and 8th – 5.3%.
Baseline Data	**Average percentage of 6th, 7th, and 8th grade scholars who scored proficient or above on the 6th, 7th, and 8th grade Ohio State Tests.** 2017-2018- 22% 2018-2019- 19% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 5% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)

Target	**Yearly targets**
	• **2021-22-** By June 2022, an average of 8% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests. (This will be a 3%-point increase from the 20-21 school year).
	• **2022-23-** By June 2023, an average of 8% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.)
	• **2023-24-** By June 2024, an average of 11% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests. (This will be a 3%-point increase from the 22-23 school year).
	• **2024-25-** By June 2025, an average of 14% of scholars in the 6th, 7th, and 8th grade will score proficient or above on their respective Ohio State Tests. (This will be a 3%-point increase from the 23-24 school year).
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards.
	2. The Achieve 3000 math intervention program will provide personalized adaptive pathways for scholars for Tier 2 and Tier 3 intervention.
	3. Teachers will use the Achieve 3000 data to inform targeted math interventions and instructional grouping.
	4. Instructional coaches at each building will support staff in their implementation of core math instruction and Tier 2 and Tier 3 math interventions.
	5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development based on the eight mathematical practices.

Benchmark 13: Math	Met or Not Met
High School: By June 2025, and average of 17% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio's State Tests, with none falling below 8%.	

Rationale	End of course exams indicate the degree to which scholars are mastering the skills outlined in Ohio's Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers and life. This is a stretch goal for the district. The average of similar districts in HS Algebra 1 and Geometry is 32.2%. YSCD scholars are performing below 2018-2019 similar district data. The achievement and progress improvement in HS algebra and geometry prior to COVID closures and remote instruction while significantly below similar districts, was moving in an upward trend and needs to improve for overall scholar success. While all goals in YCSD point to high level success for all scholars, this benchmark is an incremental improvement goal to demonstrate appropriate improvement to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives. Math scores in Algebra I and Geometry show that approximately 8% of these students demonstrated proficiency on the 2020-2021 Ohio State Tests. The district target at the end of 2025 (as written in this plan) is 17% of all students in Algebra I and Geometry score at proficient or above levels on the state tests. While the movement from 8% to 17% shows just a 9%-point increase, the increase in the percentage of proficient or above YCSD scholars is 113%. If the district meets this target, it will have shown substantial progress. The minimum rate of 8% per grade level was derived from the 2020-2021 achievement baseline data. Scores were as follows: Algebra I – 8.7% and Geometry 11.1%.
Baseline Data	**Average percentage of scholars enrolled in Algebra 1 and Geometry who scored proficient or above on the Algebra 1 and Geometry state end of course exams, known as Ohio's State Tests.** 2017-2018- 17% 2018-2019- 21% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 8% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)

Target	**Yearly targets**
	● **2021-22-** By June 2022, an average of 11% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio's State Tests. (This will be a 3%-point increase from the 20-21 school year).
	● **2022-23-** By June 2023, an average of 11% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio's State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.)
	● **2023-24-** By June 2024, an average of 14% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio's State Tests. (This will be a 3%-point increase from the 22-23 school year).
	● **2024-25-** By June 2025, an average of 17% of scholars enrolled in Algebra 1 and Geometry will score proficient or above on their respective state math end of course exams, known as Ohio's State Tests. (This will be a 3%-point increase from the 23-24 school year).
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards. 2. The Imagine Learning math intervention program will provide personalized adaptive pathways for scholars for Tier 2 and Tier 3 intervention. 3. Teachers will use the Imagine Learning data to inform targeted math interventions and instructional grouping. 4. Instructional coaches at each building will support staff in their implementation of core math instruction and Tier 2 and Tier 3 math interventions. 5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development based on the eight mathematical practices.

