



March 22, 2024

Dear Superintendent Payich:

Thank you for submitting the Youngstown Community School Reading Achievement Plan. The Department appreciates your time and commitment in developing this comprehensive literacy plan. Ohio Governor Mike DeWine recently launched [ReadOhio](#), an exciting statewide effort to encourage improved literacy skills for all students, including the implementation of high-quality instructional materials and professional development aligned with the science of reading.

Your plan has been reviewed and is compliant with [Ohio Revised Code 3302.13](#). Below, the Department literacy experts have provided feedback highlighting the strengths of your plan and suggestions to bolster specific sections. Regional literacy specialists are available to support the implementation of your plan. Please reach out to your state support team or educational service center for implementation support.

Strengths of the Reading Achievement Plan:

- Detailed analysis of internal and external factors contributing to the school's reading achievement challenges
- The plan's goals are SMART
- Plan included RTFI results in its analysis of internal factors contributing to low reading achievement

This plan will benefit from:

- The plan would benefit from including foundational skills data to inform goals, action steps, strategies, and professional development
- The plan's strategies to support learners should support specific reading skills and evidence-based interventions.
- Professional development activities should support strategies for improving specific reading skills and should be informed by an analysis of foundational skills data.

The Reading Achievement Plan and this memo will be posted on the Department's [website](#). If Youngstown Community School revises its Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the request and the revised plan must be sent to readingplans@education.ohio.gov. If you have any questions, please email the same inbox.

On behalf of the Department of Education and Workforce and Director Dackin, thank you for

all your efforts to increase literacy achievement for your students.

Sincerely,



Melissa Weber-Mayrer, Ph.D.
Chief of Literacy
Section for Literacy Achievement and Reading Success

READING ACHIEVEMENT PLAN

[Ohio law](#) requires each school district or community school that meets the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by Dec. 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages. Section headings in the template marked with an asterisk are required by state law.

DISTRICT NAME: Youngstown Community School

DISTRICT IRN: 134072

DISTRICT ADDRESS: 50 Essex Street, Youngstown, Ohio 44502

PLAN COMPLETION DATE: December 14, 2023

LEAD WRITERS

Michelle Payich	Superintendent
Kristen Italiano	Education Consultant
Maureen Bussinger	Office of School Sponsorship
Mike Majzun	Academic Leader/Principal
Mary Ann Davis	Science of Reading/Coach

OHIO'S LANGUAGE AND LITERACY VISION

Ohio Governor Mike DeWine recently announced the [ReadOhio initiative](#), an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. The Governor also [released a video](#) to explain what the science of reading is and why it is important.

In addition, the Ohio Department of Education and Workforce developed the [ReadOhio toolkit](#) to guide school leaders, teachers and families in this important work. The toolkit is filled with resources including the [Shifting to the Science of Reading: A Discussion Guide for School and District Teams](#), professional learning tools and practices for schools as they prepare for the start of the new academic year.

As described in [Ohio's Plan to Raise Literacy Achievement](#), Ohio's vision is for all learners to acquire the knowledge and skills to become proficient readers. The Ohio Department of Education and Workforce and its partners view language and literacy acquisition and achievement as foundational knowledge that supports student success. To increase learner's language and literacy achievement, the Department is urging districts and schools to use evidence-based systems and high-quality instruction, select high-quality instructional materials and employ culturally responsive practices.

Youngstown Community School's Reading Achievement specifically addresses reading improvement and achievement in grades K-3 as each of the following areas were considered in the development of the plan:

Culturally Responsive Practice*
Development process and plan for monitoring implementation*
Alignment between Reading Achievement Plan and Overall Improvement Efforts*
Why a Reading Achievement Plan is Needed*
Measurable Learner Performance Goals*
Action Plan Map(s) for Action Steps*

CULTURALLY RESPONSIVE PRACTICE*

“Culturally Responsive Practice” means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. In a Culturally Responsive environment, educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

The Department encourages districts and schools to consider Culturally Responsive Practices as Reading Achievement Plans are developed.

Please see the Department's [Culturally Responsive Practice program page](#).

As outlined in the YCS plan, culturally responsive practices include setting clear and high expectations for all students with aligned resources. Teachers will have the training and support needed to provide instructional practices aligned with equitable and culturally responsive teaching for all students.

*Section headings marked with an asterisk are required by state law.

Teachers will be expected to set clear and high expectations of their students and demonstrate positive attitudes toward student achievement; they are committed to involving their students in multiple phases of academic programming, thereby supporting the unique abilities and learning needs of each student and fostering student success. The implementation of a structured MTSS process, continuation of aligned curriculum to the science of reading, and monitoring student and teacher performance will be in place to ensure culturally responsive practices. The ongoing commitment to reflect and engage in this kind of exemplary practice to inform, support, and ensure high-quality instruction lies at the core of culturally responsive practice (Gay,2010;Hammond, 2014; Ladson-Billings 2009).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, STAKEHOLDERS, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION*

SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS*

Insert a list of all leadership team members, stakeholders, roles and contact information. The Department encourages districts and community schools to include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
Michelle Payich	Superintendent	YCS	m.payich@ycs.k12.oh.us
Mike Majzun	Principal	YCS	m.majzun@ycs.k12.oh.us
Kristen Italiano	Director, YSU Project PASS	YSU	Klitaliano01@ysu.edu
Mary Ann Davis	Instructional Coach	YCS	m.davis@ycs.k12.oh.us
Cheriese Farkas	Primary Teacher	YCS	c.farkas@ycs.k12.oh.us
Linda Mansfield	Director of Community Engagement, Enrollment, and Advancement	YCS	l.mansfield@ycs.k12.oh.us
Maureen Businger	Consultant, Office of School Sponsorship	Office of School Sponsorship	Maureen.Businger@education.ohio.gov

* YCS has no early childhood providers included in the plan; kindergarten students come from multiple preschools across the city of Youngstown. We have no particular feeder to the school.

**Section headings marked with an asterisk are required by state law.*

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The Reading Achievement Plan was developed by the Youngstown Community School Building Leadership team (BLT) in conjunction with the School's Building Operational Team and teachers to ensure alignment between literacy goals, the school's mission and vision, the goals of the CCIP, our school wide Positive Behavior Intervention and Supports and the 5 Year Strategic Plan.

The YCS Reading Achievement Plan has been aligned to Ohio's Plan to Achieve Literacy in the following ways:

- Focus on the need for differentiated and scaffolded tier 1 instruction, aligned to the science of reading, to meet the needs of the majority of students in grades K-8.
- Implementation of the MTSS framework in academics and behavior.
- Integrate Positive Behavior Intervention and Supports
- Promote shared leadership and collaboration among educators, such as content area teachers and intervention specialists.
 - Build capacity of educators through shared leadership and decision making.
- Alignment to the Ohio Improvement Process and shared school leadership practices.
 - YCS recognizes that shared leadership is essential to the successful implementation of evidence-based practices
 - YCS will make data driven decisions for action planning to improve reading proficiency.
- Promote Family Engagement and partnerships to promote literacy.
- Collaborate with community partners for summer and after school programs.
 - United Way Success by Six and Success After 6
- The RAP is a comprehensive K-3 plan, with consideration of instructional practices in ELA K-8
- The BLT conducted a Reading Tiered Fidelity Inventory to assess strengths and needs. .
- The BLT performed a root cause analysis to determine action steps aligned to Ohio's Plan to Achieve Literacy.
- The root cause analysis identified internal and external factors contributing to ELA achievement, each was addressed in the plan.
- Awareness and alignment of professional developments and expected instructional practices to culturally responsive teaching
- Monitoring progress will be done by implementing the Ohio Improvement Process
 - Weekly grade level data discussions and action planning in TBT meetings
 - Monthly building level data discussion and action planning in BLT meetings
 - Monthly building operations team meetings to coordinate resources to needs.
 - Administrative walkthroughs will monitor curriculum expectations implementation and effectiveness.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT AND EQUITY EFFORTS*

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement and equity efforts of the district or community school. Districts and community schools established under Chapter 3314. of the Revised Code that are required to develop or modify a local equitable access plan, an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement and equity efforts.

<p>OVERARCHING GOAL</p>	<p>OVERARCHING GOALS:</p> <ol style="list-style-type: none"> 1. YCS will increase the percentage of learners meeting or exceeding third grade proficiency standards to 85% by the end of the 2025 school year, as measured by the Ohio State assessments and benchmarking data. 2. YCS will increase growth and achievement by at least 5% in all areas of ELA in grades K-3 as measured by Acadience assessment data, summative assessments, and Ohio State Tests (OST's). 3. YCS will increase high-quality, explicit, and systematic instruction in all areas of K-3 ELA in alignment to school needs, the science of reading approaches to teaching reading, and Ohio's plan to raise literacy as measured by teacher performance in walkthroughs and planning, and student achievement on high stakes assessments. 	
	<p>YCS Strategic Plan (Appendix A)</p>	<p>Reading Achievement Plan</p>
<p>strategic planning goals and subgoals</p>	<p>Curriculum Pillar Smart Goal 1: Increase Common Formative Assessment as well as knowledge and implementation of data. 80% of K-8 teachers will implement the use of exit tickets/entrance tickets at a rate of no less than two times per week by the end of the second quarter of the 2023-2024 school year, as evidenced by data of TBT's.</p> <p>Strategic plan Smart Goal 2: Align high stakes assessment data with summative in class assessment with consideration for depth of knowledge, and weight of</p>	<p>YCS SMART GOAL 1: Aligned to overarching goal 1 and 2 By the end of the 24-25 school year, the district will implement the use of common formative assessments which will be analyzed bimonthly through teacher and building level meetings. K-3 Literacy will increase from 2.5 stars to 3.5 and OST ELA data grades 3-8 will increase to a building average of 40%.</p> <p>ACTION STEPS: TBT meetings in grades K-8 will follow the five step process as outlined and recommended by the state and include direct data discussions related to grade level formative assessment data and alignment to ELA standards as measured by exit slips, pre-assessments, formative measures during instruction and other progress monitoring tools. K-3 teachers will discuss formative assessment data weekly, identifying specific areas of need, tiered instructional practices, and flexible grouping of students based on needs, data, and standards, to ensure culturally responsive teaching and setting all students up for optimal success.</p>

	<p>specific standards on the state air assessment. 80% of all summative in class assessments will be aligned to high stakes assessment by the end of 2024 as evidenced by TBT discussions and documentation on a Google drive maintained by the instructional coach.</p> <p>Smart Goal 3: Teachers will be able to interpret benchmark data in order to make data informed decisions about interventions and to monitor student progress. 80% of K-3 teachers will use benchmark data to monitor student progress and identify appropriate interventions by the end of 2024 as evidenced by data tracking sheets, observations of teacher data analysis in</p>	<p>YCS SMART GOAL 2: Aligned to overarching goal 3 and 2 By the end of 2024, K-3 benchmarking will align to the state standards and Ohio’s Plan to Raise Literacy Achievement</p> <p>ACTION STEPS By the end of 2024, all (100%) of K-8 benchmarking measures in grades K-8 ELA will be aligned to grade level summative assessment measures and, when applicable, grade-level high stakes state assessment measures. Evidence of the alignment will occur through TBT data-driven discussions, professional developments with built-in work time for teachers, oversight and support of alignment facilitated by the Science of Reading Literacy Coach and the Academic director and documentation of grade-level alignment in a shared google document.</p> <p>Understanding how the state standards, assessment measures (i.e. grade-level formative assessments, summative assessments, tiered instruction, intervention, progress monitoring, benchmarking, etc.), and data collection tools are used within the ELA framework at YCS is crucial to growing adult implementation practices aligned to student need and developing a school-wide focus on literacy improvement. Tiered professional development, modeling and evaluating teacher practices, viewing student, grade-level and school-wide data on a continuum, and documenting areas of alignment and/or identifying misalignment will occur as noted throughout the 2023-2024, and 2024-2025 school years, achieving full instruction and assessment alignment by the end of 2025 school year.</p> <p>YCS SMART GOAL 3: Aligned to overarching goal 3 As presented in the YCS strategic plan, 80% of all K-3 teachers will utilize data aggregated/disaggregated and disseminated from the results of assessments aligned to the state standards and Ohio’s Plan to Raise Literacy Achievement.</p> <p>ACTION STEPS GOAL 3: 23-24 MOY, 23-24 EOY, 24-25</p>
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**Section headings marked with an asterisk are required by state law.*

	<p>TBTs, and walkthroughs</p> <p>Smart Goal 4: Teachers and support staff will implement an MTSS with 80% fidelity by the end of 2025. Implementation and evidence will include professional development, creation of a MTSS team, and implementation of tiered interventions based on data analysis for both Academics and behavior.</p> <hr/> <p>Growth Pillar</p> <p>Smart Goal 2: By the end of 2025 school year, YCS Building Leadership will develop a service plan to strategically identify areas of need and identify priority areas to address gaps in student and staff support services. Measurement of mastery of this goal will include meeting agendas, meeting notes and a</p>	<p>BOY benchmarking, progress monitoring results, along with 2023-2024 high stakes assessment data to develop informed decisions about individualized student interventions and teacher instructional practices.</p> <p>ACTION STEPS GOAL 3 Evidence of data use will occur monthly tracking sheets and tiered intervention strategies submitted to the Academic Director/ Science of Reading Leader. Alignment of all benchmarking measures, progress monitoring tools to high stakes state assessments, and summative assessments will occur to determine teaching and learning needs.</p> <p>YCS SMART GOAL 4: Aligned to overarching goal 2 AND 3 Teachers and support staff will implement an MTSS with 80% fidelity by the end of 2025 to support growth and achievement in literacy aligned to Ohio's Plan to raise literacy and growth on state assessments.</p> <p>ACTION STEPS: Several action steps will occur to achieve mastery on this goal:</p> <ol style="list-style-type: none"> 1. MTSS school-wide and tiered professional development to onboard teachers 2. develop a MTSS to provide support for academic and behavioral improvement 3. ongoing supports in TBT/BLT to move towards an full MTSS model <hr/> <p>YCS SMART GOAL 5: Aligned to overarching goal 1,2,3 By the end of 2025 school year, YCS Building Leadership will develop a service plan to increase third grade reading proficiency by strategically identifying areas of need and identify priority areas in ELA and address gaps in student and staff support services focused on literacy needs and aligned</p>
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	<p>comprehensive service plan for student support</p> <p>Smart Goal 3: By the end of the 2024-2025 school year, YCS Administrative Staff will develop clear processes and procedures to support new and existing staff to drive positive student outcomes and achievement. Measurement of mastery of this goal will include clear, accessible resources applicable for 100% of staffing areas.</p>	<p>to Ohio's Plan to Raise Literacy and OST's.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> - develop and implement a strategic curriculum map and pacing guide in grades K-8 by July of 2024 - by the end of the 2024 school year, explicit interventions based on data-identified needs and alignment of teaching with YCS decision rules will be in place in all grades K-8 - develop individualized plans with teachers for all students on RIMPs as it relates to explicit and systematic teaching in intervention blocks <p>YCS SMART GOAL 6: Aligned to overarching goal 3</p> <p>By the end of the 24- 2025 school year, YCS Administrative Staff will develop clear processes and procedures to support new and existing staff to drive positive student outcomes and achievement. Measurement of mastery of this goal will include clear, accessible resources applicable for 100% of staffing areas.</p> <p>ACTION STEPS:</p> <ul style="list-style-type: none"> ● professional developments on the science of reading ● alignment of resources and supports ● clear and intentional intervention program in place in all grades K-8 ● Provide CKLA training for new teachers prior to the start of school in the fall. ● Provide training on benchmarking and progress monitoring aligned to intervention planning/decision rules.)Appendix B) ● Provide ongoing pd for all staff on alignment between CKLA and the reading achievement plan. ● Establish a "look for" tool in ELA to gather teacher data; determine professional learning based on needs. ● Create a data collection system, binders (physical or electronic) to collect student data to be used for
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		<p>action planning during TBT meetings.</p> <ul style="list-style-type: none"> • Designate an area for school-wide data to be visible for staff meetings and action planning.
<p>Teams</p>	<p>The Building Operations Team, TBT, BLT, PBIS, grade-level teaching teams, science of reading leader (coach)</p>	<p>The PBIS Coordinator provided professional development to staff to establish building wide expectations for academic behavior and expectations prior to students returning in August.</p> <ul style="list-style-type: none"> • Established a PBIS team • Established a PBIS meeting calendar • Team will analyze behavior data, make action plans, and adjust as needed. • Team will schedule monthly PBIS Recognition Events for students meeting expectations. <p>TBT's</p> <ul style="list-style-type: none"> • TBT's will use Fall 2023 benchmark data to determine needs and progress monitoring needs. • will drill down to progress monitoring data to provide intervention according to the Decision Rules. (See Appendix). <p>BLT</p> <ul style="list-style-type: none"> • Conducted a RTFI, reviewed practices • Next Steps: <ul style="list-style-type: none"> ○ Drill down to benchmark data monthly to determine next steps. Next steps may include professional development, coaching, ○ communicate to tbt's the action plans ○ include action steps for family engagement that support the RAP. Include communication, and a recognition system for participation. <p>Grade-Level Teams</p> <ul style="list-style-type: none"> • develop necessary curriculum mapping for all grades • pacing guides in place for all grades • professional development (CKLA/SoR) • utilize explicit and systematic teaching • make data-informed decisions, individualized standard-aligned interventions, and tiered instruction • create/monitor RIMPs <p>Building Operations Team:</p> <ul style="list-style-type: none"> • seek and allocate necessary funding to support the needs outlined in the RAP • align staffing to ensure skilled and credentialed teachers are delivering instruction • ensure the appropriate assessments are in place to

		<ul style="list-style-type: none"> best align resources and make instructional decisions ensure assessments are equitable, reliable, and valid as data is used to make informed school-wide decisions adhere to all district and state requirements as it relates to funding, policy, curriculum decisions, and staffing, etc. <p>Science of Reading Leader and Academic Director:</p> <ul style="list-style-type: none"> provide coaching and support to teachers provide professional development training in the science of reading facilitate walkthroughs and “look fors” aligned to RAP and distinct goals analyze and plan instruction based on assessment data
Data Collection	<p>Data Review Process:</p> <ul style="list-style-type: none"> Benchmark Data 3 times per year (Acadience) Progress Monitoring Attendance Data Behavior Data Family/community/stakeholder data 	<ul style="list-style-type: none"> At the classroom level: Teachers will use data to determine those who are at risk. Teachers will progress monitor all students; however, frequency will increase based on need. Building level: Drill down K-3 literacy needs and include all stakeholders in action planning. <ul style="list-style-type: none"> implement parent activities, professional development, include PBIS team, and Attendance team.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL *

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA*

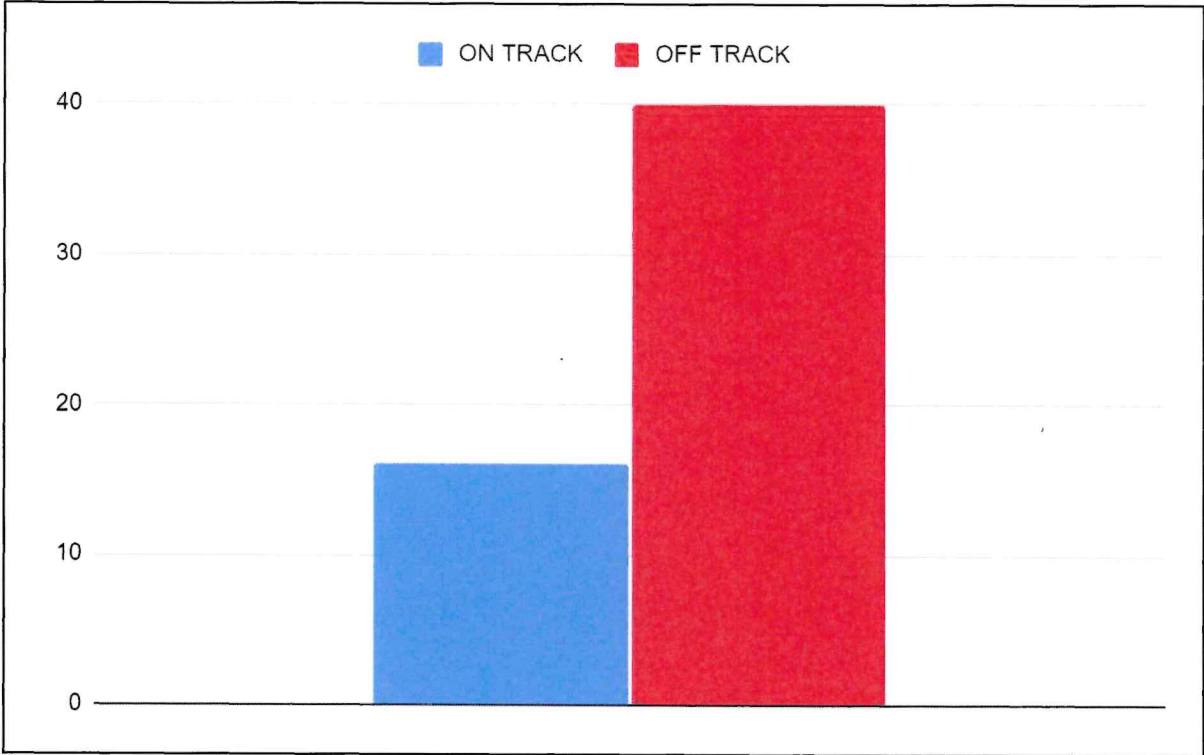
Insert *disaggregated* student performance data from sources that **must include**, but are not limited to:

- **The Kindergarten Readiness Assessment,**
- **Ohio’s State Test for English language arts assessment for grades 3-8,**
- **K-3 Reading diagnostics (include subscores by grade level),**
- **The Ohio English Language Proficiency Assessment (OELPA)** No data available
- **The Alternate Assessment for Students with Significant Cognitive Disabilities and benchmark assessments, as applicable.** No available data

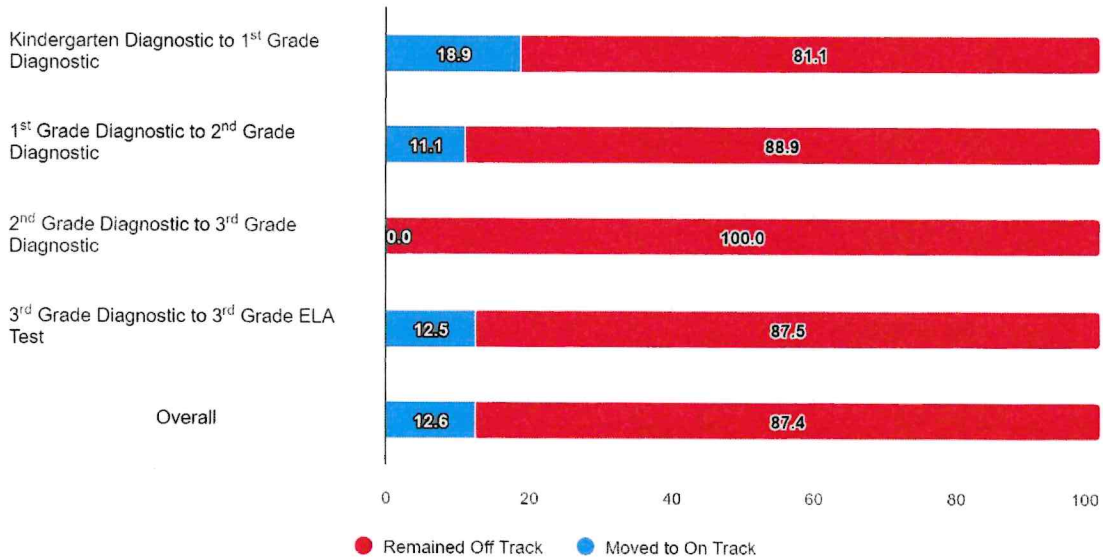
*Section headings marked with an asterisk are required by state law.

Kindergarten Readiness Assessment Fall 2023

- 40/56 (71.4%) Off Track
- 16/56 (28.57%) On Track



Percentage of Previously Off Track Students That Moved to On Track



*Section head

Proficiency Level Percentages for Youngstown Community School - (Mahoning)

Choose a School Year

2022-2023 School Year

Choose a School

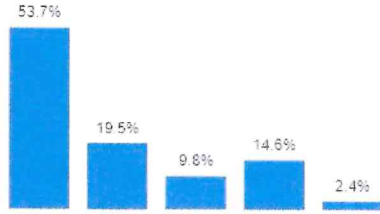
Youngstown Community School - (Mahoning)

Choose a Content Area

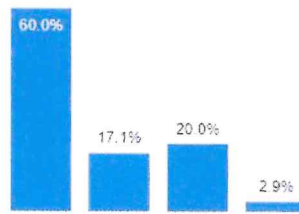
English Language Arts

2022-2023 School Year Proficiency Level Percentages for English Language Arts

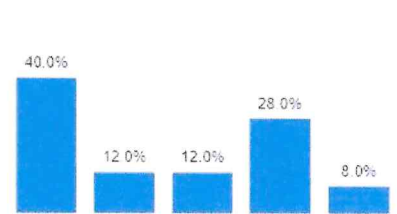
Third Grade



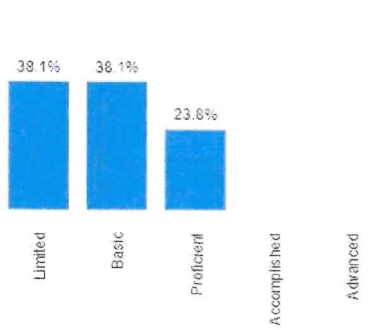
Fourth Grade



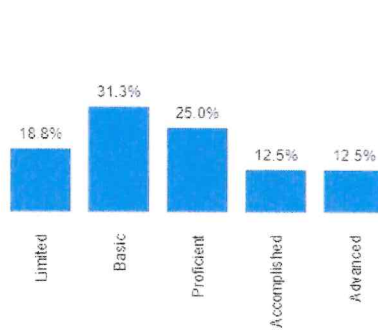
Fifth Grade



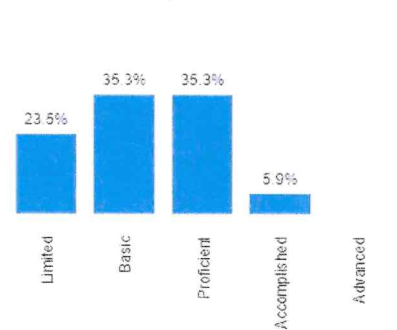
Sixth Grade

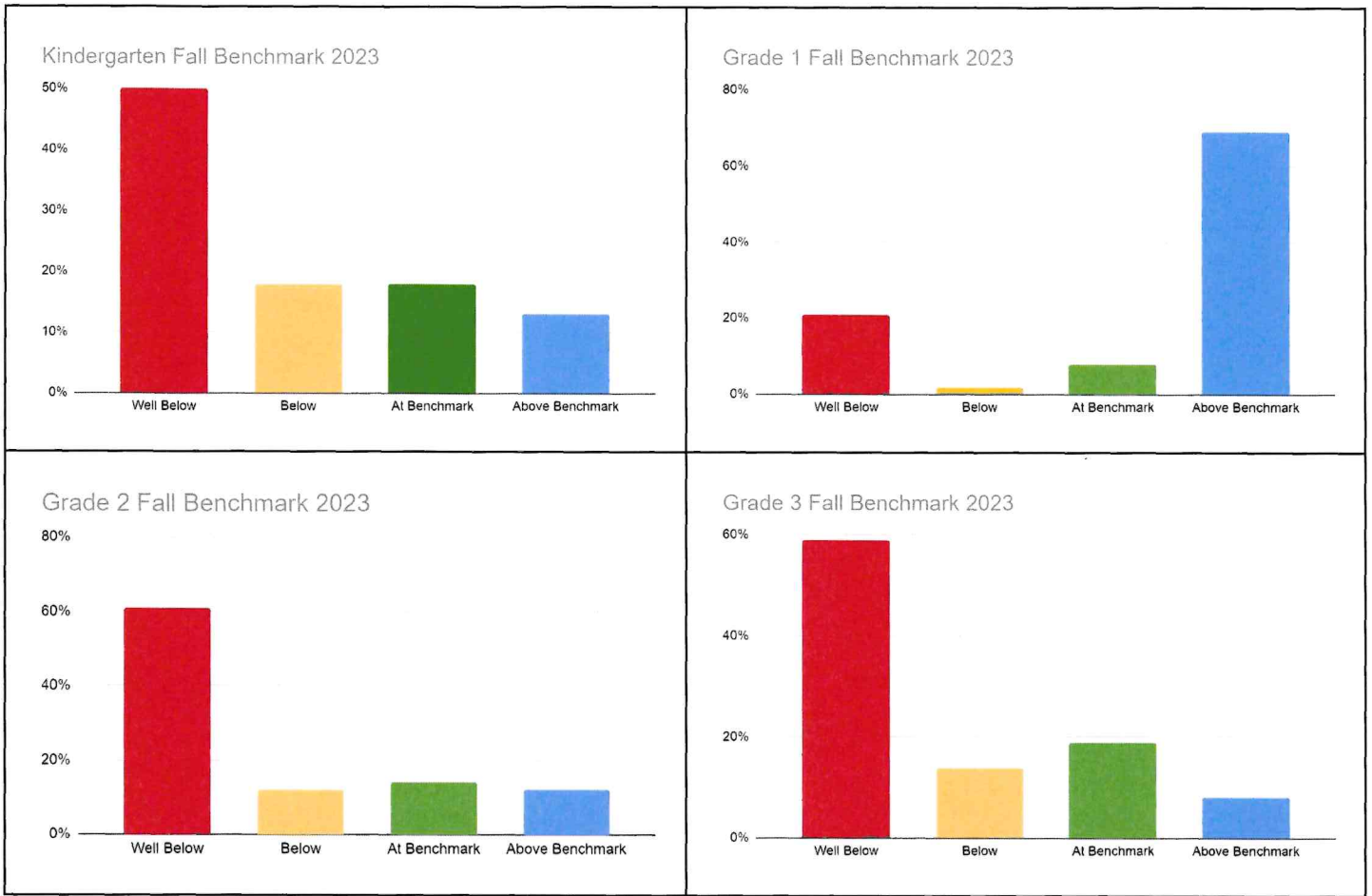


Seventh Grade



Eighth Grade

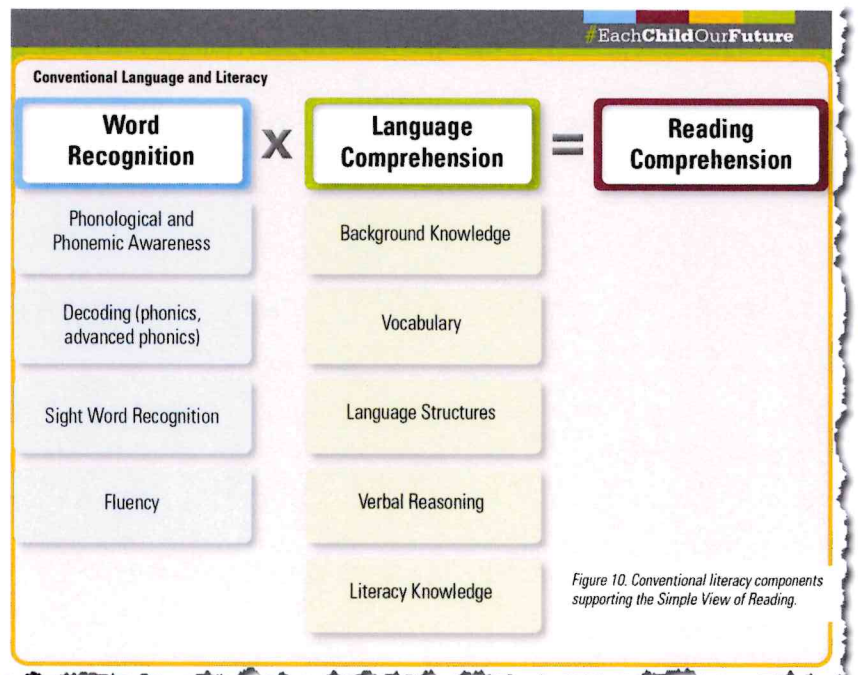




Fall benchmark data reflects urgency in all components of the Simple View of Reading. The majority of students in grades K, 2-3 are below benchmark in English Language Arts.

The first grade class had the highest percentage (80%) on track in the fall ELA benchmark assessment. YCS began using a Science of Reading grounded curriculum when this group entered kindergarten.

Data shows a need for an effectively implemented MTSS system to improve student outcomes in reading achievement and reduce the achievement gap.



*Section headings marked with an asterisk are required by sta

SECTION 3 PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING*

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

The BLT conducted a Reading Tiered Fidelity inventory which revealed that many components were somewhat in place; however, a gap in communication and adult implementation is evident as data indicates pockets of success in reading instruction. The results of the RTFI also indicated the need to implement a comprehensive reading achievement plan and provide data driven coaching and purposeful professional development. The lack of foundational writing skills and opportunities to engage in extended writing also factors into low reading achievement. Differentiation and scaffolding during tier 1 instruction is not in place with fidelity in all classrooms. There are classrooms in need of behavioral support to address social and emotional needs. Progress monitoring shows growth; however, the question is if the growth in the skills assessed in progress monitoring will transfer to achievement on Ohio State Tests. The 2.5 Star Rating on the 2023 Ohio State Report Card reflects a need for an effective MTSS system in place with tier 1 instruction meeting the needs of the majority of students and use of progress monitoring data to address foundational skills needed to read at grade level with tiered support.

External Factors: According to 2022-2023 school detail data, 100 % of students were economically disadvantaged; the attendance rate was 87%; with a 48% chronic absenteeism rate. With 100% of the students identified as economically disadvantaged, the impact of poverty should be considered. Poverty affects a child’s brain development, inhibiting their ability to learn and understand. In addition, lower-income students go to schools with insufficient funding and resources: quality teachers or the lack thereof increase the inability to provide for these students adequately (Bradley, 2023). Students living in poverty are more

The root cause of low ELA achievement can be attributed to both internal and external factors..

School Details

Principal: Michael J. Majzun
 Address: 50 Essex St, Youngstown, OH 44502-1838
 Phone: (330) 746-2240
 Sponsor: ODE Office of Ohio School Sponsorship

Attendance Rates

Category	Attendance Rate
All Students	87.7%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	87.6%
Hispanic	89.9%
Multiracial	85.5%
White, Non-Hispanic	NC
Students with Disabilities	85.8%
Economic Disadvantage	87.7%
English Learner	NC
Migrant	NC
Male	87.7%
Female	87.7%

* If Enrollment is less than 10, results are Not Calculated (NC)

School Details

Principal: Michael J. Majzun
 Address: 50 Essex St, Youngstown, OH 44502-1838
 Phone: (330) 746-2240
 Sponsor: ODE Office of Ohio School Sponsorship

Enrollment Percentages

Category	Enrollment #	Pct
All Students	296	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	260	87.6
Hispanic	18	6
Multiracial	14	4.7
White, Non-Hispanic	NC	NC
Students with Disabilities	35	11.9
Economic Disadvantage	296	100
English Learner	NC	NC
Migrant	NC	NC

* If Enrollment is less than 10, results are Not Calculated (NC)

School Details

Principal
Michael J. Majzun
 Address
 50 Essex St
 Youngstown, OH 44502-1838
 Directory Information current as of the 2022-2023 Report Card publication date

Phone
 (330) 746-2240
 Career Technical Planning Dist
[Youngstown City CTPD](#)
 Sponsor
ODE Office of Ohio School S

Your School's Students Your School's Teachers

Enrollment Attendance Mobility Chronic Absenteeism

Data Table Chronic Absenteeism Rate

Chronic Absenteeism Rate		Chronic Absenteeism Rate
All Students		48%
Am. Indian or Alaskan Native		NC
Asian or Pacific Islander		NC
Black, Non-Hispanic		48.2%
Hispanic		44.2%
Multiracial		0%
White, Non-Hispanic		NC
Economic Disadvantage		48%
English Learner		NC
Students with Disabilities		54%

If Enrollment is less than 10, results are Not Calculated (NC).

SECTION 3 PART C: ROOT CAUSE ANALYSIS

Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

Root Cause Analysis: The team brainstormed barriers to academic success at YCS and concluded the need for multiple systems to be put in place to address needs. The strategic plan,(YCS One Plan) and the root cause analysis determined the need for a MTSS team to monitor a tiered system of support to address behavior and academic needs. Systems to address chronic absenteeism and parent engagement are also necessary to achieve academic success. By the end of 2024, an attendance team will be in place to address attendance barriers with families and include attendance in monthly PBIS incentives. The MTSS team will focus on tiered academic support, once attendance and behavior needs are addressed.

SECTION 4: MEASURABLE LEARNER PERFORMANCE GOALS AND ADULT IMPLEMENTATION GOALS*

Describe the measurable learner performance goals addressing learners' needs (Section 5) based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

*Section headings marked with an asterisk are required by state law.

Measurable Performance Goals: Improving K-3 Literacy Measure Details
Percentage of Previously Off Track Students That Moved to On Track

2023 State Report Card Data:	2024 State Report Card Goal:
K diagnostic to 1st Diagnostic 18.9 %	K diagnostic to 1st Diagnostic 80%
1st grade Diagnostic to 2nd grade Diagnostic 11.1%	1st diagnostic to 2nd grade Diagnostic 80%
2nd grade Diagnostic to 3rd grade Diagnostic 0%	2nd grade Diagnostic to 3rd grade Diagnostic 30%
3rd grade Diagnostic to 3rd ELA OST 12.5%	3rd grade Diagnostic to 3rd ELA OST 40%
Overall K-3 percentage of Previously Off Track Students that moved ON Track = 12.6%	Overall K-3 percentage of Previously Off Track Students that moved ON Track = 58%

Measurable performance goals by grade-level cohort over three-years:

Fall 2023

K- 34.3% on track	Fall 2024	
1st 78%	1 80%	Fall 2025
2nd 33.4%	2nd 80%	2nd 85%
3rd 27%	3rd 40%	3rd 85%
	4th 40%	4th 75%
		5th 45%

*RAP is designed for 1 year with a focus on K-3 however longer term goals and growth beyond third grade was also considered

Performance Indicators: Measure of Percentage of Students who scored Proficient or Higher on the ELA OST 2023

Grade:	2023 Proficiency Percentage (2022-2023)	2024 Proficiency Percentage Goal (2023-2024)
3	26.8%	
4	22.9%	45%
5	48%	58%

*Section headings marked with an asterisk are required by state law.

6	23.8%	64%
7	50%	33.8%
		57%

Proficiency goals were determined, based on fall diagnostic grade-level data, by calculating 50% of students in the yellow which are projected to be moved to proficiency 2024

OVERARCHING GOALS:

1. Increase the percentage of learners meeting or exceeding third grade proficiency standards to 85% by the end of the 2025 school year, as measured by the Ohio State assessments and benchmarking data
2. Increase growth and achievement by at least 5% in all areas of ELA in grades K-3 as measured by Acadience assessment data, summative assessments, and Ohio state assessments.
3. Increase high-quality, explicit, and systematic instruction in all areas of K-3 ELA in alignment to school needs, the science of reading approaches to teaching reading, and Ohio’s plan to raise literacy as measured by teacher performance in walkthroughs and planning, and student achievement on high-stakes assessments

SECTION 5: ACTION PLAN MAP(S) FOR ACTION STEPS*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans. Include a description of the professional development activities provided for each goal.

Goal # 1 Action Map

Goal Statement: Increase the percentage of learners meeting or exceeding third grade proficiency standards to 85% by the end of the 2025 school year, as measured by the Ohio State assessments and benchmarking data

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	Increase data-driven instruction to promote explicit and systematic practices.	The district will implement the use of common formative assessments which will be analyzed bimonthly through teacher and building level meetings.	Align all resources in K-3 to meet the evidence-based needs required for holistic literacy growth, develop and implement a high-quality MTSS.
Timeline	2024-2025	2024-2025	2024-2025

*Section headings marked with an asterisk are required by state law.