Benchmark 14: Science Grade 5: By June 2025, 50% of scholars in grade 5 will show command of earth and space science, life science and physical science by meeting their expected growth as measured by the NWEA Map Science data.	Met or Not Met

Rationale	To meet the benchmark, scholars in grades 5 must be proficient in the sciences. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. Baseline data is scant, but the district believes this is an important area of concentration and STEM curriculum has been adopted.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring NWEA Map Science Assessment:** 2017-2018- N/A (District did not administer the science assessment.) 2018-2019- N/A (District did not administer the science assessment.) 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 30% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**Yearly targets** ● **2021-22 -** By June 2022, 35% of scholars in grade 5 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 5%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 35% of scholars in grade 5 will meet their expected growth as measured by the NWEA Map Science data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● **2023-24-** By June 2024, 40% of scholars in grade 5 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 5%-point increase from the 23-24 school year). ● **2024-25-** By June 2025, 50% of scholars in grade 5 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 10%-point increase from the 24-25 school year).

Technical Link	https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm
Strategies	1. All Tier 1 science instruction will be aligned to the Ohio Learning Standards. 2. A new K-12 science curriculum is being implemented and professional development will be offered to all staff. 3. Scholars in grades K-8 will have access to the STEAM (science, technology, engineering, arts, math) approach to learning which requires an intentional connection between standards, assessments and lesson design/implementation. 4. Scholars in grades K-5 will be engaged in inquiry-driven, problem-based lessons during a nine-week course.

Benchmark 15: Science Grade 8: By June 2025, 51% of scholars in grade 8 will show command of earth and space science, life science and physical science by meeting their expected growth as measured by the NWEA Map Science data.	Met or Not Met

Rationale	To meet the benchmark, scholars in grades 8 must be proficient in the sciences. MAP results provide teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. Baseline data is scant, but the district believes this is an important area of concentration and STEM curriculum has been adopted.
Baseline Data	**Percentage of scholars who met their expected growth target from the fall to spring NWEA Map Science Assessment:** 2017-2018- N/A (District did not administer the science assessment.) 2018-2019- N/A (District did not administer the science assessment.) 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 33% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**Yearly targets** ● **2021-22 -** By June 2022, 38% of scholars in grade 8 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 5%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 38% of scholars in grade 8 will meet their expected growth as measured by the NWEA Map Science data. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● **2023-24-** By June 2024, 43% of scholars in grade 8 will meet their expected growth as measured by the NWEA Map Science data. (This will be a 5%-point increase from the 23-24 school year). ● **2024-25-** By June 2025, 51% of scholars in grade 8 will meet their expected growth as measured by the NWEA Map Science data. (This will be an 8%-point increase from the 24-25 school year).

Technical Link	https://teach.mapnwea.org/impl/maphelp/Content/Data/GrowthInsights.htm
Strategies	1. All Tier 1 science instruction will be aligned to the Ohio Learning Standards. A new K-12 science curriculum is being implemented and professional development will be offered to all staff. 2. Scholars in grades K-8 will have access to the STEAM (science, technology, engineering, arts, math) approach to learning which requires an intentional connection between standards, assessments and lesson design/implementation. 3. Scholars in grades K-5 will be engaged in inquiry-driven, problem-based lessons during a nine-week course. 4. Scholars in grades 6-8 will be immersed in inquiry, collaboration, and an emphasis on process-based learning during a year-long curriculum.

Benchmark 16: Government	Met or Not Met
High School: By June 2025, 50% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests.	

Rationale	End of course exams indicate the degree to which scholars are mastering the skills outlined in Ohio's Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers and life. YCSD similar districts posted scores of 61.8% at or above the proficient levels in HS Government. YSCD scholars are performing below 2018-2019 similar district data. The achievement and progress improvement in HS Government has shown upward movement but needs to improve for overall scholar success. While all goals in YCSD point to high level success of all scholars, this plan is a state mandated plan that requires the district to demonstrate to the state enough incremental improvement in just three years to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives.
Baseline Data	**Average percentage of scholars enrolled in Government who scored proficient or above on the Government state end of course exam, known as Ohio's State Tests.** 2017-2018- 36% 2018-2019- 35% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 41% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)

Target	**Yearly targets**
	2021-22- By June 2022, 44% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests. (This will be a 3%-point increase from the 20-21 school year). **2022-23-** By June 2023, 44% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) **2023-24-** By June 2024, 47% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests. (This will be a 3%-point increase from the 22-23 school year). **2024-25-** By June 2025, 50% of scholars enrolled in Government will score proficient or above on the Government state end of course exam, known as Ohio's State Tests. (This will be a 3%-point increase from the 23-24 school year).
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards. 2. Teachers will use scholars' achievement data to inform targeted interventions and instructional grouping. 3. Instructional coaches at each building will support staff in their implementation of core instruction and Tier 2 and Tier 3 interventions. 4. A targeted after school program will be available for scholars who may need additional support. 5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development that may be needed to support the teachers in their instruction.

Benchmark 17: American US History	Met or Not Met
Benchmark 17: American US History **High School: By June 2025, 33% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio's State Tests.**	**Met or Not Met**

Rationale	End of course exams indicate the degree to which scholars are mastering the skills outlined in Ohio's Learning Standards. These tests inform future instruction, preparing scholars for long-term success in school, college, careers and life. YCSD similar districts posted scores of 57.5% at or above the proficient levels in HS History. YSCD scholars are performing below 2018-2019 similar district data. The achievement and progress improvement in HS Government has shown upward movement but needs to improve for overall scholar success. While all goals in YCSD point to high level success of all scholars, this plan is a state mandated plan that requires the district to demonstrate to the state enough incremental improvement in just three years to exit the Academic Distress Commission and to continue with local control and implementation of the district's strategic plan and other district improvement initiatives.
Baseline Data	**Average percentage of scholars enrolled in American US History who scored proficient or above on the American US History state end of course exam, known as Ohio's State Tests.** 2017-2018- 29% 2018-2019- 32% 2019-2020- N/A (Due to COVID, no spring assessments were administered.) 2020-2021- 24% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)

Target	**Yearly targets**
	● **2021-22-** By June 2022, 27% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio's State Tests. (This will be a 3%-point increase from the 20-21 school year). ● **2022-23-** By June 2023, 27% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio's State Tests. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● **2023-24-** By June 2024, 30% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio's State Tests. (This will be a 3%-point increase from the 22-23 school year). ● **2024-25-** By June 2025, 33% of scholars enrolled in American US History will score proficient or above on the American US History state end of course exam, known as Ohio's State Tests. (This will be a 3%-point increase from the 23-24 school year).
Strategies	1. All Tier 1 instruction will be aligned to the Ohio Learning Standards. 2. Teachers will use scholars' achievement data to inform targeted interventions and instructional grouping. 3. Instructional coaches at each building will support staff in their implementation of core instruction and Tier 2 and Tier 3 interventions. 4. A targeted after school program will be available for scholars who may need additional support. 5. The district academic team and instructional coaches will work with the SST5 to plan and implement professional development that may be needed to support the teachers in their instruction.

Benchmark 18: Overall Performance Index	Met or Not Met
By June 2025, the district will meet or exceed an overall performance index of 42% as measured by the state report card.	