	Action Step 1	Action Step 2	Action Step 3
Lead Person(s)	Academic Director Science of Reading Coach	Grade-level teachers Academic Director TBT/BLT	building operations team Academic Director teachers Other supports for implementing MTSS: <ul style="list-style-type: none"> • Special education supports • ECS/Partnership supports • family/community supports • behavior specialist/PBIS coordinator
Resources Needed	professional developments <ul style="list-style-type: none"> • understanding state assessments 	<ul style="list-style-type: none"> • resources aligning standards to assessment results • template outlining pre/post assessment needs and growth • entrance/exit slips, charts for individual and class results • training on CFA and use of data 	<ul style="list-style-type: none"> • high-quality curriculum <ul style="list-style-type: none"> ◦ with tiered interventions • teacher training • PBIS resources/materials • document monitoring alignment and tiered instruction
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	Facilitating direct data discussions in grades K-8 related to grade level formative assessment data and in alignment to ELA standards as measured by exit slips, pre-assessments, formative assessment measures during instruction, and other progress monitoring tools (i.e. walkthroughs, alignment of resources, etc.).	training on common formative assessments, entrance/exit slips, use of data to drive instruction and understanding of state assessment questions focused TBT/BLTs to support and discuss CFA data	alignment of K-3 resources teacher training on MTSS building-wide focus on core instruction and high-quality intervention <ul style="list-style-type: none"> • explicit intervention • understanding Tier 1,2,3 students and instructional needs
Measure of Success	<ul style="list-style-type: none"> - walkthrough form data - growth in benchmark data 	-teachers completing the CFA chart with classroom data on a weekly basis	-data collection on students in Tier 1,2,3

	Action Step 1	Action Step 2	Action Step 3
	<ul style="list-style-type: none"> - improvement in explicit and systematic teaching - lesson planning 	<ul style="list-style-type: none"> -TBT discussions, sharing out of grade-level CFA data weekly - BLT will review school-wide CFA and determine areas of growth, need, and support based on the data 	<ul style="list-style-type: none"> -growth of students, based on assessment data and intervention practices -increase in students recognized for PBIS initiatives
Description of Funding	Funding needs: <ul style="list-style-type: none"> - ESC contracted support - partnership supports - professional development needs 	<ul style="list-style-type: none"> -professional developments - purchase materials and resources needed 	PBIS incentives materials to support Tier 1,2,3 instruction resources used in BLT and professional developments
Check-in/Review Date	on less than 2 times each grading period for check-ins on assessment data walkthrough data reviewed monthly professional developments as outlined on the PD calendar weekly team meetings	weekly TBT meetings monthly BLT meetings weekly checks-ins over the pre/post assessment question data benchmarking reports (BOY/MOY/EOY) Intervention planning	monthly review of PBIS incentives weekly TBT meetings monthly BLT and building operations meetings ongoing review of tiered intervention and instruction

Goal # 2

Goal Statement: 2. YCS will increase growth and achievement by at least 5% in all areas of ELA in grades K-8 as measured by Acadience assessment data, summative assessments, and Ohio state assessments.

ACTION STEPS

By the end of 2024, all (100%) of K-3 benchmarking measures in grades K-3 ELA will be aligned to grade level summative assessment measures and, when applicable, grade-level high stakes state assessment measures. Evidence of the alignment will occur through TBT data-driven discussions, professional developments with built-in work time for teachers, oversight and support of alignment facilitated by the Science of Reading Literacy Coach and the Academic director and documentation of grade-level alignment in a shared google document. Additionally, a focus on equitable opportunity for all students to succeed using culturally responsive practices and individualized student data to drive instruction will be a focal point in professional developments and TBT/BLTs.

Understanding how the state standards, assessment measures (i.e. grade-level formative assessments, summative assessments, tiered instruction, intervention, progress monitoring, benchmarking, etc.), and data collection tools are used within the ELA framework at YCS is crucial to growing adult implementation practices aligned to student need and developing a school-wide focus on literacy improvement. Tiered professional development, modeling and evaluating teacher practices, viewing student, grade-level and school-wide data on a continuum, and documenting areas of alignment and/or identifying misalignment will occur as noted throughout the 2023-2024, and 2024-2025 school years, achieving full instruction and assessment alignment by the end of 2025 school year.

Evidence-Based Strategy or Strategies:

	Action Step 1	Action Step 2	Action Step 3
Implementation Component	All ELA teachers will participate in professional development focusing on aligning formative assessments with learning standards.	All grade level teachers will participate in teacher based teams, analyze data and adult implementation.	Achieve full instruction and assessment alignment by the end of 2025 school year.
Timeline	2023-2024	2023-2024	2024-2025
Lead Person(s)	Academic Director Science of Reading Coordinator ELA teachers	Academic Director Science of Reading Coordinator ELA teachers	Academic Director Science of Reading Coordinator ELA teachers
Resources Needed	CKLA Curriculum PD Curriculum Map	TBT Document Exit Ticket Tracker	Lesson Plan Template Curriculum Map

	Action Step 1	Action Step 2	Action Step 3
	"I can" statements and Exit tickets	Curriculum Map Professional developments	"I can" statements and Exit ticket tracker
Specifics of Implementation (Professional development, training, coaching, system structures, implementation support and leadership structures)	<p>PD aligning CKLA curriculum and learning standards; creating meaningful formative assessments. Coaching support, lesson plan template</p> <p>TBT agenda- structure and focus on tiered support.</p> <p>PD topics: What is tiered support? What does culturally responsive instruction look like? How to develop strategic plans for individual students? Understanding Ohio's Plan to raise Literacy.</p>	<p>Weekly TBT meetings Evidence of data collection and adult strategies Goal to get 80% in tier 1-share strategies to support student outcomes</p> <p>review decision rules and develop strategic plans for individual students</p>	<p>Collect "look for" data for teacher implementation, align coaching support to needs, create a tiered system of support with teachers based on assessment data.</p> <p>address culturally responsive practices, diversity and inclusion in all instructional practices; provide ongoing PD</p>
Measure of Success	Lesson Plans TBT Agendas	Teachers facilitate TBT's meetings using student data/evidence of action planning to meet student needs.	Weekly TBT meetings Lesson Plans aligned to Curriculum Map Exit slips aligned to standards
Description of Funding	Title 1 funds for PD Funding for contracted services	Funding for materials and resources	Title 1 funds set aside for PD
Check-in/Review Date	Benchmark Assessments: BOY/MOY/EOY growth targets met	Benchmark Assessments: BOY/MOY/EOY growth targets met	Weekly Lesson Plans and TBT documents ongoing check-ins with teachers monthly reviews by the Science of Reading leader

SECTION 6: PROCESS FOR MONITORING PROGRESS AND IMPLEMENTATION OF THE PLAN'S STRATEGIES.*

Describe the process for monitoring the progress and implementation of the plan's strategies.

YCS will monitor implementation and progress of the RAP by collecting and screening ELA lesson plans, collecting walk through data, collecting exit slip data and adjusting strategies to meet the needs of students. A daily intervention period is in place, teachers in grades K-4 will provide intervention aligned to the science of reading and the Decision Rules. The Ohio Improvement Process is in place, the district is one K-8 building; therefore, the Building Operations Team will replace a DLT. The academic leader and science of reading coach will collect and provide feedback on lesson plans. They will collect walk through data and provide feedback between formal evaluations. TBT's will meet weekly with the academic leader and science of reading coach to look at exit slip data and evidence based strategies. The BLT will meet monthly to discuss building-wide data and action plan accordingly. The Building Operations Team will meet monthly to make decisions based on building needs and access align resources to needs.

Teachers:

- have a PBIS system in place
- benchmark students 3 times a year
- use data to provide supports to tier 1 instruction with differentiation and scaffolding
- follow the gradual release of responsibility model
- lesson plan with "I can" statements aligned to standards; exit slips assessing the standard
 - utilize TIDE resources in grades 3-8
- use the decision rules to align intervention support during the intervention block (K-4)
- RIMPS in place for those not reading at grade level (K-4)
- follow progress monitor schedule (Tier 3 every 2 weeks, Tier 2 every 3 weeks, and Tier 1 twice a grade period)
- collect exit slip data and discuss evidence based strategies to support student outcomes in weekly tbt's.
- align progress monitoring data to the decision rules for extra support during the intervention block
- strive for at least 80% of class to be in tier 1; establish high expectations

Academic Leader and Science of Reading Coordinator:

- collaborate with teacher leaders, ESC support staff to create Curriculum Maps
- collect and provide feedback on lesson plans
- perform weekly walkthroughs and provide feedback to teachers
- create system of data collection, action planning and progress monitoring to ensure goals are met
- attend weekly TBT meetings
- plan monthly BLT meetings aligned to the RAP
- plan professional development aligned to needs and RAP
- put new teacher PD system in place for the beginning of the school year

Building Operations Team:

- Includes the Academic Leader, Superintendent, Treasurer, Director of Enrollment, Behavior Specialist, PBIS coordinator and Wellness director
- meet monthly to assess BLT data and align resources to needs
 - staffing, professional development
 - PBIS incentives align to attendance and academic habits
 - counseling needs
 - coaching support
 - align parent events to needs
 - involve parents in school goals through newsletters and school events
 - implement awards assemblies to recognize academic achievement, attendance and citizenship
 - align summer school and after school support to needs

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS*

Describe the evidence-based strategies identified in Section 5 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans (RIMPs).

***Under Ohio Revised Code 3313.608, Districts and schools must create Reading Improvement and Monitoring Plans (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results.*

***Under Ohio Revised Code 3313.6028(C) Beginning not later than the 2024-2025 school year, each school district, community school established under Chapter 3314. of the Revised Code, and STEM school established under Chapter 3326. of the Revised Code, shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the Department's approved lists. The RIMP continues throughout the student's K-12 academic career until the student is reading on grade level.*

Data-driven Decision Making:

Classroom teachers are using Acadience progress monitoring data to improve weekly targeted instruction for RIMP identified students. Classroom teachers are using teacher created weekly formative assessments to check the targeted skills areas on the TBT form. The data will be used to guide weekly teacher Tier I instruction in the classroom. Tier II instruction and interventions will be guided by the progress monitor data from the Acadience assessment. Benchmark data from the Acadience assessment will be used by the Building Operations team to check for ongoing student growth and projections toward student proficiency.

Gradual Release of Responsibility:

Teachers will use the GRR model in the classroom to meet the needs of all learners. The goal is to have a clear understanding of the learning standard, model/think aloud, guided practice, collaboration and independent practice. Exit ticket data is used to guide classroom instruction and plan small group support. Teachers can create intervention groups based on exit slip data and provide feedback based on student performance.

Interventions in grades K-3 are data driven and aligned to the decision rules. This includes teacher conferencing and goal setting, Administration will monitor through walk throughs and tbt meetings.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)*

Describe how the district will ensure the proposed evidence-based strategies in Section 7, Part A will do the following:

1. *Be effective*; YCS will collect and analyze growth and achievement data to determine if strategies are showing desired academic results as measured by Acadience and Ohio State Tests.
2. *Show progress*; YCS will determine progress by collecting benchmark data and progress monitoring data to determine if growth is evident or if action is needed.
3. *Improve upon strategies utilized during the two prior consecutive school years*. YCS will continue with the curriculum and assessments in place and participate in professional development to become highly effective in meeting students' needs.

SECTION 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN*

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Refer to the definition of professional development in the guidance document. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing Culturally Responsive Practice and the Science of Reading in the professional development plan.

***Under Ohio law (House Bill 33 of the 135th General Assembly Section 265.330 Districts and schools shall require all teachers and administrators to complete a Science of Reading professional development course provided by the Department not later than June 30, 2025.*

***Ohio's [Dyslexia Support Laws](#) require all kindergarten through third grade teachers, as well as teachers providing special education instruction to children in kindergarten through grade 12, to complete professional 18 hours of approved development on identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia.*

YCS has committed one day each month to staff professional development and monthly waiver days are in place. The strategic plan includes establishing an effective MTSS team by the end of 2026. In fall of 2023, professional development topics included an introduction to MTSS with a tier 1 focus. Subtopics included differentiated instruction, scaffolding, PBIS, and science of reading. Coaching support is aligned to the PD and TBT's focus is tier 1 instruction and strategies to meet the goal of 80% in tier 1.

January 2024: PD Topic will include TIDE resources to align "I can" statements, GRR model, exit slips and TBT expectations. The use of strategic practices such as gradual release model, tiered PD's, connection of standards to student objectives, and focusing on research based high-quality Tier one instruction is evidence of culturally responsive teaching in which all students are able to success and achieve.

February 2024: PD focus on individualized learning with TBT's to dig deeper in grade level data and adult action steps, TBT discussion on culturally responsive and equitable teaching practices related to student growth

March 2024: PD focus CKLA: How to utilize CKLA to support needs in ELA, focus on meeting the diverse needs of learners (SPED, EL, etc.)

APPENDICES

If necessary, please include a glossary of terms, data summary, key messages, description of program elements, etc.

Bradley, K. (2023, August 2). *The socioeconomic Achievement gap in the US public Schools - Ballard Brief*. Ballard Brief.
<https://ballardbrief.byu.edu/issue-briefs/the-socioeconomic-achievement-gap-in-the-us-public-schools#:~:text=Poverty%20affects%20a%20child's%20brain,provide%20for%20these%20students%20adequately>

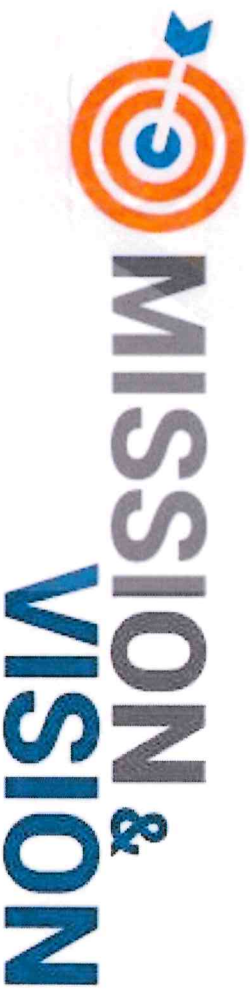
Appendix A: (Attached) Youngstown Community School Strategic Plan

Appendix B: (Attached) Youngstown Community School Decision Rules

Appendix A

Youngstown Community School Strategic Plan





MISSION & VISION

Mission

Established in 1998, YCS provides an active and nurturing learning community that helps students become socially and academically successful. We provide educational experiences to meet the needs of each child through small class settings.

Vision

You Can Succeed! YCS will motivate, educate, empower and inspire students to reach their full potential.

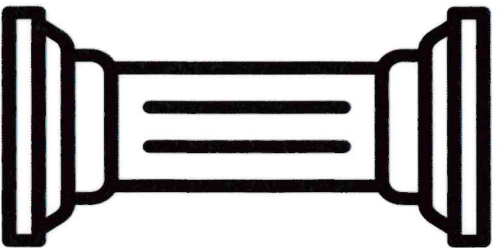
Core values:

Beliefs:

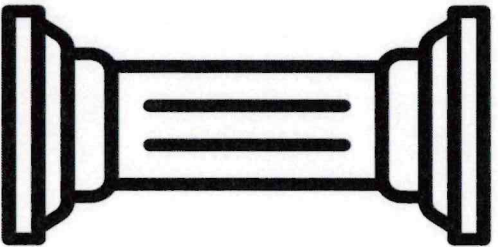
YCS Strategic Planning Participants

Kendra Bailey, Success After 6 Site Coordinator, United Way of Youngstown and the Mahoning Valley
Nick Beyer, Champion, Success After 6 Program, Youngstown Community School
Cheriese Farkas, Teacher, Youngstown Community School
Greg Givens, PBIS Coordinator, Youth Intensive Services at Youngstown Community School
Dianne Grimm, EMIS Coordinator, Youngstown Community School
Dr. Charles Howell, Dean, Beeghly College of Liberal Arts, Social Science and Education, Youngstown State University
Kristen Italiano, Project PASS Program Director, Youngstown State University
Tracey Letlow, Success After 6 Special Projects Manager, United Way of Youngstown and the Mahoning Valley
Mike Majzun, Academic Director, Youngstown Community School
Latoya Mays, Parent, Youngstown Community School
Kathy Mock, Community Impact Manager, United Way of Youngstown and the Mahoning Valley
Kyle Moore, Behavior Intervention Specialist, Youngstown Community School
Dr. Marlo Miller, Consultant, State Support Team Region 5
Corrie Rafferty, Director, Educational Services, Safehouse Residential Services
Kielly Rapp, Director of Early Learning, United Way of Youngstown and the Mahoning Valley
Carrie Sammartino, Instructional Supervisor, ESC of Eastern Ohio
Rick Shepas, Assistant Principal of Student Affairs, Cardinal Mooney High School
Rachael Smith, Director, Youngstown Community School
Marnee Sweeney, Teacher, Youngstown Community School
Charlotte Tibbetts, Accounts Payable, Youngstown Community School
Mason Tibbetts, Student, Youngstown State University
Brooke Vondrasek, Wellness Coordinator, Youngstown Community School
Yvonne West, Teacher, Youngstown Community School
Paula Yarbour, Instructional Coach, Youngstown Community School

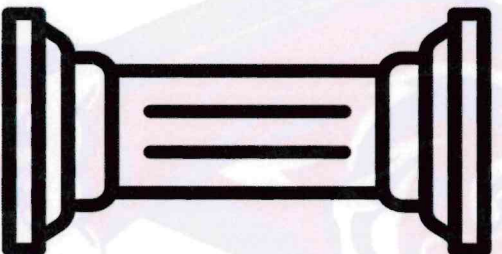
YCS Strategic Planning Pillars



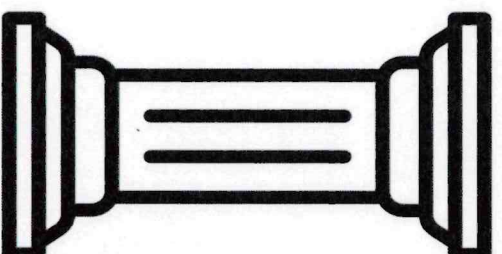
Curriculum



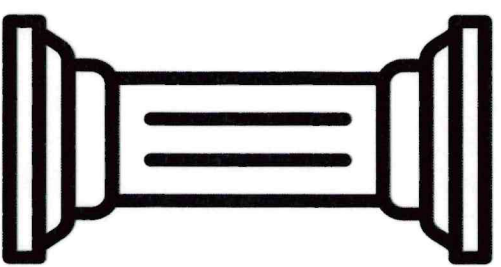
Growth



Student
Development



Community
Engagement



Culture

Strategic Plan Process



Gather Inputs

SWOT Analysis

Review Inputs

Strategic Matrix

Define Strategies

Final Reviews

SWOT Analysis - Curriculum

Strengths

- K-8 consistency Acadience
- Dates and expectations
- Data being shared
- TBIs established
- Strong parent communication
- CKLA/Amplify
- PD
- Started RtI

Weaknesses

- Gaps in formative and summative assessments
- No uniformity in assessments
- Lack of consistency across grade levels
- MTSS
- Understanding how to flex groups
- Utilizing instructional times
- Differentiation vs. interventions
- Science curriculum

Opportunities

- New funding sources
- Structured literacy modules
- More PD opportunities
- Project Ignite
- Partnership opportunities
- Teacher leaders
- New leadership, fresh ideas
- Shared decision making

Threats

- Funding runs out
- Teacher buy in
- Teacher disposition
- Rigid curriculum
- "Curriculum will save us"
- Teacher turn over
- State requirements, constantly move target and not appreciating growth
- Not creative problem solving out

SWOT Analysis – Growth, Human Capital

Strengths

- Veteran teachers to support
- Diversity on staff
- Retention/recruitment bonus
- Credentialed/properly certified staff
- Strong support staff (Dianne, Char, Brooke)
- Consistency in many staff members
- In house hierarchy (superintendent, treasurer, business office, etc.)
- Overwhelming technology with support (tech coordinator)
- Mentor opportunities for new staff
- Immediate feedback

Weaknesses

- No counselor, No In School Suspension
- Lack of punitive discipline creates burnout and discourse in teachers
- BIS needs to hold kids accountable, should not reward students for poor behavior
- Accountability of staff is weak
- Teacher climate is weakening due to some staff not staying in their lanes
- Lack of professionalism (small group) - need to address and hold accountable
- Teacher/staff pay, no steps
- Relationship with MCC.

Opportunities

- Balance between restorative practice and punitive punishment
- High expectations for kids and accountability
- Vertical and horizontal meetings
- Team building
- Redesign BIS role to include ISS possibly
- Discipline structures and supports
- YSU partnerships
- Get good name back out in community for recruitment of staff and students
- Recognize good/hard working staff members.