Rationale	The Performance Index achievement component represents how well YCSD students performed on the state tests. The higher the student's performance/level, the more points the district earns toward its index. This rewards districts and schools that improve the performance of highest-and lowest-performing students. As the overall Performance Index increases, so does overall student success. Similar districts posted 58.25% Performance Index Percent in 2018-2019. As programs continue implementation and the focus remains on the strategies listed in the district's various plans, YCSD believes its scores will show improvement.
Baseline Data	**The previous years' data for the district's overall performance index as measured by the state report card is as follows:** 2017-2018: 47.8% 2018-2019- 46.6% 2019-2020- N//A (Due to COVID, no spring assessments were administered.) 2020-2021- 32.3% (District was fully remote through Mar. 2021 and operated under a hybrid model from Mar.-May 2021.)
Target	**Yearly targets** ● **2021-2022**- By June 2022, the district will meet or exceed an overall performance index of 35.5% as measured by the state report card. (This will be a 3.2%-point increase from the 2020-21 school year.) ● **2022-2023**- By June 2023, the district will meet or exceed an overall performance index of 35.5% as measured by the state report card. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● **2023-2024**- By June 2024, the district will meet or exceed an overall performance index of 38.7% as measured by the state report card. (This will be a 3.2%-point increase from the 2022-23 school year.) ● **2024-2025-** By June 2025, the district will meet or exceed an overall performance index of 42% as measured by the state report card. (This will be a 3.3%-point increase from the 2023-24 school year.)

Strategies	1. Teachers will utilize the gradual release of responsibility instructional framework to inform their instructional plans to support all learners.
	2. Instructional coaches and literacy coaches will support teachers in their use of evidence based instructional practices. Title I teachers will work collaboratively with teachers to identify specific strategies in relation to the needs of individual scholars and will plan and implement strategies directly tied to areas of weakness.
	3. Teacher Based Teams will collaboratively review NWEA MAP data and formative assessment data to identify scholars' strengths and weaknesses.
	4. Evidence based instructional and intervention strategies will be utilized to address any identified gaps in data.
	5. Professional development and coaching will be provided to support teachers in their understanding of the NWEA MAP data and support their use of the data to inform instruction and intervention.
	6. Tier 1 instruction will be rigorous and aligned to the Ohio Learning Standards.
	7. Scholars in grades K-9 will have a daily intervention period. During this time, teachers will provide targeted Tier 2 interventions; scholars will also use an adaptive reading and math program to address specific skill deficiencies.

	8. YCSD will seek collaboration with the State Support Team throughout plan implementation including:
	  ○ **Service Delivery Agreement**: Complete and implement a Service Delivery Agreement with the State Support Team that includes quarterly review dates.
	
	  ○ **Ohio Improvement Process Support**: The State Support Team will assist as the DLT uses the Ohio Improvement Process. For example, the State Support Team will support as the DLT analyzes benchmark data to identify needs and root cause, selects evidence-based strategies, plans for implementation and monitors the plan in order to make adjustments based upon outcomes.

Benchmark 19: Chronic Absenteeism	Met or Not Met
By June of 2025, the district's chronic absenteeism rate will be 20% or lower.	

Rationale	The time a child spends in YCSD is precious and should ensure all aspects of his/her well-being are addressed, including the physical, social, emotional, and intellectual aspects. Ensuring scholars are in school every day is a crucial first step. A growing and compelling body of research demonstrates that chronic absence from school—typically defined as missing at least 10 percent of school days in a year for any reason, excused or unexcused —is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school. (USDOE) Similar districts (excluding Steubenville with 8.9% chronic absenteeism rate) posted a 28.54% chronic absenteeism rate. YCSD demonstrated significant improvement in this area pre-pandemic and needs to continue this trend for the overall success of YCSD students.
Baseline Data	**The chronic absenteeism rate for the district as reported on the state report card:** 2018-2019- 42.4 % 2019-2020- 29.8% 2020-2021- N/A (Due to COVID, the data was not calculated by the state.)
Target	**Yearly targets** ● **2021-22-** By June 2022, the district's chronic absenteeism rate will be 27% or lower. (This will be a 2.8%-point decrease from the 2019-20 school year). ● **2022-23-** By June 2023, the district's chronic absenteeism rate will be 27% or lower. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to add to the baseline data.) ● **2023-24-** By June 2024, the district's chronic absenteeism rate will be 23% or lower. (This will be a 4%-point decrease from the 2022-23 school year). ● **2024-25-** By June 2025, the district's chronic absenteeism rate will be 20% or lower. (This will be a 3%-point decrease from the 2023-24 school year).

Strategies	1. District Attendance Specialists will review and monitor the implementation of all Ohio Compulsory Attendance 2. Laws. 3. YCSD Attendance Specialists will oversee the building level attendance specialists to ensure that the early 4. warning prevention and intervention system and procedures are being utilized to identify and create student-level plans and that plans are implemented/monitored in a timely manner. 5. Building attendance teams will regularly meet to review student/scholar progress and will leverage the district attendance specialists' knowledge to help them design, implement, and monitor effective attendance plans for students/scholars falling under the category of chronic absenteeism and to prevent chronic absenteeism. 6. All staff will receive training, support and resources to implement the attendance program and encourage scholars to get involved in the attendance program. 7. YCSD is also working with the Cleveland Browns Foundation on an attendance incentive program called Get2School—Stay in the Game! Scholars are encouraged to share their stories about the importance of school attendance as part of the Stay in the Game program. Follow this link to learn more Students are also able to take The Attendance Pledge and print out a personalized certificate.

Benchmark 20: Graduation - *Note: Graduation rate is reported a year behind.* **Class of 2024: By the release of the 2024-2025 district report card, the district's 4-year graduation rate will meet or exceed 93% as measured by the state report card.**	**Met or Not Met**

Rationale	A high school education prepares scholars to participate positively in the economy and in civic life, among other positive life outcomes. Specifically, research suggests that increased educational attainment provides individuals with the opportunity to earn a higher income and gain access to better living conditions, healthier foods, and health care services. (Healthy People.gov). The district has made good gains in its graduation rate and must continue for the overall success of YCSD scholars.
Baseline Data	**The district's 4-year graduation rate as reported on the state report card are as follows:** Class of 2017- 74.4% Class of 2018- 84.9% Class of 2019- 88% Class of 2020- 87.3% Class of 2021- (Will be reported in the Fall of 2022 on the report card.)
Target	**Yearly targets** ● **Class of 2021-** By the release of the 2021-2022 district report card, the district's 4-year graduation rate will meet or exceed 88.5% as measured by the state report card. (This will be a 1.2%-point increase from the Class of 2020's 4-year graduation rate.) ● **Class of 2022-** By the release of the 2022-2023 district report card, the district's 4-year graduation rate will meet or exceed 90% as measured by the state report card. (This will be a 1.5%-point increase from the Class of 2021's 4-year graduation rate.) ● **Class of 2023-** By the release of the 2023-2024 district report card, the district's 4-year graduation rate will meet or exceed 91.5% as measured by the state report card. (This will be a 1.5%-point increase from the Class of 2022's 4-year graduation rate.) ● **Class of 2024-** By the release of the 2024-2025 district report card, the district's 4-year graduation rate will meet or exceed 93% as measured by the state report card. (This will be a 1.5%-point increase from the Class of 2023's 4-year graduation rate.)

Strategies	1. The district will utilize the graduation tracking documents to aid scholars in keeping track of both their courses and their graduation pathway beginning freshman year of high school. 2. One-on-one meetings with the scholar's school counselor will happen at least once each school year and more if necessary. 3. The district will continue to implement credit recovery courses and processes for scholars to access during the school day. 4. In addition, the district will implement targeted short term after school programming that will allow scholars to recover credit while still having the opportunity to participate in extracurricular activities. 5. The district has demonstrated regression in its graduation rate for students with disabilities and must improve for the overall success of YCSD scholars. 6. State law requires districts to develop Student Success Plans for students identified as at-risk for dropping out. **YCSD will continue to create Student Success Plans for all scholars in grades 6-12 in collaboration with school counselors.** Counselors will meet regularly with each scholar to monitor the plan. Revisions to the plan will be made when needed and appropriate supports will be provided to the scholar during the implementation of the plan.