Threats

- Structure for merit pay
- Forecasted teacher shortage
- Lack of recognition
- Finances (use of temporary funds for some initiatives), insurance costs
- Community school vs. traditional school
- Open enrollment
- Lack of preschool

SWOT Analysis – Student Development

Strengths

- Overall Size of our student population
- Technology - Programming
- United Way (Success After Six/Tennis)
- Location (Proximity)
- Girls/Boys Basketball (6th-8th)
- PBIS - Accessible PBIS Coord/BIS
- Governing Board - Connections
- Strong Staff/Student relationships

Weaknesses

- Gym Space, Music/Art space
- Career Readiness Programming
- Not a huge selection of extracurricular
- Lack of transportation
- No Theater/Stage
- Parental Involvement
- No PTO or formal parent organization
- Student/Staff Involvement
- Limited Finances

Opportunities

- Excellence training Center
- OH WOW
- Starting other sports such as Volleyball, soccer, track, flag football
- Butler Art Museum - Art Classes
- SMARTS Academy
- Croftin Career Center (welding, media)
- Mental Manual (5th/6th)
- Restorative Practices
- Flying High (Helping families get back on track)
- YSU - help with volunteers and coaching

Threats

- Available Staff
- Finances - Sustainability
- MCC/Space
- Expansion
- Youngstown Politics
- Available Coaches
- Families having access to information -unaware and/or unavailable
- Student Involvement

SWOT Analysis – Community Engagement

Strengths

- Parent Involvement
- Parent Engagement Nights
- Partnership with United Way
- Administration committed to continuing improvement
- Community partnerships
- Positive communication between administration and parents

Weaknesses

- Difficulty communicating with parents
- Communication between staff and teachers
- Limited extracurricular activities
- Parent involvement
- Media Coverage
- No PTA/Home and School
- Connecting to College and Career Readiness Entities
- Board involvement in school activities
- Follow through of goals and objectives by all

Opportunities

- Parent/Teacher Organization, Home and School Association
- College/Career Fair
- Community Open House
- Expand volunteer opportunities
- Family education/Engagement nights
- Better collaboration with area high schools
- Invite Board to day and after school activities

Threats

- Students not being emotionally/mentally ready for world outside of YCS
- Community lacking knowledge about YCS
- Staff Collaboration/buy-in
- facility space for community events/student activities
- Community's perception of YCS

SWOT Analysis - Culture

Strengths

- Diversity
- In-school
- Open minded and open to adjustments
- Team work
- Success is wanted for everyone
- Caring staff, adaptable
- Open to discussions(Staff to Staff, Staff to Student)
- Accountability
- Collaboration

Weaknesses

- Lack of outside influencers
- Lack of extracurricular activities to help define identity
- Classroom management or individuality
- Chain of command when it comes to getting events planned executed
- Parent Engagement
- Wraparound
- Time Management

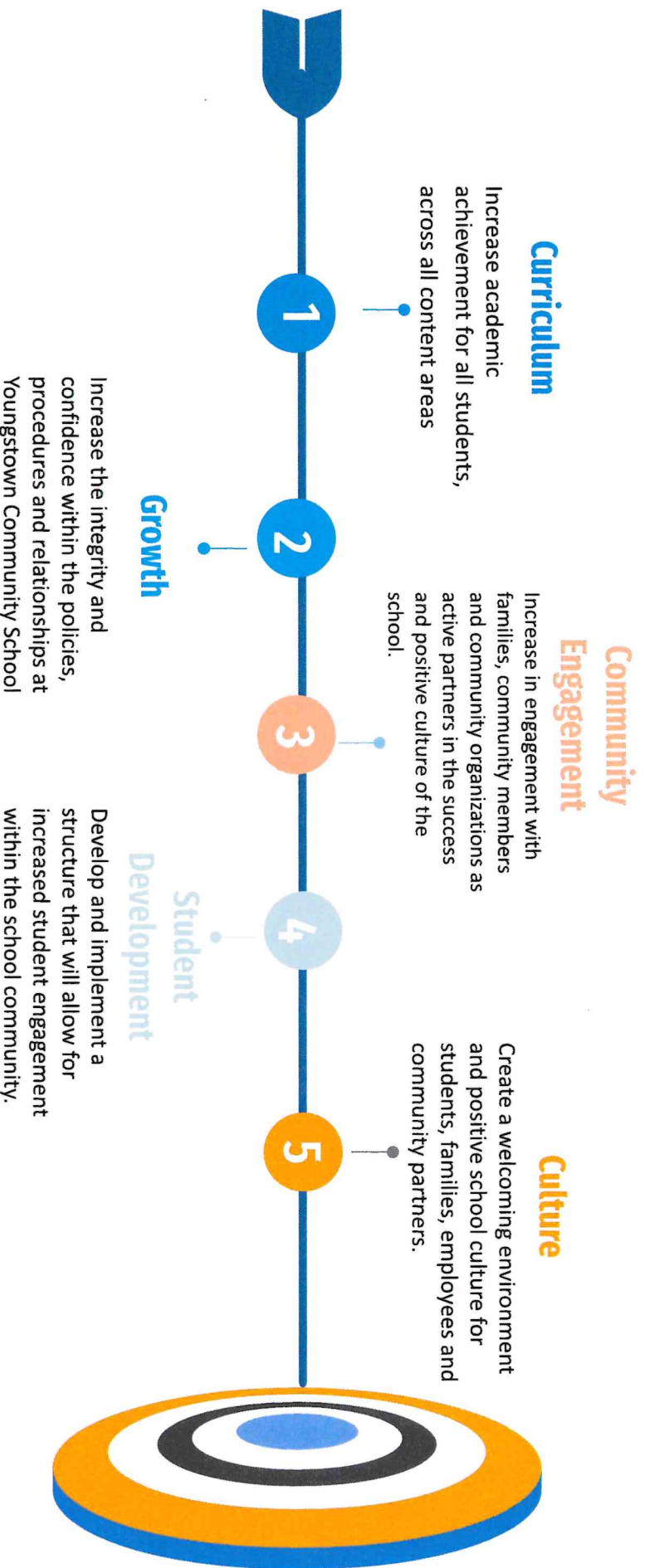
Opportunities

- Grow other extracurricular activities
- Incorporating more outside influencers from the city
- Getting more parent engagement
- Ability to create foundation and build upon as we see fit (Fresh Slate)
- Set the tone for activities and events for the future (annual events)
- Spotlight the good things happening at YCS

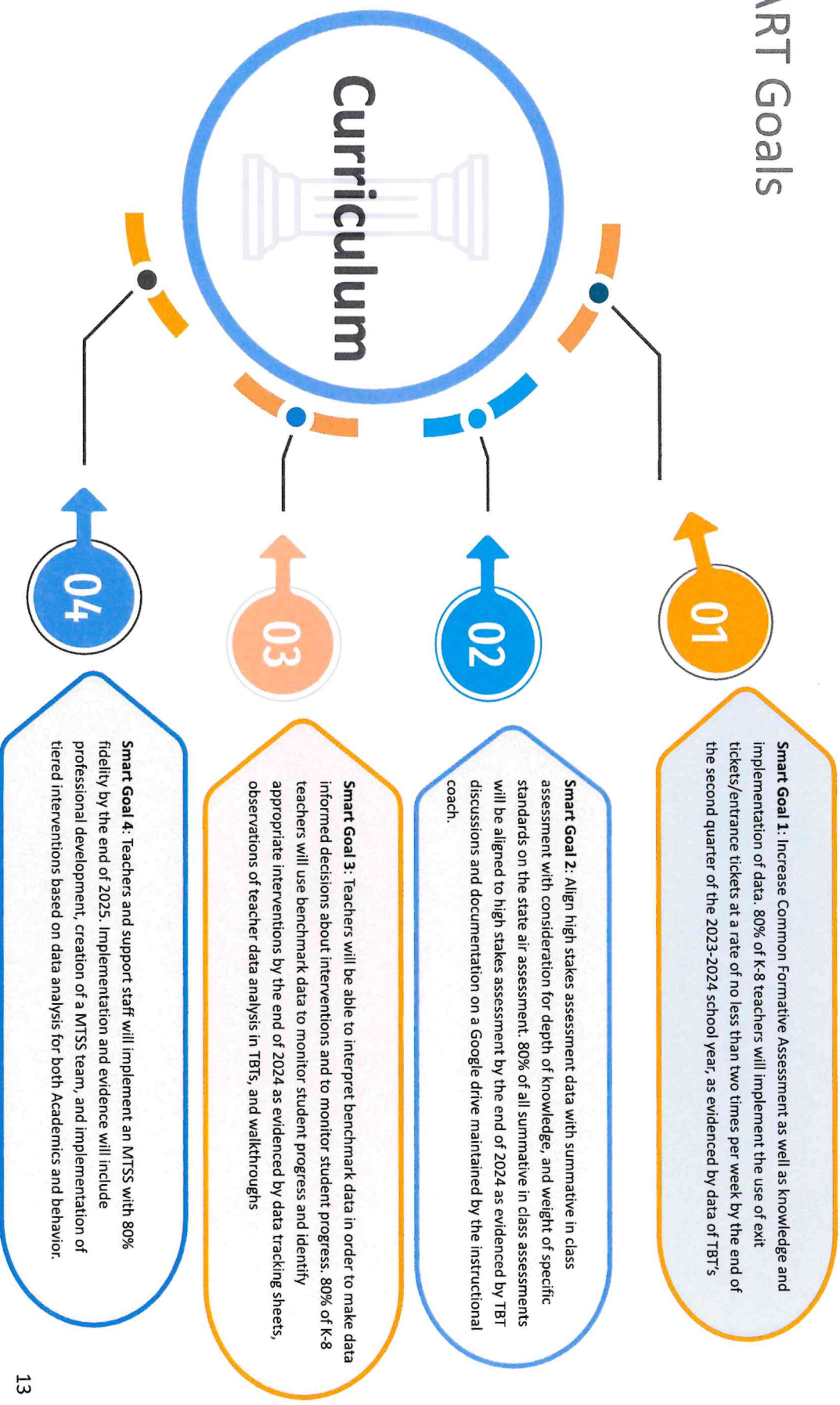
Threats

- Lack of:
 - participation from parents
 - Transportation
 - Funding
 - Time

Overarching Goals



SMART Goals



Curriculum

Pillar

Increase academic achievement for all students, across all content areas

Smart Goal 1: Increase Common Formative Assessment as well as knowledge and implementation of data. 80% of K-8 teachers will implement the use of exit tickets/entrance tickets at a rate of no less than two times per week by the end of the second quarter of the 2023-2024 school year, as evidenced by data of TBT's

Action Steps

1. Send out surveys to collect data on teachers' knowledge of common formative assessments, data, and implementation of data.
2. Develop professional development based on Survey Data.
3. Embedded PD and open ended discussions during teacher based team meetings.
4. Develop a schedule for teachers to plan together, monitor and assess lesson planning for CFA
5. Observe teachers' implementation in the classroom.
6. Collect data on exit tickets to be shared in TBTs.
7. Facilitate reflection discussions on data for further classroom instruction.

Curriculum

Pillar

Increase academic achievement for all students, across all content areas

Smart Goal 2: Align high stakes assessment data with summative in class assessment with consideration for depth of knowledge, and weight of specific standards on the state air assessment. 80% of all summative in-class assessments will be aligned to high stakes assessment by the end of 2024 as evidenced by TBT discussions and documentation on a google drive maintained by the instructional coach

Action Steps

1. Assess teachers' understanding of rigor.
2. Assess teachers' knowledge of state tests.
3. PD on rigor and increasing rigor in assessments.
4. Embedded PD in TBTs on state assessments, planning documents, and standards.
5. Evaluate benchmarking assessment for alignment.
6. Implementation in the classroom.
7. Reflection discussion in TBTs on alignment of summative assessments

Curriculum

Pillar

Increase academic achievement for all students, across all content areas

Smart Goal 3: Teachers will be able to interpret benchmark data in order to make data informed decisions about interventions and to monitor student progress. 80% of K-8 teachers will use benchmark data to monitor student progress and identify appropriate interventions by the end of 2024 as evidenced by data tracking sheets, observations of teacher data analysis in TBTs, and walkthroughs.

Action Steps

1. Developing a Universal Data system at YCS.
2. Set expectations on data collection and reporting.
3. Embedded PD on how to input benchmark data in YCS universal data system.
4. Checking for understanding of Benchmark data.
5. Embedded PD on interpretation of Math and Reading benchmark data.
6. Embedded PD on making small groups with data.
7. Embedded PD on identifying appropriate interventions as well as in class differentiation.
8. More PD from Acadience on Progress Monitoring, accommodations for Students with IEPs.
9. Data room/ school-wide data discussions

Curriculum

Pillar

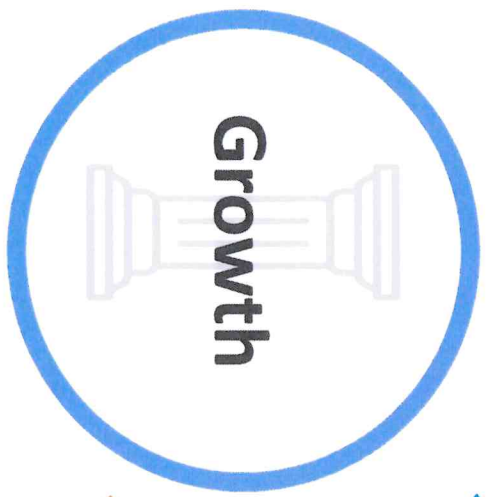
Increase academic achievement for all students, across all content areas

Smart Goal 4: Teachers and support staff will implement an MTSS with 80% fidelity by the end of 2025. Implementation and evidence will include professional development, creation of a MTSS team, and implementation of tiered interventions based on data analysis for both Academics and behavior.

Action Steps

1. Contact the ESC on more PD on MTSS.
2. Create a MTSS team:
 - a. Develop MTSS meeting calendar
 - b. Provide explicit trainings
3. Evaluate the system supports that we already have in place.
4. Evaluation of tier 1, 2 & 3 instruction.
5. Strengthen tier 1, 2, & 3 instruction.
6. Professional Development on Differentiation.

SMART Goals



Smart Goal 1: By the end of the 2025-2026 school year, YCS Administration and Building Leadership will develop clear strategic goals and accountability measures for teaching and support staff in the areas of instruction and support for students. Measurement of mastery of this goal will include individual and tiered evaluations for all staff members.

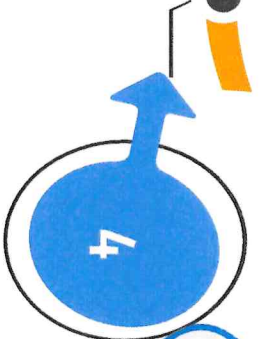


Smart Goal 2: By the end of the 2025-2026 school year, YCS Building Leadership will develop a service plan to strategically identify areas of need and identify priority areas to address gaps in student and staff support services. Measurement of mastery of this goal will include meeting agendas, meeting notes and a comprehensive service plan for student support



Smart Goal 3: By the end of the 2025-2026 school year, YCS Administrative Staff will develop clear processes and procedures to support new and existing staff to drive positive student outcomes and achievement. Measurement of mastery of this goal will include clear, accessible resources applicable for 100% of staffing areas.

Based on considerations and insight from the APL chair, the following strategic goal is intended to secure system sustainability, growth, and a competitive future for YCS. Failure to plan accordingly may lead to the destabilization of the current model, as well as an inability to provide needed resources for all K-8 students under the current framework



SMART Goal 4*: By the start of the 2029-2030 school year, YCS administration and board of education will develop a two-building model campus school system which will include an appropriate sports complex, appropriate fine arts spaces and a makerspace, with projected enrollment of between 550-600. Measurement of mastery of this goal will include a clear increase in enrollment and access to new space

**CONSIDERATIONS: A building addition will provide resources and support in the areas of equity, opportunity, diversity, parent/family engagement, community collaboration and athletics. Either maintaining a K-3 building or adding new construction to encompass a 4-8 building*

Growth Pillar

Increase the integrity and confidence within the policies, procedures and relationships at Youngstown Community School

SMART Goal 1: By the end of the 2025-2026 school year, YCS Administration and Building Leadership will develop clear goals and accountability measures for teaching and support staff in the areas of instruction and support for students. Measurement of mastery of this goal will include individual and tiered evaluations for all staff members.

Action Steps

1. Identify members for Building Leadership Committee
2. Create annual meeting schedule for Building Leadership Committee
3. Creation of staff surveys
4. Create formative assessments for staff implementation
5. Create look fors for targeted and tiered walk throughs
6. Create rubric for walkthroughs and conferences with staff
7. Meet with all staff for individualized conferences 2-3 times per year to review needs, data, and action steps for growth
8. Development of electronic resources via school website
9. Ensure all decisions are aligned to data-supported needs and strategic planning

Growth Pillar

Increase the integrity and confidence within the policies, procedures and relationships at Youngstown Community School

SMART Goal 2: By the end of the 2025-2026 school year, YCS Building Leadership will develop a service plan to strategically identify areas of need and identify priority areas to address gaps in student and staff support services. Measurement of mastery of this goal will include meeting agendas, meeting notes and a comprehensive service plan for student support.

Action Steps

1. Identify members for Building Leadership Committee
2. Create annual meeting schedule for Building Leadership Committee
3. Complete full needs assessment for all programs and positions
4. Develop a plan utilizing data from needs assessment to drive processes for developing or sustaining appropriate positions, programs and partnerships

Growth Pillar

Increase the integrity and confidence within the policies, procedures and relationships at Youngstown Community School

Smart Goal 3: By the end of the 2025-2026 school year, YCS Administrative Staff will develop clear processes and procedures to support new and existing staff to drive positive student outcomes and achievement. Measurement of mastery of this goal will include clear, accessible resources applicable for 100% of staffing areas.

Action Steps

1. Explicit data collection on the following:
 - a. Formative and summative assessments
 - b. Review of policies and procedures
 - c. Teacher performance
 - d. Non-academic data
 - i. Attendance
 - ii. Behavior
 - iii. Partnerships
 - iv. Parent/family
2. Develop action steps based on the above collected data
 - a. School-wide data room which includes (i-iv)
 - b. open and ongoing dissemination/ discussion of needs, growth, strengths, weakness for growth based on data
3. Development of new resources

Growth Pillar

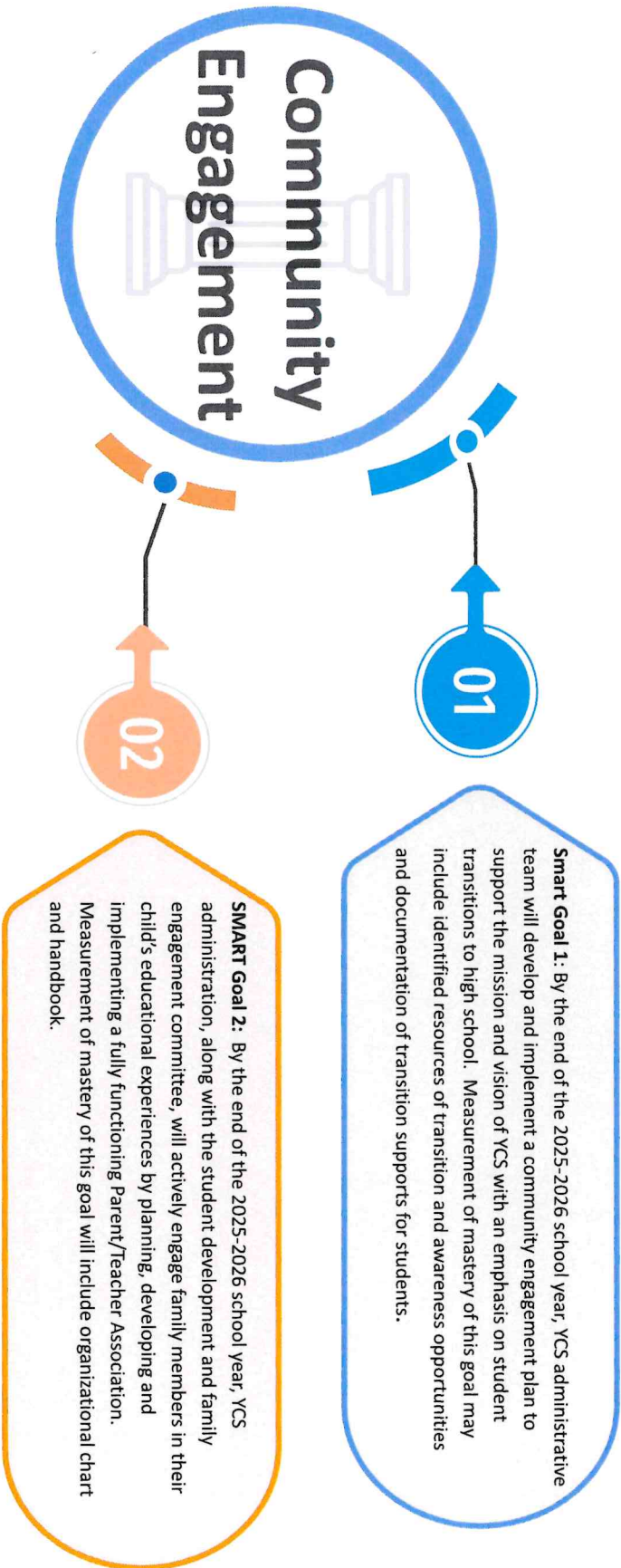
Increase the integrity and confidence within the policies, procedures and relationships at Youngstown Community School

Smart Goal 4: By the start of the 2029-2030 school year, YCS administration and board of education will develop a two-building model campus school system which will include an appropriate sports complex, appropriate fine arts spaces and a makerspace, with projected enrollment of between 550-600. Measurement of mastery of this goal will include a clear expansion plan.