Benchmark 21: Graduation - *Note: Graduation rate is reported a year behind.* **Class of 2024- By the release of the 2024-2025 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 84.37% as measured by the state report card.**	**Met or Not Met**

Rationale	This benchmark is also one of the required targets from the 11 District Plan. A high school education prepares scholars to participate positively in the economy and in civic life, among other positive life outcomes. Specifically, research suggests that increased educational attainment provides individuals with the opportunity to earn a higher income and gain access to better living conditions, healthier foods, and health care services. (Healthy People.gov)
Baseline Data	**The district's 4-year graduation rate, disaggregated by students with disabilities, and as reported on the state report card are as follows:** Class of 2017- 86.8% Class of 2018- 79.3% Class of 2019- 79.2% Class of 2020- 77.8% Class of 2021- (Will be reported in the Fall of 2022 on the report card.)
Target	<u>**Yearly targets**</u> ● **Class of 2021-** By the release of the 2021-2022 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 81.29% as measured by the state report card. (This will be a 3.49%-point increase from the Class of 2020's 4-year graduation rate.) ● **Class of 2022-** By the release of the 2022-2023 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 82.30% as measured by the state report card. (This will be a 1.01%-point increase from the Class of 2021's 4-year graduation rate.) ● **Class of 2023-** By the release of the 2023-2024 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 83.33% as measured by the state report card. (This will be a 1.03%-point increase from the Class of 2022's 4-year graduation rate.) ● **Class of 2024-** By the release of the 2024-2025 district report card, the district's 4-year graduation rate, disaggregated by students with disabilities, will meet or exceed 84.37% as measured by the state report card. (This will be a 1.04%-point increase from the Class of 2023's 4-year graduation rate.)

Strategies	1. The district will utilize the graduation tracking documents to aid scholars in keeping track of both their courses and their graduation pathway beginning freshman year of high school.
	2. One on one meetings with their school counselor will happen at least once each school year and more if necessary.
	3. The district will continue to implement credit recovery courses and processes for scholars to access during the school day.
	4. In addition, the district will implement targeted short term after school programming that will allow scholars to recover credit while still having the opportunity to participate in extracurricular activities.
	5. State law requires districts to develop Student Success Plans for students identified as at-risk for dropping out. **YCSD will continue to create Student Success Plans for all scholars in grades 6-12 in collaboration with school counselors.** Counselors will meet regularly with each scholar to monitor the plan. Revisions to the plan will be made when needed and appropriate supports will be provided to the scholar during the implementation of the plan.

Benchmark 22: Graduation Credits	Met or Not Met
By June 2025, 82% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement.	

Rationale	Students who enter high school with lower levels of prior achievement are less likely to successfully complete the ninth grade, and those who falter in the ninth grade are much less likely to graduate from high school. Tracking and identifying at each HS grade level for on target graduation regularly in a scholar's high school career indicates who is at risk of dropping out or failing to graduate. Scholars who indicate risk are slated for additional outreach and supports aimed at getting them back on track to timely high school graduation.
Baseline Data	**The district has not formally tracked the percentage of scholars who are not on track to graduate at each grade level. Plans are in place to begin collecting course completion data at the end of each school year.** ● The data collected in 2021-2022 will create the baseline data.
Target	**Yearly targets** ● **2021-22-** By June 2022, 70% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement. (The data collected this year will create the baseline data.) ● **2022-23-** By June 2023, 70% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to create the baseline data.) ● **2023-24-** By June 2024, 76% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement. (This will be a 6%-point increase from the 2022-23 school year.) ● **2024-25-** By June 2025, 82% of scholars exiting each high school grade level will be on track to graduate as defined by the number of credits needed to meet the Ohio graduation requirement. (This will be an 6%-point increase from the 2023-24 school year.)

| Credit Key | Students are classified in a grade level based on the accumulation of Carnegie units of credit. The following criteria for promotion must be met: |

1.   For promotion to the tenth grade, four (4) or more credits are needed.
2.   For promotion to the eleventh grade, nine (9) or more credits are needed.
3.   For promotion to the twelfth grade, fifteen (15) or more credits are needed.

Class of	2020	2021	2022	2023
English	4	4	4	4
Science	3	3	3	3
Mathematics	4	4	4	4
Social Studies	3	3	3	3
Health/PE-see below	1	1	1	1
Electives	5	5	5	5
Total	20	20	20	20
*Must Pass 7 end of Course Exams	Yes	Yes	Yes	Yes

Strategies	1. The district will utilize a tracking document to be shared with the scholar and their family to track the number of credits they earn each year.
	2. Additionally, the scholar will have a one-on-one meeting with their school counselor at least one time per year to discuss their coursework and course planning.
	3. Scholars will have the opportunity during their school day to recover missing courses and after school as grants allow to make up missing credits.
	4. State law requires districts to develop Student Success Plans for students identified as at-risk for dropping out. **YCSD will continue to create Student Success Plans for all scholars in grades 6-12 in collaboration with school counselors.** Counselors will meet regularly with each scholar to monitor the plan. Revisions to the plan will be made when needed and appropriate supports will be provided to the scholar during the implementation of the plan.

Benchmark 23: Diploma Seals	Met or Not Met
By June 2025, 88% of scholars will earn the required two diploma seals for graduation.	

Rationale	In addition to fulfilling curriculum requirements, scholars must show they are prepared for the next steps after high school. State law created 12 diploma seals for students to demonstrate academic, technical, and professional readiness. Students will demonstrate readiness by earning at least two diploma seals, one of which must be state defined.
Baseline Data	**Due to changes in law and the previous years' graduation options, we do not have the baseline data related to the earned graduation seals. We will begin collecting data during the 2021-22 school year.** ● The data collected in 2021-2022 will create the baseline data.
Target	**Yearly targets** ● **2021-22-** By June 2022, 70% of scholars exiting high school will have earned the two required diploma seals for graduation. (The data collected this year will create the baseline data.) ● **2022-23-** By June 2023, 70% of scholars exiting high school will have earned the two required diploma seals for graduation**.** (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to create the baseline data.) ● **2023-24-** By June 2024, 80% of scholars exiting high school will have earned the two required diploma seals for graduation. (This will be a 10%-point increase from the 2022-2023 school year). ● **2024-25-** By June 2025, 88% of scholars exiting high school will have earned the two required diploma seals for graduation. (This will be an 8%-point increase from the 2023-2024 school year).

Strategies	1. The district will provide the scholar opportunities to earn their diploma seals through testing at the completion of each corresponding course. 2. Scholars will have additional chances to earn diploma seals through testing each fall and spring if they did not meet the appropriate state benchmark. 3. Participation in CBI courses and career tech will provide opportunities to earn the Ohio Means Jobs readiness seal and industry credentialing. 4. In addition, scholars can earn local diploma seals beginning their freshman year. These seals include but are not limited to engagement in CTE/Athletics, community service, and involvement in fine and performing arts. 5. State law requires districts to develop Student Success Plans for students identified as at-risk for dropping out. **YCSD will continue to create Student Success Plans for all scholars in grades 6-12 in collaboration with school counselors.** Counselors will meet regularly with each scholar to monitor the plan. Revisions to the plan will be made when needed and appropriate supports will be provided to the scholar during the implementation of the plan.

Benchmark 24: Expansion of CTE	Met or Not Met
By June 2025, 100% of the 7th and 8th grade scholars will obtain 100% of the 15 professional microcredentials as defined by Ohio Means Jobs.	