Action Steps

1. Appointment of a core committee will be developed for each of the following areas: a. grants/donations/aid, b. capital growth/ teacher recruitment, c. enrollment/outreach/branding/community support
2. Acquisition of necessary land from Sr. Jerome's Schools, Inc. and Developing Potential
3. Seek funds, donations and/or grants beginning in 2023-24 in hopes that this can be accomplished in a 5-7 year timeframe; develop a capital campaign
4. Develop a construction timeline
 - a. Programming
 - b. Preliminary Design
 - c. Construction with quality control, schedule of project and schedule of communication with stakeholders
5. Ongoing discussions on next steps with governing board- Updates provided by superintendent at board meetings

SMART Goals



Community

Engagement

Pillar

Engagement with families, community members and community organizations as active partners will increase.

SMART Goal 1: By the end of the 2025-2026 school year, YCS administrative team will develop and implement a community engagement plan to support the mission and vision of YCS with an emphasis on student transitions to high school. Measurement of mastery of this goal may include identified resources of transition and awareness opportunities and documentation of transition supports for students.

Action Steps

1. Engage stakeholders in committee and select committee members
2. Plan and host annual college/career fair
3. Develop relationships connections with area high school administrations in order to offer smooth transitions to any/all high school options
4. Develop relationships and Develop timeline for annual high school visits
5. Engage Student Council to plan and implement at least 2 community events or service days annually

Community

Engagement

Pillar

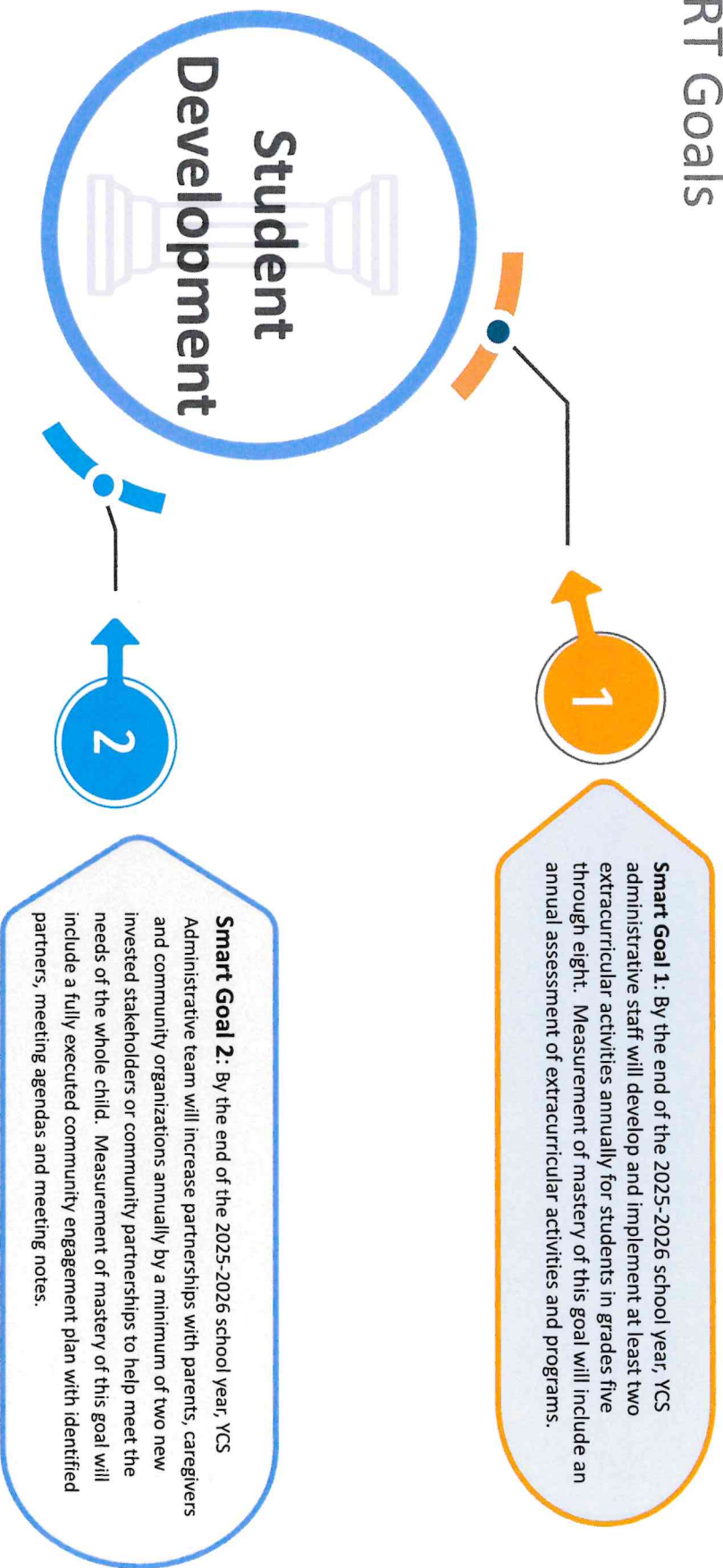
Engagement with families, community members and community organizations as active partners will increase.

SMART Goal 2: By the end of the 2025-2026 school year, YCS administration, along with the student development and family engagement committee, will actively engage family members in their child's educational experiences by planning, developing and implementing a fully functioning Parent/Teacher Association. Measurement of mastery of this goal will include organizational chart and handbook.

Action Steps

1. Purpose and mission statement
2. Draft bylaws and organizational chart and handbook
3. Elect officers
4. Identify need and willingness to affiliate with national Parent Teacher Association
5. Apply for bank account
6. Apply for 501(c)(3) status
7. Recruit new members- identify core parents and families
8. Develop committees

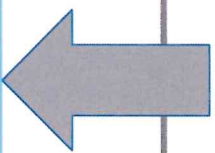
SMART Goals



Student Development Pillar

Develop and implement a structure that will allow for increased student engagement within the school community.

Smart Goal 1: By the end of the 2025-2026 school year, YCS administrative staff will develop and implement at least two extracurricular activities annually for students in grades five through eight. Measurement of mastery of this goal will include an annual assessment of extracurricular activities and programs.



Action Steps

1. YCS student development committee will develop and implement a fully executed Music Club and a fully executed Art Club for students in grades five through eight.
2. Conduct interest inventories for students to determine areas of interest for student development
3. Analyze current offerings within the school to determine what is offered, what can be strengthened and what areas can be added to options
4. Evaluate YCS facilities and finances to determine sustainability of programming
5. Secure off campus facilities through partnerships to utilize for extracurricular activities that YCS facilities can not support.
6. Conduct cost benefit and analysis to ensure sustainability
 - a. seek funds if needed (i.e. grants, donations, fundraising)
7. Create handbook for extracurricular activities
8. Prepare for extracurricular activity implementation
 - a. Select coaches/advisor(s)
 - b. Purchase uniforms, considering availability and future cost
 - c. Purchase equipment, considering availability and future cost
 - d. Identify any and all transportation needs and options

Student

Development

Pillar

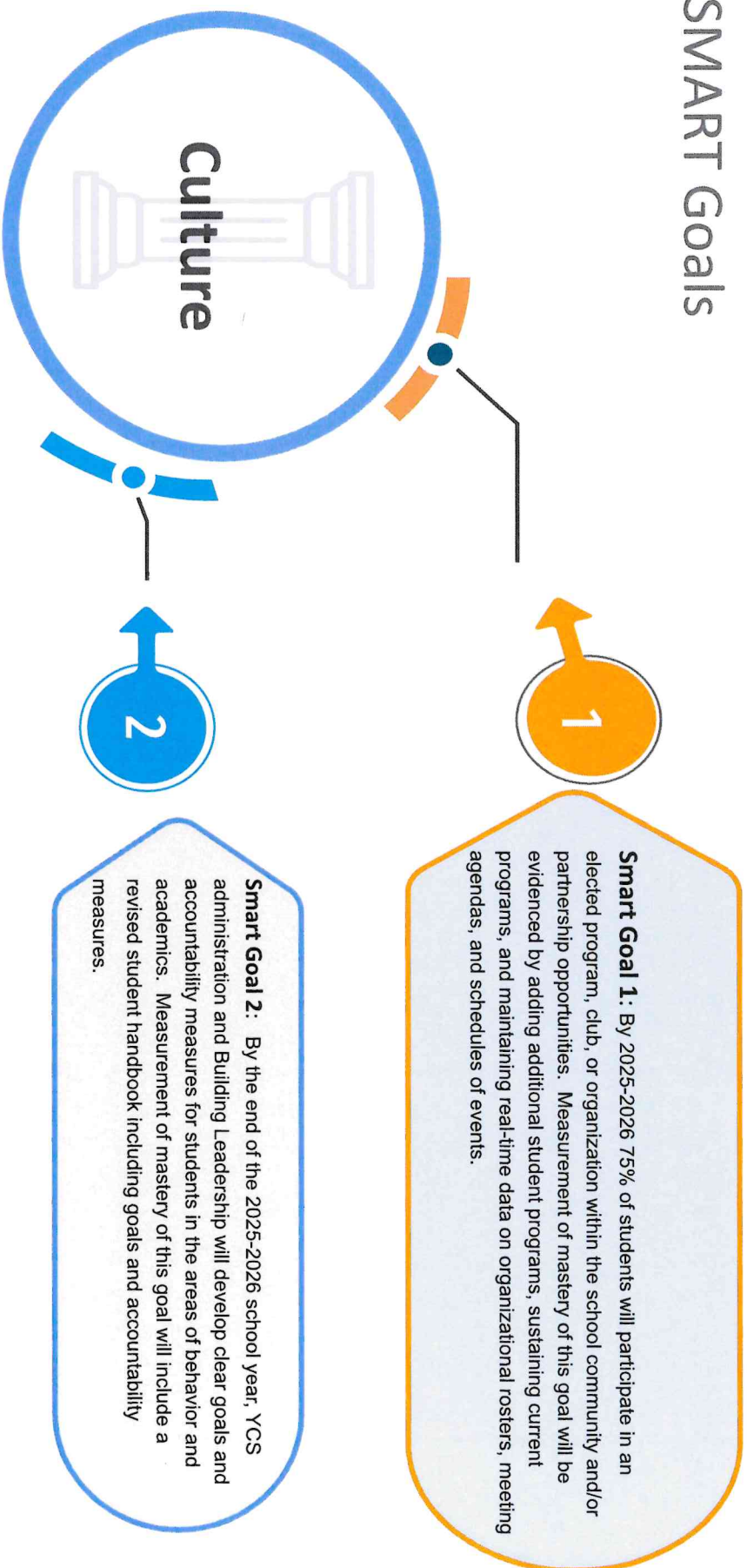
Develop and implement a structure that will allow for increased student engagement within the school community.

Smart Goal 2: By the end of the 2025-2026 school year, YCS Administrative team will increase partnerships with parents, caregivers and community organizations annually by a minimum of two new invested stakeholders or community partnerships to help meet the needs of the whole child. Measurement of mastery of this goal will include a fully executed community engagement plan with identified partners, meeting agendas and meeting notes.

Action Steps

1. Conduct needs assessment
2. Develop and administer surveys to students, families and community at large
3. Analyze data from surveys to determine areas for additional offerings of support
4. Increase the number of family engagement opportunities to at least three annually to enhance relationships between parents, families, school and community.

SMART Goals



Culture Pillar

Create a welcoming environment and positive school culture for students, families, employees and community partners.

Smart Goal 1: By 2025-2026 75% of students will participate in an elected program, club, or organization within the school community and/or partnership opportunities. Measurement of mastery of this goal will be evidenced by adding additional student programs, sustaining current programs, and maintaining real-time data on organizational rosters, meeting agendas, and schedules of events

Action Steps

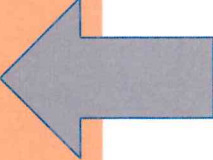
1. Student surveys to identify areas of interest and/or need
2. Identification of continuum of opportunities for students
3. Identification of advisors
4. Development of expectations and guidance documents for each elected program, club, organization and partnership opportunity
5. Schedule of events
6. Maintenance of school wide activity calendar

Culture Pillar

Create a welcoming environment and positive school culture for students, families, employees and community partners.

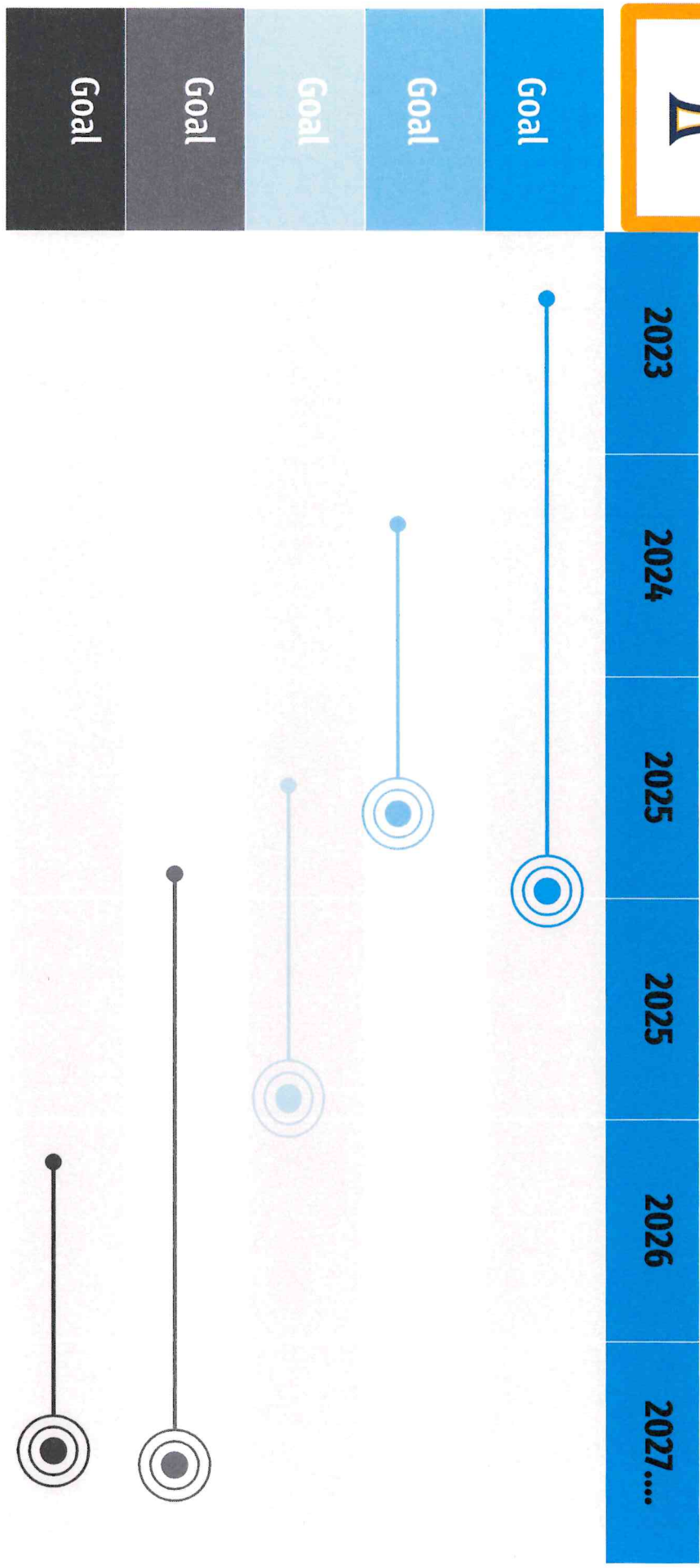
Smart Goal 2: By the end of the 2025-2026 school year, YCS administration and Building Leadership will develop clear goals and accountability measures for students in the areas of behavior and academics. Measurement of mastery of this goal will include a revised student handbook including goals and accountability measures

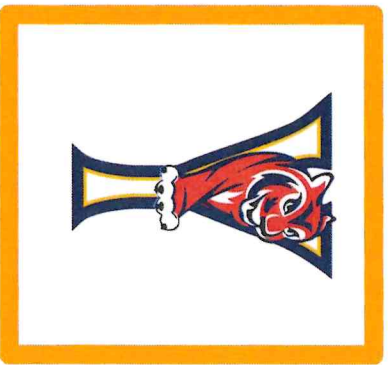
Action Steps

- 
1. Identify correlations between behavioral data and academic success
 2. Identify and implement supports necessary for student success
 3. Develop a community resource directory consisting of community supports for families
 - a. Develop a decision flow chart to assist teachers, students, parents and families on accessing information.
 - b. Provide access to resources for students, parents and families via multiple means of communication (DOJO, email, website, etc)
 4. Develop formal processes and procedures for resource allocation and utilization for social emotional and mental health needs of students and families.

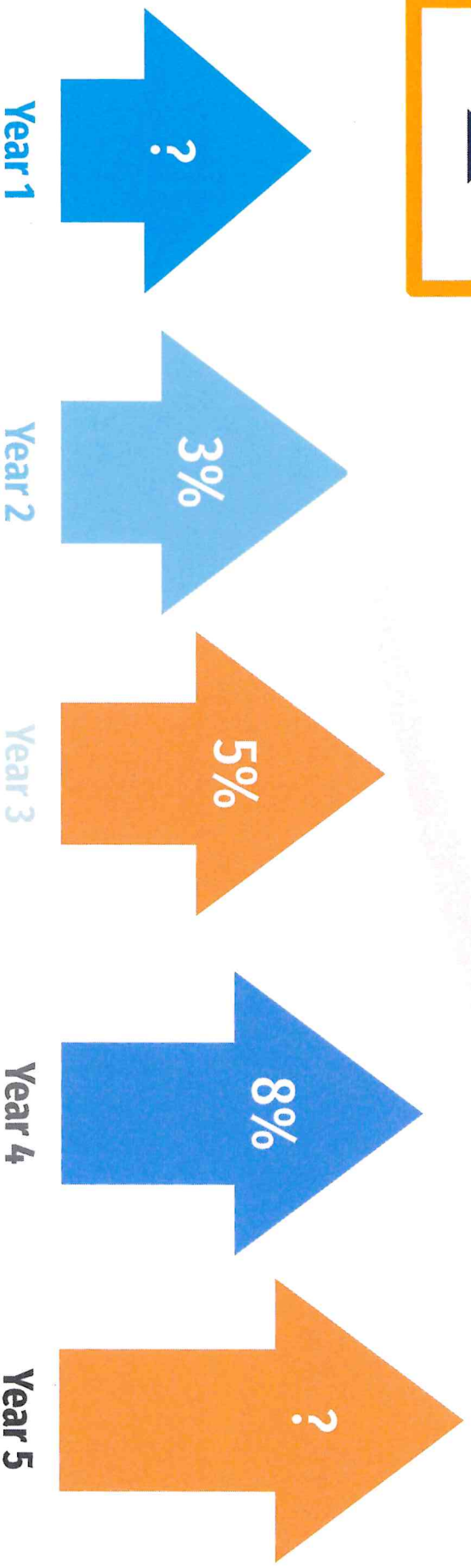


Timeline:



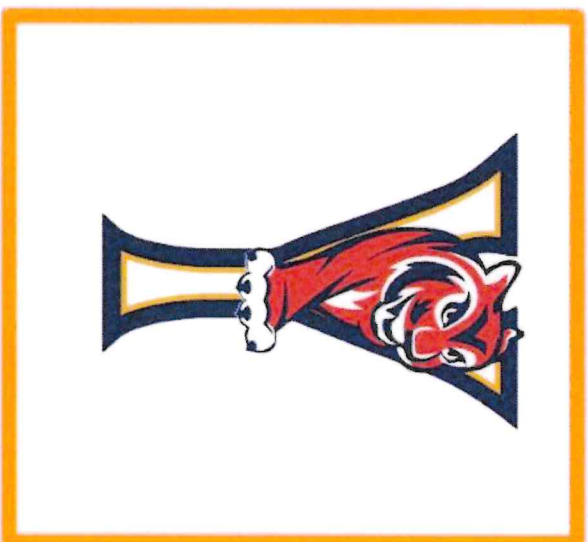


Progress Monitoring Measures

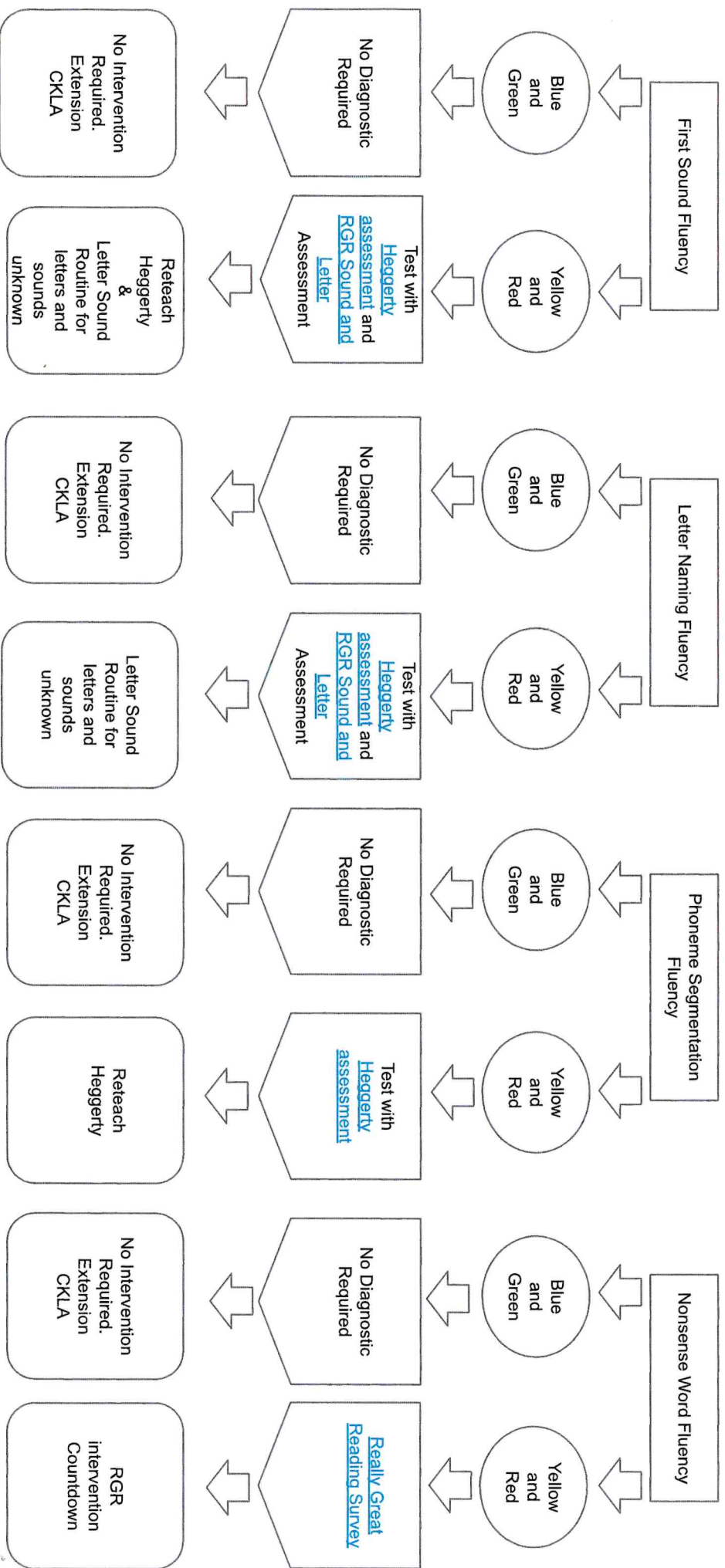


Appendix B

Youngstown Community School Simple Decision Rules

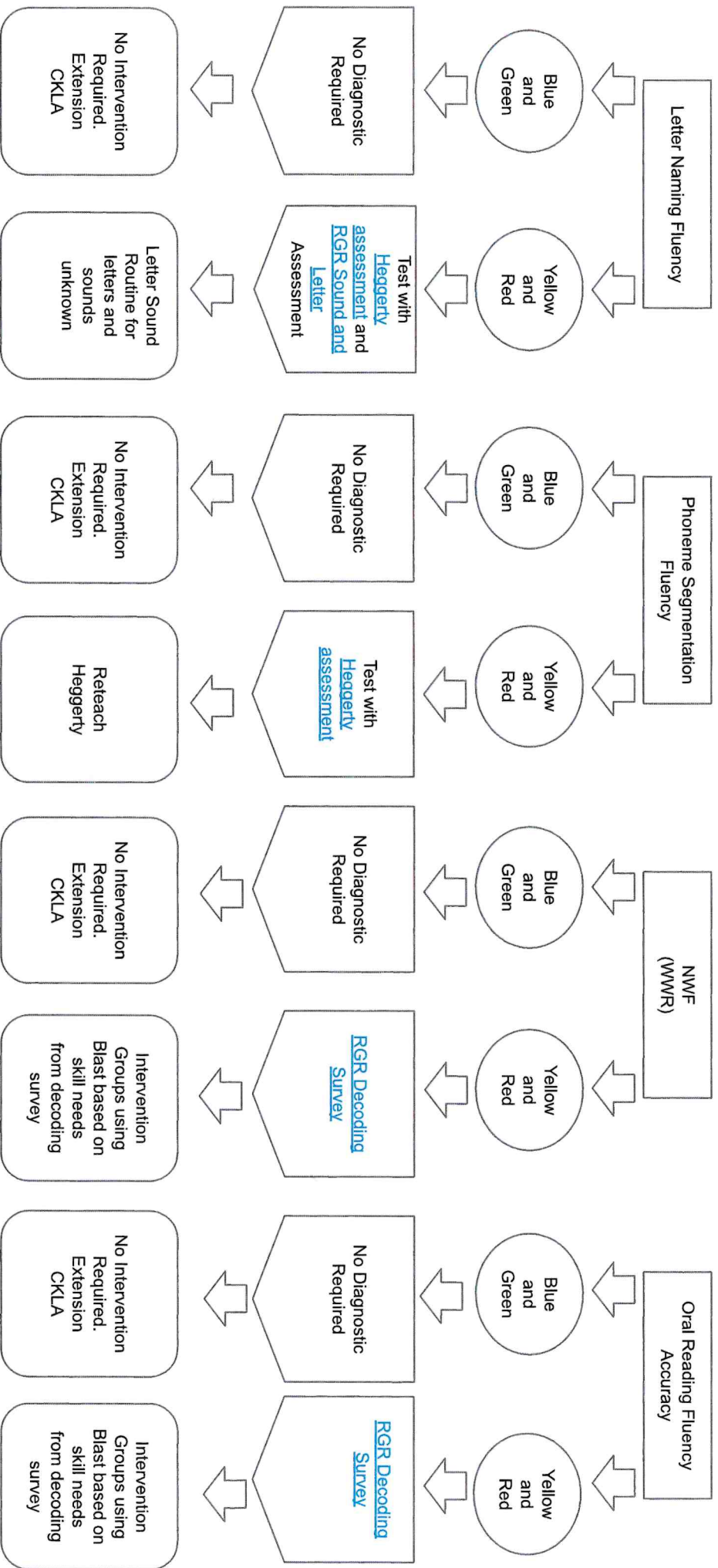


K-3 Literacy
2023-2024

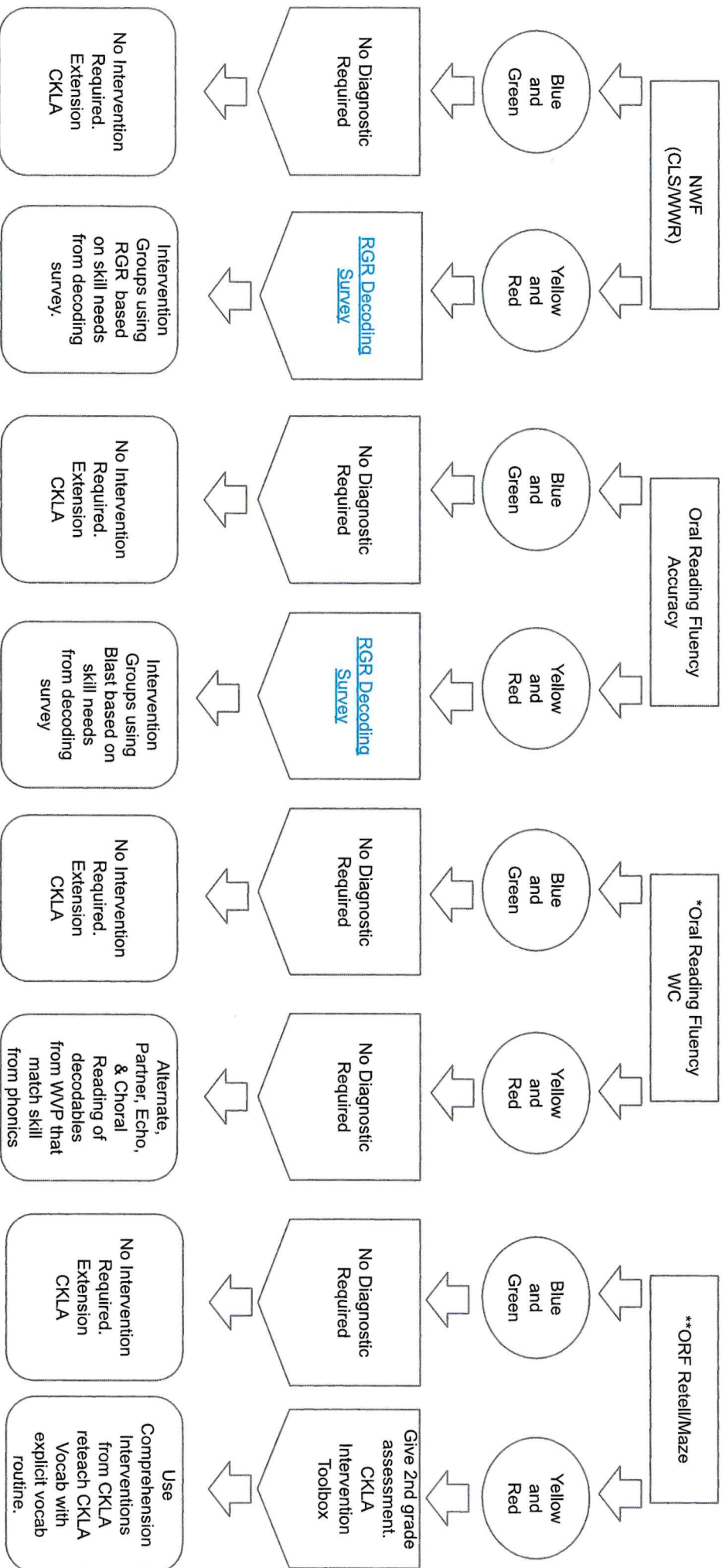


Kindergarten Simple Decision Rules

*Really Great Reading (RGR)



1st Grade Simple Decision Rules
 *Really Great Reading (RGR)



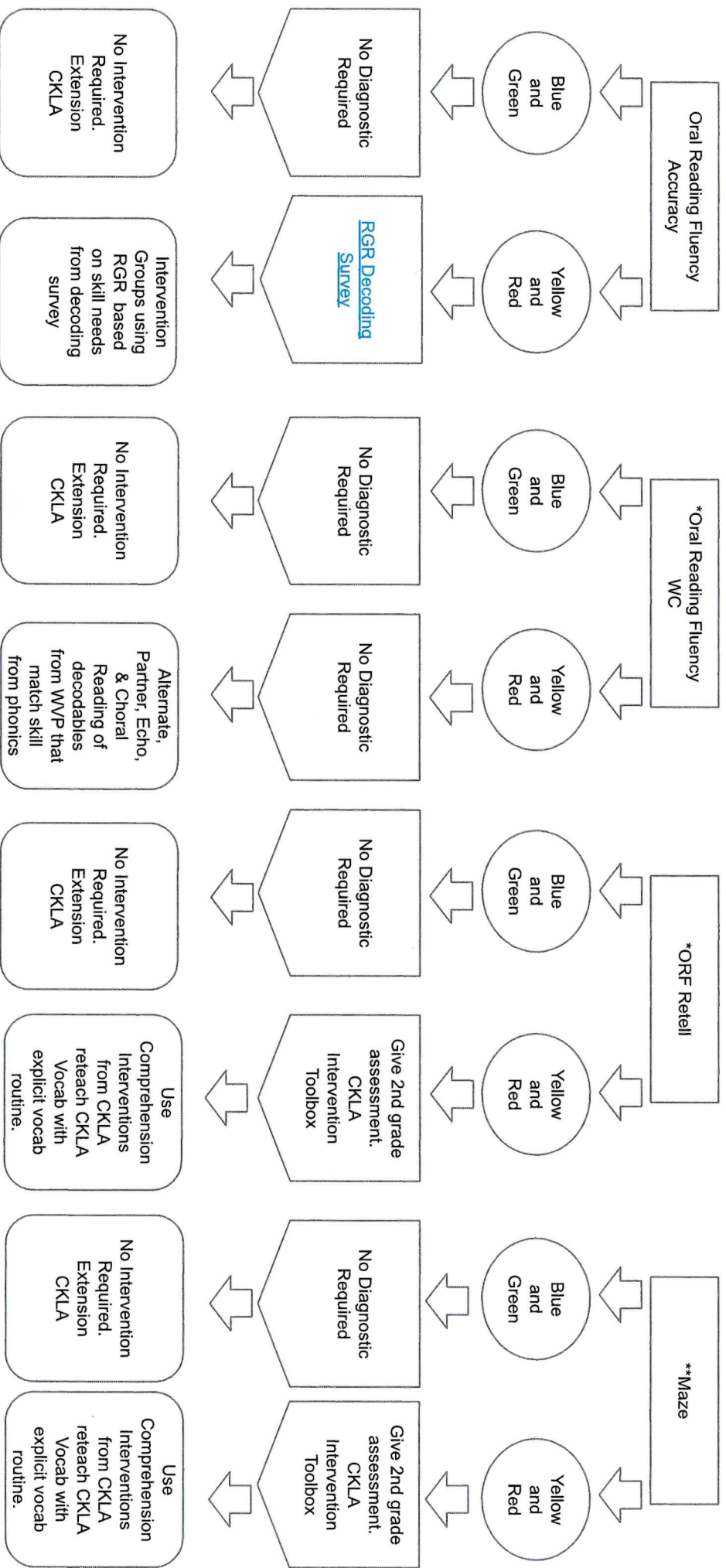
2nd Grade Simple Decision Rules

*Really Great Reading (RGR)

* West Virginia Phonics (WVP)

*Only Work on ORF Fluency WC if they are in Blue and Green in NWF and ORF Accuracy

** Only work on ORF Retell/ Maze if NWF Accuracy and Fluency are in blue and green



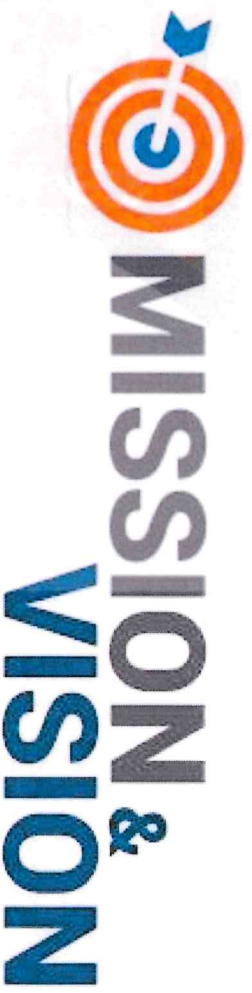
3rd Grade Simple Decision Rules

- *Really Great Reading (RGR)
- * West Virginia Phonics (WVP)
- *Only Work on ORF Fluency WC if they are in Blue and Green in NWF and ORF Accuracy
- ** Only work on ORF Retell/ Maze if NWF, Accuracy and Fluency are in blue and green

Appendix A

Youngstown Community School Strategic Plan





MISSION & VISION

Mission

Established in 1998, YCS provides an active and nurturing learning community that helps students become socially and academically successful. We provide educational experiences to meet the needs of each child through small class settings.

Vision

You Can Succeed! YCS will motivate, educate, empower and inspire students to reach their full potential.

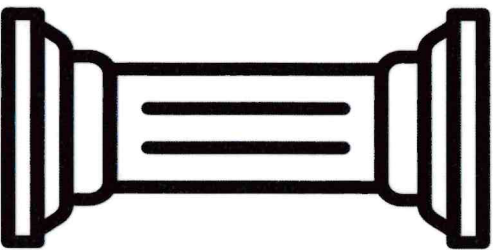
Core values:

Beliefs:

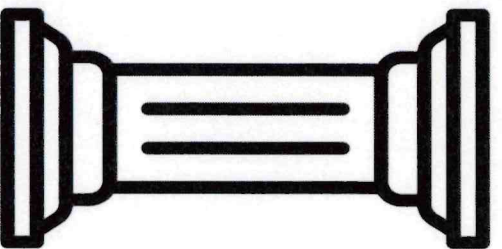
YCS Strategic Planning Participants

Kendra Bailey, Success After 6 Site Coordinator, United Way of Youngstown and the Mahoning Valley
Nick Beyer, Champion, Success After 6 Program, Youngstown Community School
Cheriese Farkas, Teacher, Youngstown Community School
Greg Givens, PBIS Coordinator, Youth Intensive Services at Youngstown Community School
Dianne Grimm, EMIS Coordinator, Youngstown Community School
Dr. Charles Howell, Dean, Beeghly College of Liberal Arts, Social Science and Education, Youngstown State University
Kristen Italiano, Project PASS Program Director, Youngstown State University
Tracey Letlow, Success After 6 Special Projects Manager, United Way of Youngstown and the Mahoning Valley
Mike Majzun, Academic Director, Youngstown Community School
Latoya Mays, Parent, Youngstown Community School
Kathy Mock, Community Impact Manager, United Way of Youngstown and the Mahoning Valley
Kyle Moore, Behavior Intervention Specialist, Youngstown Community School
Dr. Marlo Miller, Consultant, State Support Team Region 5
Corrie Rafferty, Director, Educational Services, Safehouse Residential Services
Kielly Rapp, Director of Early Learning, United Way of Youngstown and the Mahoning Valley
Carrie Sammartino, Instructional Supervisor, ESC of Eastern Ohio
Rick Shepas, Assistant Principal of Student Affairs, Cardinal Mooney High School
Rachael Smith, Director, Youngstown Community School
Marnee Sweeney, Teacher, Youngstown Community School
Charlotte Tibbetts, Accounts Payable, Youngstown Community School
Mason Tibbetts, Student, Youngstown State University
Brooke Vondrasek, Wellness Coordinator, Youngstown Community School
Yvonne West, Teacher, Youngstown Community School
Paula Yarbour, Instructional Coach, Youngstown Community School

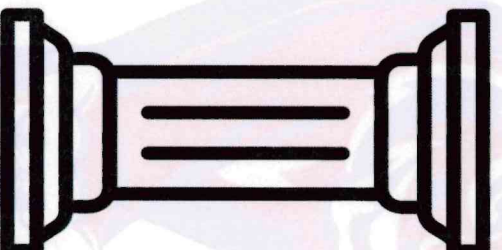
YCS Strategic Planning Pillars



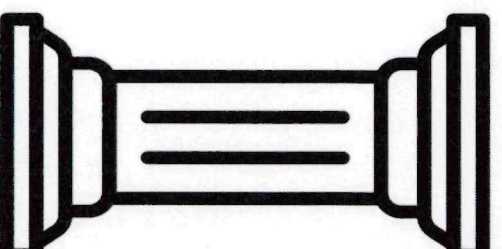
Curriculum



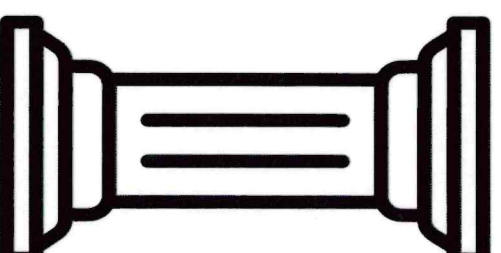
Growth



Student
Development



Community
Engagement



Culture

Strategic Plan Process



Gather Inputs

SWOT Analysis

Review Inputs

Strategic Matrix

Define Strategies

Final Reviews

SWOT Analysis - Curriculum

Strengths

- K-8 consistency Acadience
- Dates and expectations
- Data being shared
- TBIs established
- Strong parent communication
- CKLA/Amplify
- PD
- Started RtII

Weaknesses

- Gaps in formative and summative assessments
- No uniformity in assessments
- Lack of consistency across grade levels
- MTSS
- Understanding how to flex groups
- Utilizing instructional times
- Differentiation vs. interventions
- Science curriculum

Opportunities

- New funding sources
- Structured literacy modules
- More PD opportunities
- Project Ignite
- Partnership opportunities
- Teacher leaders
- New leadership, fresh ideas
- Shared decision making

Threats

- Funding runs out
- Teacher buy in
- Teacher disposition
- Rigid curriculum
- "Curriculum will save us"
- Teacher turn over
- State requirements, constantly move target and not appreciating growth
- Not creative problem solving out

SWOT Analysis – Growth, Human Capital

Strengths

- Veteran teachers to support
- Diversity on staff
- Retention/recruitment bonus
- Credentialed/property certified staff
- Strong support staff (Dianne, Char, Brooke)
- Consistency in many staff members
- In house hierarchy (superintendent, treasurer, business office, etc.)
- Overwhelming technology with support (tech coordinator)
- Mentor opportunities for new staff
- Immediate feedback

Weaknesses

- No counselor; No In School Suspension
- Lack of punitive discipline creates burnout and discourse in teachers
- BIS needs to hold kids accountable, should not reward students for poor behavior
- Accountability of staff is weak
- Teacher climate is weakening due to some staff not staying in their lanes
- Lack of professionalism (small group) - need to address and hold accountable
- Teacher/staff pay, no steps
- Relationship with MCC

Opportunities

- Balance between restorative practice and punitive punishment
- High expectations for kids and accountability
- Vertical and horizontal meetings
- Team building
- Redesign BIS role to include ISS possibly
- Discipline structures and supports
- YSU partnerships
- Get good name back out in community for recruitment of staff and students
- Recognize good/hard working staff members.

Threats

- Structure for merit pay
- Forecasted teacher shortage
- Lack of recognition
- Finances (use of temporary funds for some initiatives), insurance costs
- Community school vs. traditional school
- Open enrollment
- Lack of preschool

SWOT Analysis – Student Development

Strengths

- Overall Size of our student population
- Technology - Programming
- United Way (Success After Six/Tennis)
- Location (Proximity)
- Girls/Boys Basketball (6th-8th)
- PBIS - Accessible PBIS Coord/BIS
- Governing Board - Connections
- Strong Staff/Student relationships

Weaknesses

- Gym Space, Music/Art space
- Career Readiness Programming
- Not a huge selection of extracurricular
- Lack of transportation
- No Theater/Stage
- Parental Involvement
- No PTO or formal parent organization
- Student/Staff Involvement
- Limited Finances

Opportunities

- Excellence training Center
- OH WOW
- Starting other sports such as Volleyball, soccer, track, flag football
- Butler Art Museum - Art Classes
- SMARTS Academy
- Chofin Career Center (welding, media)
- Mental Manual (5th/6th)
- Restorative Practices
- Flying High (Helping families get back on track)
- YSU - help with volunteers and coaching

Threats

- Available Staff
- Finances - Sustainability
- MCC/Space
- Expansion
- Youngstown Politics
- Available Coaches
- Families having access to information -unaware and/or unavailable
- Student Involvement

SWOT Analysis – Community Engagement

Strengths

- Parent Involvement
- Parent Engagement Nights
- Partnership with United Way
- Administration committed to continuing improvement
- Community partnerships
- Positive communication between administration and parents

Weaknesses

- Difficulty communicating with parents
- Communication between staff and teachers
- Limited extracurricular activities
- Parent Involvement
- Media Coverage
- No PTA/Home and School
- Connecting to College and Career Readiness Entities
- Board involvement in school activities
- Follow through of goals and objectives by all

Opportunities

- Parent/Teacher Organization, Home and School Association
- College/Career Fair
- Community Open House
- Expand volunteer opportunities
- Family education/Engagement nights
- Better collaboration with area high schools
- Invite Board to day and after school activities

Threats

- Students not being emotionally/mentally ready for world outside of YCS
- Community lacking knowledge about YCS
- Staff Collaboration/buy-in
- facility space for community events/student activities
- Community's perception of YCS

SWOT Analysis - Culture

Strengths

- Diversity
- In-school
- Open minded and open to adjustments
- Team work
- Success is wanted for everyone
- Caring staff, adaptable
- Open to discussions (Staff to Staff, Staff to Student)
- Accountability
- Collaboration

Weaknesses

- Lack of outside influencers
- Lack of extracurricular activities to help define identity
- Classroom management or individuality
- Chain of command when it comes to getting events planned executed
- Parent Engagement
- Wraparound
- Time Management

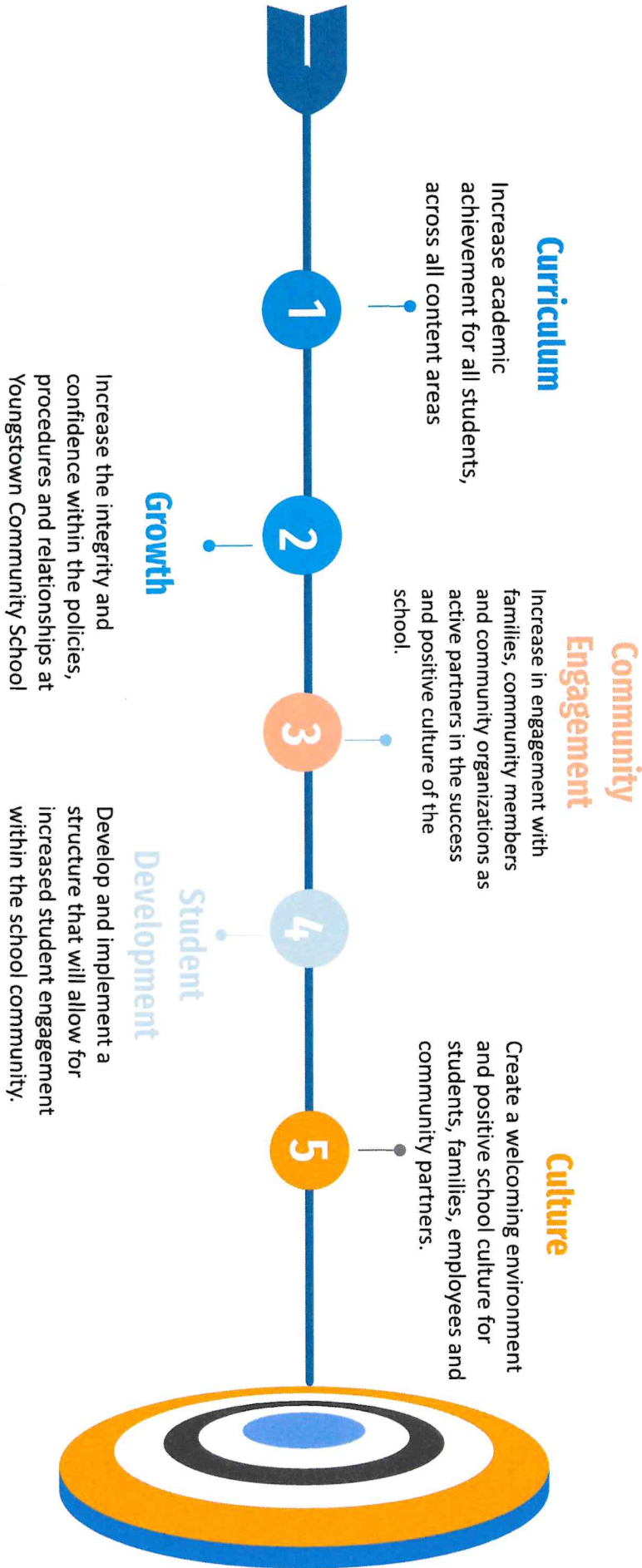
Opportunities

- Grow other extracurricular activities
- Incorporating more outside influencers from the city
- Getting more parent engagement
- Ability to create foundation and build upon as we see fit (Fresh Slate)
- Set the tone for activities and events for the future (annual events)
- Spotlight the good things happening at YCS

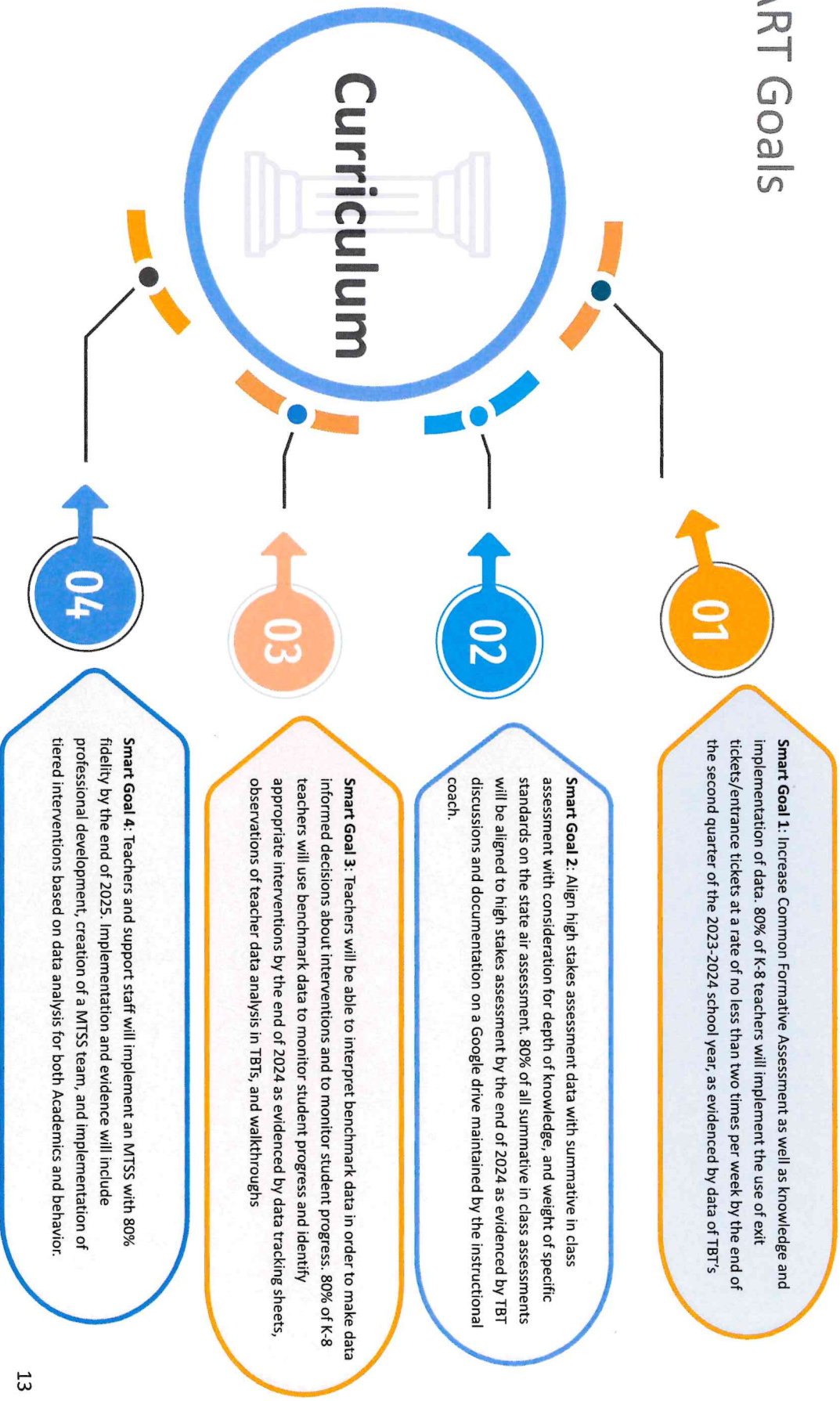
Threats

- Lack of:
 - participation from parents
 - Transportation
 - Funding
 - Time

Overarching Goals



SMART Goals



Curriculum

Pillar

Increase academic achievement for all students, across all content areas

Smart Goal 1: Increase Common Formative Assessment as well as knowledge and implementation of data. 80% of K-8 teachers will implement the use of exit tickets/entrance tickets at a rate of no less than two times per week by the end of the second quarter of the 2023-2024 school year, as evidenced by data of TBT's

Action Steps

1. Send out surveys to collect data on teachers' knowledge of common formative assessments, data, and implementation of data.
2. Develop professional development based on Survey Data.
3. Embedded PD and open ended discussions during teacher based team meetings.
4. Develop a schedule for teachers to plan together, monitor and assess lesson planning for CFA
5. Observe teachers' implementation in the classroom.
6. Collect data on exit tickets to be shared in TBTs.
7. Facilitate reflection discussions on data for further classroom instruction.

Curriculum

Pillar

Increase academic achievement for all students, across all content areas

Smart Goal 2: Align high stakes assessment data with summative in class assessment with consideration for depth of knowledge, and weight of specific standards on the state air assessment. 80% of all summative in-class assessments will be aligned to high stakes assessment by the end of 2024 as evidenced by TBT discussions and documentation on a google drive maintained by the instructional coach

Action Steps

1. Assess teachers' understanding of rigor.
2. Assess teachers' knowledge of state tests.
3. PD on rigor and increasing rigor in assessments.
4. Embedded PD in TBTs on state assessments, planning documents, and standards.
5. Evaluate benchmarking assessment for alignment.
6. Implementation in the classroom.
7. Reflection discussion in TBTs on alignment of summative assessments

Curriculum

Pillar

Increase academic achievement for all students, across all content areas

Smart Goal 3: Teachers will be able to interpret benchmark data in order to make data informed decisions about interventions and to monitor student progress. 80% of K-8 teachers will use benchmark data to monitor student progress and identify appropriate interventions by the end of 2024 as evidenced by data tracking sheets, observations of teacher data analysis in TBTs, and walkthroughs.

Action Steps

1. Developing a Universal Data system at YCS.
2. Set expectations on data collection and reporting.
3. Embedded PD on how to input benchmark data in YCS universal data system.
4. Checking for understanding of Benchmark data.
5. Embedded PD on interpretation of Math and Reading benchmark data.
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Curriculum

Pillar

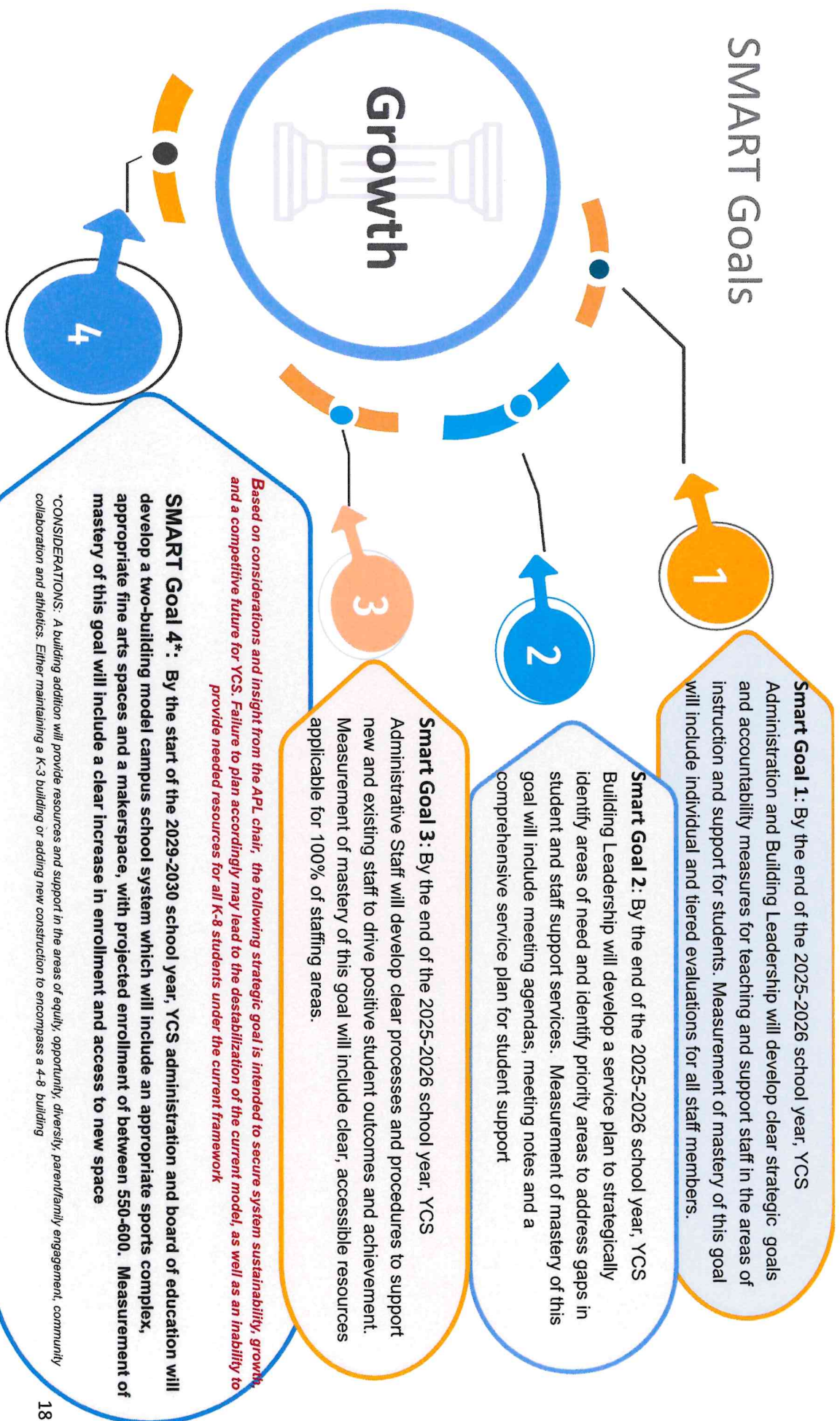
Increase academic achievement for all students, across all content areas

Smart Goal 4: Teachers and support staff will implement an MTSS with 80% fidelity by the end of 2025. Implementation and evidence will include professional development, creation of a MTSS team, and implementation of tiered interventions based on data analysis for both Academics and behavior.

Action Steps

1. Contact the ESC on more PD on MTSS.
2. Create a MTSS team:
 - a. Develop MTSS meeting calendar
 - b. Provide explicit trainings
3. Evaluate the system supports that we already have in place.
4. Evaluation of tier 1, 2 & 3 instruction.
5. Strengthen tier 1, 2, & 3 instruction.
6. Professional Development on Differentiation.

SMART Goals

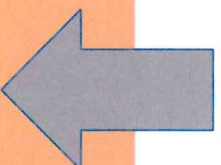


Growth Pillar

Increase the integrity and confidence within the policies, procedures and relationships at Youngstown Community School

SMART Goal 1: By the end of the 2025-2026 school year, YCS Administration and Building Leadership will develop clear goals and accountability measures for teaching and support staff in the areas of instruction and support for students. Measurement of mastery of this goal will include individual and tiered evaluations for all staff members.

Action Steps



1. Identify members for Building Leadership Committee
2. Create annual meeting schedule for Building Leadership Committee
3. Creation of staff surveys
4. Create formative assessments for staff implementation
5. Create look fors for targeted and tiered walk throughs
6. Create rubric for walkthroughs and conferences with staff
7. Meet with all staff for individualized conferences 2-3 times per year to review needs, data, and action steps for growth
8. Development of electronic resources via school website
9. Ensure all decisions are aligned to data-supported needs and strategic planning

Growth Pillar

Increase the integrity and confidence within the policies, procedures and relationships at Youngstown Community School

SMART Goal 2: By the end of the 2025-2026 school year, YCS Building Leadership will develop a service plan to strategically identify areas of need and identify priority areas to address gaps in student and staff support services. Measurement of mastery of this goal will include meeting agendas, meeting notes and a comprehensive service plan for student support.

Action Steps

1. Identify members for Building Leadership Committee
2. Create annual meeting schedule for Building Leadership Committee
3. Complete full needs assessment for all programs and positions
4. Develop a plan utilizing data from needs assessment to drive processes for developing or sustaining appropriate positions, programs and partnerships

Growth Pillar

Increase the integrity and confidence within the policies, procedures and relationships at Youngstown Community School

Smart Goal 3: By the end of the 2025-2026 school year, YCS Administrative Staff will develop clear processes and procedures to support new and existing staff to drive positive student outcomes and achievement. Measurement of mastery of this goal will include clear, accessible resources applicable for 100% of staffing areas.