Rationale	Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals. A primary way career exploration is provided to middle school students is through exploratory and introductory CTE courses, as well as career and academic planning through scalable technology and work-based learning experiences. Exposing middle school scholars to CTE aspects will begin to prepare them for their career and the pathway that will help them achieve their goals.
Baseline Data	**2021-2022 is the first year for the expansion of the career tech program into the middle school buildings. All data collected during the 2021-22 school year will be used as the baseline data for future years.** ● The data collected in 2021-2022 will create the baseline data.
Target	**Yearly targets** ● **2021-22-** By June 2022, 60% of the 7th and 8th grade scholars will obtain 100% of the 15 professional microcredentials as defined by Ohio Means Jobs. (The data collected this year will create the baseline data.) ● **2022-23-** By June 2023, 60% of the 7th and 8th grade scholars will obtain 100% of the 15 professional microcredentials as defined by Ohio Means Jobs. (This target remains the same as the 2021-22 school year because the 2021-22 school year will be used to create the baseline data.) ● **2023-24-** By June 2024, 85% of the 7th and 8th grade scholars will obtain 100% of the 15 professional microcredentials as defined by Ohio Means Jobs. (This will be a 25%-point increase from the 2022-23 school year). ● **2024-25-** By June 2025, 100% of the 7th and 8th grade scholars will obtain 100% of the 15 professional microcredentials as defined by Ohio Means Jobs. (This will be a 15%-point increase from the 2023-24 school year).

Strategies	1. All middle school career tech instructors will utilize the ICEV curriculum to instruct the scholars beginning in the 2021-22 school year. iCEV's Career Exploration curriculum was created with educators and students in mind. Educators have unlimited access to prebuilt, fully customizable courses, complete with media-rich lessons and supporting coursework. Lessons within the site feature industry experts and cover important topics such as personal development, career guidance and computer & technology skills.
	2. The middle school career tech teachers will be held accountable to implementing the curriculum through the OTES process as well as coaching and support provided to them from the Career Tech supervisors. The middle school teachers will also have collaborative planning time in order to create lessons to meet the needs of each scholar.
	3. Student success coaches will be available to support the scholars with curriculum and specific training.
	4. Individuals from the industries and community partnerships will collaborate and coordinate wrap-around services for our scholars related to the context of the skills the scholars have learned.
	5. Industry partners will also support work-based learning. The industry partners will provide some of the evaluations of the scholars' readiness. The evidence provided from the industry partners will feed into the student success plans.

Appendix A
Documentation of stakeholder consultation

July 27, 2021
4:30 PM to 6:30 PM
Regular Board Meeting/Planning Session

August 3, 2021
5:30 PM to 7:00 PM
Community Meeting

August 10, 2021
4:30 PM to 6:30 PM
Regular Board Meeting/ Planning Session with Stakeholders and DLT designees

August 12, 2021
4:00 PM Joint ADC and Board Meeting:
During ADC Executive Session Board, stakeholders, and DLT will have a planning session.

August 17, 2021
4:30 PM to 5:30 PM
Work Session Plan Development: Board, stakeholders, and DLT
5:30 PM to 7:30 PM
Community Meeting and Work Session Plan Development (Board, stakeholders, and DLT).

August 21, 2021
9:00 AM to 1 PM
Work Session Plan Development: Board, stakeholders, and DLT

August 24, 2021
4:30 PM to 6:30
Regular Board Meeting/Plan Development: Board, stakeholders, and DLT

August 31, 2021
4:30 PM to 5:30 PM
Work Session Plan Development: Board, stakeholders, and DLT
5:30 PM to 7:30 PM
Community Meeting and Work Session Plan Development (Board, stakeholders, and DLT)

September 2, 2021
4:00 PM Joint ADC and Board Meeting:
During ADC Executive Session Board, stakeholders, and DLT will have a planning session.

September 8, 2021
4:30 BOE Special Session Plan Development/Revision (Board, stakeholders, and DLT)

September 20, 2021
4:30 PM to 6:30 PM
Regular Board Meeting/ Session Plan Development (Board, stakeholders, and DLT)

September 28, 2021
5:30 PM to 7:30 PM
Regular Board Meeting/ Session Plan Development (Board, stakeholders, and DLT)