Action Steps

1. Explicit data collection on the following:
 - a. Formative and summative assessments
 - b. Review of policies and procedures
 - c. Teacher performance
 - d. Non-academic data
 - i. Attendance
 - ii. Behavior
 - iii. Partnerships
 - iv. Parent/family
2. Develop action steps based on the above collected data
 - a. School-wide data room which includes (i-iv)
 - b. open and ongoing dissemination/ discussion of needs, growth, strengths, weakness for growth based on data
3. Development of new resources

Growth Pillar

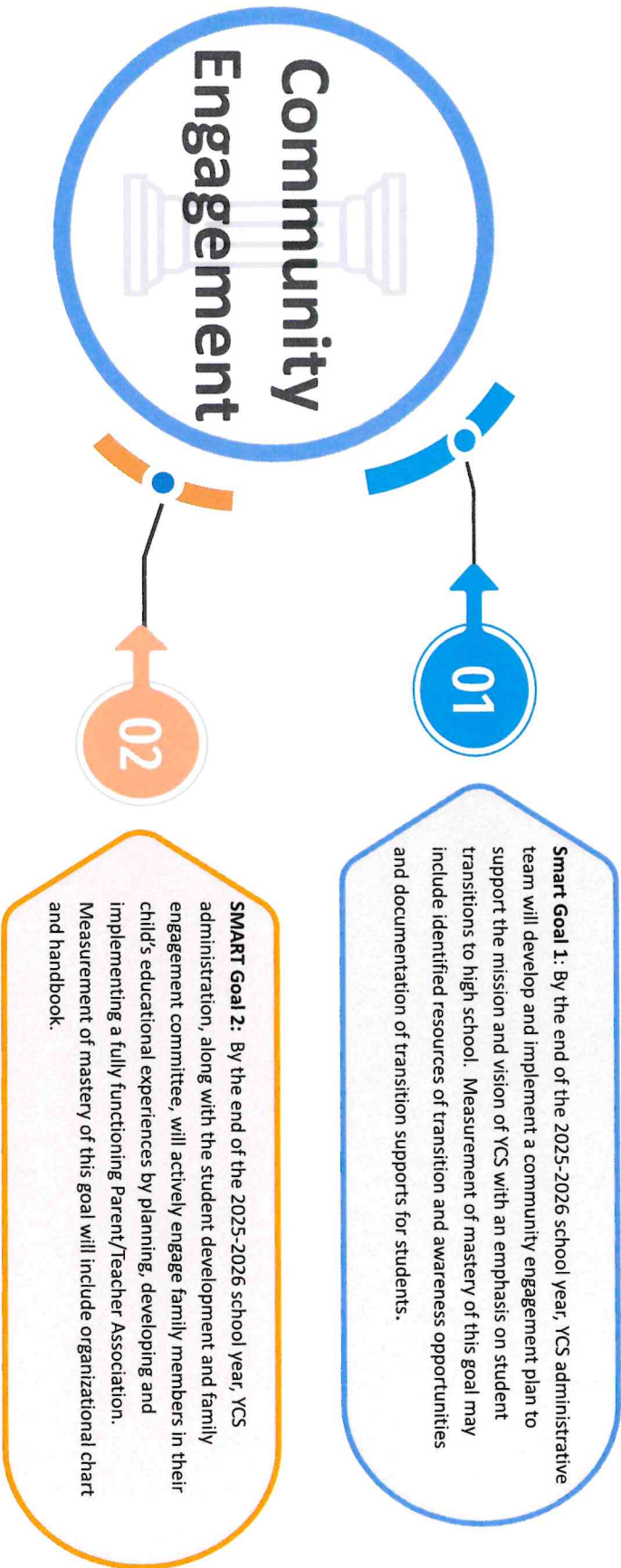
Increase the integrity and confidence within the policies, procedures and relationships at Youngstown Community School

Smart Goal 4: By the start of the 2029-2030 school year, YCS administration and board of education will develop a two-building model campus school system which will include an appropriate sports complex, appropriate fine arts spaces and a makerspace, with projected enrollment of between 550-600. Measurement of mastery of this goal will include a clear expansion plan.

Action Steps

1. Appointment of a core committee will be developed for each of the following areas:
 - a. grants/donations/aid, b. capital growth/ teacher recruitment, c. enrollment/outreach/branding/community support
2. Acquisition of necessary land from Sr. Jerome's Schools, Inc. and Developing Potential
3. Seek funds, donations and/or grants beginning in 2023-24 in hopes that this can be accomplished in a 5-7 year timeframe; develop a capital campaign
4. Develop a construction timeline
 - a. Programming
 - b. Preliminary Design
 - c. Construction with quality control, schedule of project and schedule of communication with stakeholders
5. Ongoing discussions on next steps with governing board- Updates provided by superintendent at board meetings

SMART Goals



Smart Goal 1: By the end of the 2025-2026 school year, YCS administrative team will develop and implement a community engagement plan to support the mission and vision of YCS with an emphasis on student transitions to high school. Measurement of mastery of this goal may include identified resources of transition and awareness opportunities and documentation of transition supports for students.

SMART Goal 2: By the end of the 2025-2026 school year, YCS administration, along with the student development and family engagement committee, will actively engage family members in their child's educational experiences by planning, developing and implementing a fully functioning Parent/Teacher Association. Measurement of mastery of this goal will include organizational chart and handbook.

Community

Engagement

Pillar

Engagement with families, community members and community organizations as active partners will increase.

SMART Goal 1: By the end of the 2025-2026 school year, YCS administrative team will develop and implement a community engagement plan to support the mission and vision of YCS with an emphasis on student transitions to high school. Measurement of mastery of this goal may include identified resources of transition and awareness opportunities and documentation of transition supports for students.

Action Steps

1. Engage stakeholders in committee and select committee members
2. Plan and host annual college/career fair
3. Develop relationships connections with area high school administrations in order to offer smooth transitions to any/all high school options
4. Develop relationships and Develop timeline for annual high school visits
5. Engage Student Council to plan and implement at least 2 community events or service days annually

Community

Engagement

Pillar

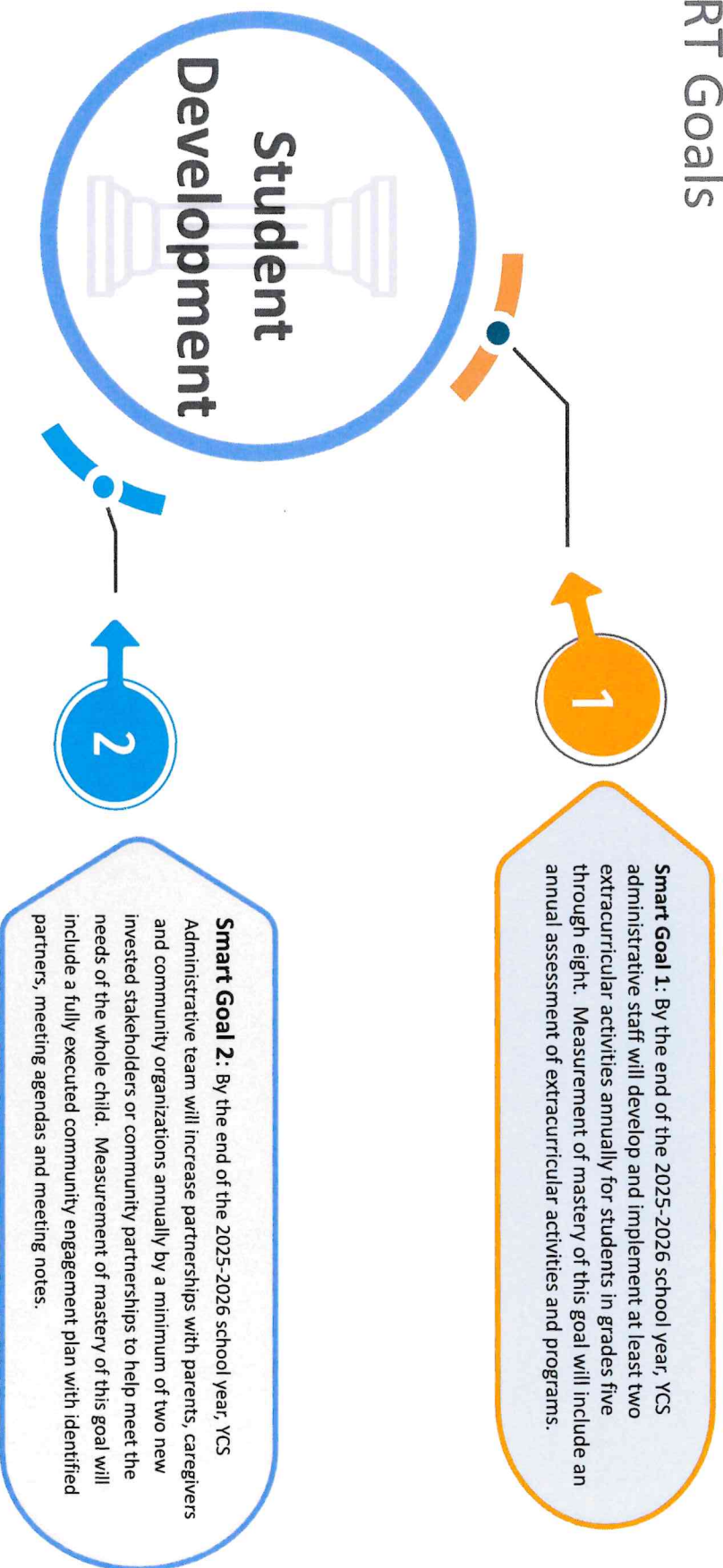
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SMART Goal 2: By the end of the 2025-2026 school year, YCS administration, along with the student development and family engagement committee, will actively engage family members in their child's educational experiences by planning, developing and implementing a fully functioning Parent/Teacher Association. Measurement of mastery of this goal will include organizational chart and handbook.

Action Steps

1. Purpose and mission statement
2. Draft bylaws and organizational chart and handbook
3. Elect officers
4. Identify need and willingness to affiliate with national Parent Teacher Association
5. Apply for bank account
6. Apply for 501(c)(3) status
7. Recruit new members- identify core parents and families
8. Develop committees

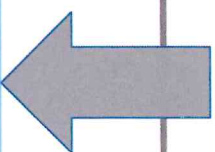
SMART Goals



Student Development Pillar

Develop and implement a structure that will allow for increased student engagement within the school community.

Smart Goal 1: By the end of the 2025-2026 school year, YCS administrative staff will develop and implement at least two extracurricular activities annually for students in grades five through eight. Measurement of mastery of this goal will include an annual assessment of extracurricular activities and programs.



Action Steps

1. YCS student development committee will develop and implement a fully executed Music Club and a fully executed Art Club for students in grades five through eight.
2. Conduct interest inventories for students to determine areas of interest for student development
3. Analyze current offerings within the school to determine what is offered, what can be strengthened and what areas can be added to options
4. Evaluate YCS facilities and finances to determine sustainability of programming
5. Secure off campus facilities through partnerships to utilize for extracurricular activities that YCS facilities can not support.
6. Conduct cost benefit and analysis to ensure sustainability
 - a. seek funds if needed (i.e. grants, donations, fundraising)
7. Create handbook for extracurricular activities
8. Prepare for extracurricular activity implementation
 - a. Select coaches/advisor(s)
 - b. Purchase uniforms, considering availability and future cost
 - c. Purchase equipment, considering availability and future cost
 - d. Identify any and all transportation needs and options

Student

Development

Pillar

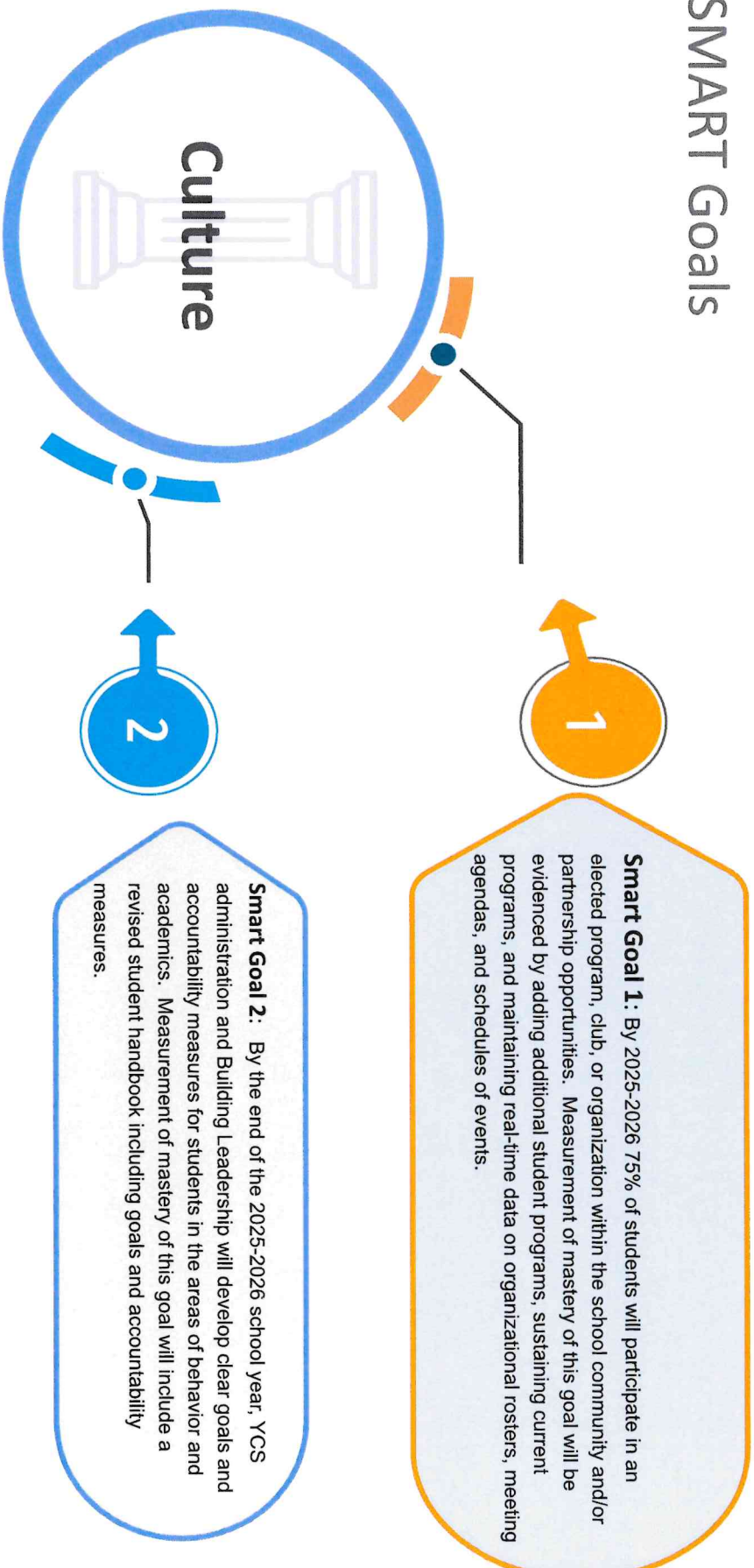
Develop and implement a structure that will allow for increased student engagement within the school community.

Smart Goal 2: By the end of the 2025-2026 school year, YCS Administrative team will increase partnerships with parents, caregivers and community organizations annually by a minimum of two new invested stakeholders or community partnerships to help meet the needs of the whole child. Measurement of mastery of this goal will include a fully executed community engagement plan with identified partners, meeting agendas and meeting notes.

Action Steps

1. Conduct needs assessment
2. Develop and administer surveys to students, families and community at large
3. Analyze data from surveys to determine areas for additional offerings of support
4. Increase the number of family engagement opportunities to at least three annually to enhance relationships between parents, families, school and community.

SMART Goals



Culture Pillar

Create a welcoming environment and positive school culture for students, families, employees and community partners.

Smart Goal 1: By 2025-2026 75% of students will participate in an elected program, club, or organization within the school community and/or partnership opportunities. Measurement of mastery of this goal will be evidenced by adding additional student programs, sustaining current programs, and maintaining real-time data on organizational rosters, meeting agendas, and schedules of events

Action Steps

1. Student surveys to identify areas of interest and/or need
2. Identification of continuum of opportunities for students
3. Identification of advisors
4. Development of expectations and guidance documents for each elected program, club, organization and partnership opportunity
5. Schedule of events
6. Maintenance of school wide activity calendar

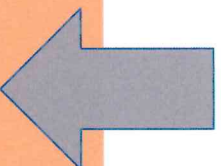
Culture Pillar

Create a welcoming environment and positive school culture for students, families, employees and community partners.

Smart Goal 2: By the end of the 2025-2026 school year, YCS administration and Building Leadership will develop clear goals and accountability measures for students in the areas of behavior and academics. Measurement of mastery of this goal will include a revised student handbook including goals and accountability measures

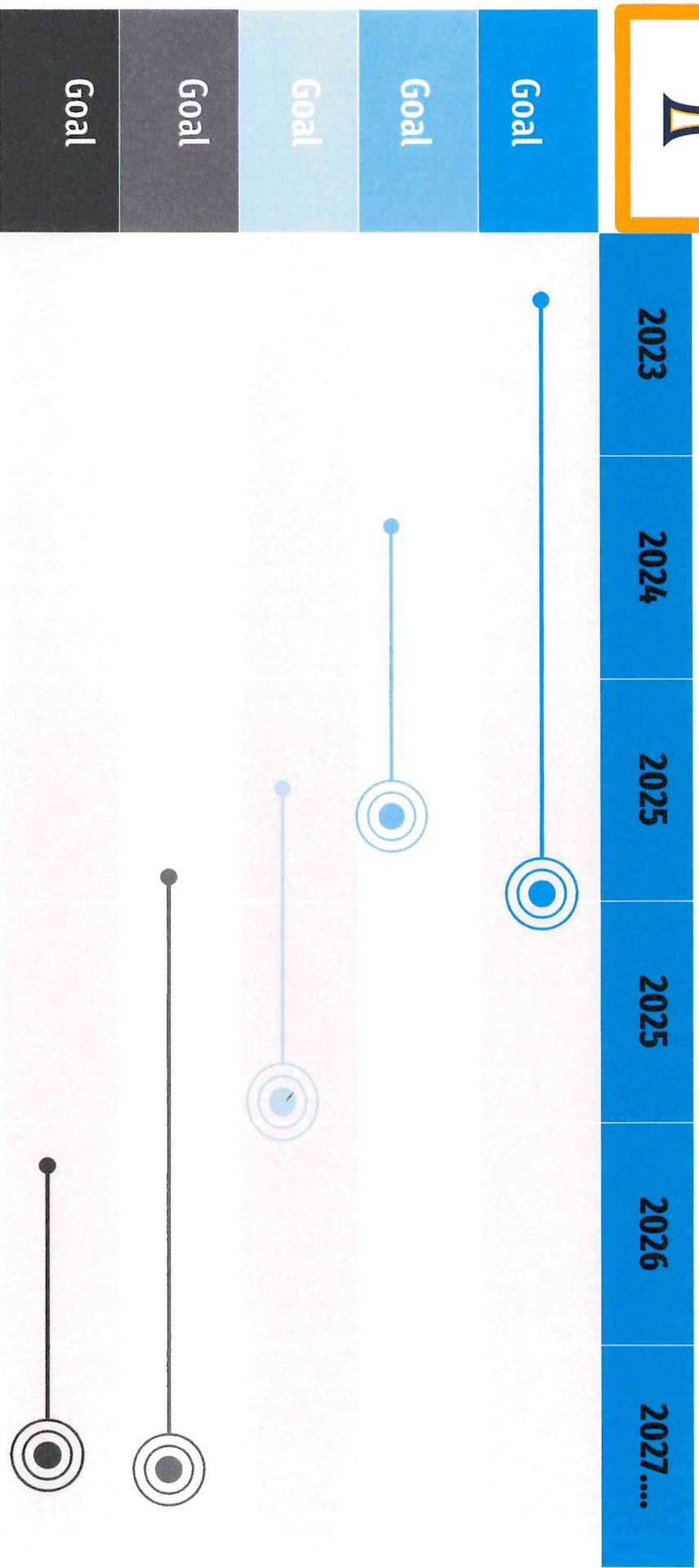
Action Steps

1. Identify correlations between behavioral data and academic success
2. Identify and implement supports necessary for student success
3. Develop a community resource directory consisting of community supports for families
 - a. Develop a decision flow chart to assist teachers, students, parents and families on accessing information.
 - b. Provide access to resources for students, parents and families via multiple means of communication (DOJO, email, website, etc)
4. Develop formal processes and procedures for resource allocation and utilization for social emotional and mental health needs of students and families.





Timeline:





Progress Monitoring Measures

