

GOAL/ STRATEGY/ ACTION STEP	
GOAL 1) Healthy, Safe, Respectful, and Inclusive Learning Environments	All students will be educated in learning environments that are physically safe, drug free, responsive to mental health needs, inclusive, and conducive to learning. Designated school personnel will develop a process for monitoring progress on each of the strategies, convening within the first quarter and throughout the year, and will complete a report at year-end.
GOAL 2) <u>Academic Literacy and Achievement</u>	All students will reach high standards, at a minimum attaining proficiency or better in each content area measured by state assessments. The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disability), who are at or above the proficient level on the state's 2019-20 assessments for each content area will improve from the baseline of the 2018-19 results.
GOAL 3) Well-Rounded Education and Future Readiness	Provide a comprehensive academic program that incorporates principles of inquiry/ project-based learning to teach students to think critically and problem solve to meet future demands. Educators will utilize research-based practices in a high-expectations environment as evidenced by progress at the end of each year regarding the district Strategic Plan goals and by improvement on the Achievement and Prepared for Success report card measures.

GOAL/ STRATEGY/ ACTION STEP		DAVEY
GOAL 1) Healthy, Safe, Respectful, and Inclusive Learning Environments	All students will be educated in learning environments that are physically safe, drug free, responsive to mental health needs, inclusive, and conducive to learning. Designated school personnel will develop a process for monitoring progress on each of the strategies, convening within the first quarter and throughout the year, and will complete a report at year-end.	
STRATEGY 1.1) Ensure an inclusive learning culture that respects and engages the district's diverse populations	Maintain a culture that is accepting, respectful and appreciative so that every student, staff and community member feels welcome, building upon long standing traditions of acceptance and inclusion through purposeful dialogue and engagement of traditionally underrepresented groups.	
ACTION STEP 1.1.1) Diverse Educator Workforce	<i>Continue to recruit and retain diverse staff members to more accurately reflect the student population of Kent City Schools. EBS:</i>	

<i>ACTION STEP 1.1.2)</i> <i>Community Engagement</i>	<i>Develop and promote collaborative opportunities that increase interaction and exposure to diverse groups within the Kent community.</i> <i>EBS:</i>	
STRATEGY 1.2) Professional Development- Understand Student and Family Needs	Provide ongoing, high quality professional development for administrators, teachers, and other instructional staff to understand the needs of students with mental health concerns. Collaborate with Kent State University faculty to explore and provide resources, including professional learning, for staff, students, and families.	
<i>ACTION STEP 1.2.1)</i> <i>Mental Health Awareness</i>	<i>Provide staff training in mental health awareness and support classroom strategies that promote a healthy, whole-child outlook.</i> <i>EBS: Red Flags, Youth Mental Health First Aid, on-site counseling</i>	7. Address the needs of all children, particularly those at risk of not meeting the challenging State academic standards. Allocate fiscal and human resources to provide effective, ongoing, and timely supports for students having difficulty mastering State standards, such as by: Rescheduling staff, including counselors, to implement interventions as needed; providing PD in Daily 5/ center-based management that allows for meaningful differentiation and individual attention; and participating in district-wide training in understanding Least Restrictive Environments (LRE) and in Positive Behavior Intervention Supports. Partnership with Kent State University will enable supports in the following areas: Mental Health and Wellbeing; Mentorships, Visits, and Post-Secondary Preparations; Diversity and Connections; Technology Integrations; and STEM/ Inquiry.
<i>ACTION STEP 1.2.2)</i> <i>Inclusive Practices</i>	<i>Provide ongoing staff professional development in inclusive practices and supports.</i> <i>EBS: PBIS, LRE Cohort</i>	Utilize funds from School Climate Grant to promote Positive Behavioral Interventions and Supports frameworks and evidence- or research-based social-emotional learning initiatives.
STRATEGY 1.3) Provide supports and services to students and families	Identify and ensure availability and quality of proper resources for V/ATOD education (Violence/ Alcohol, Tobacco, Other Drugs), suicide prevention, and interventions for depression and anxiety. Collaborate with Kent State University faculty to explore and provide resources for staff, students, and families.	
<i>ACTION STEP 1.3.1)</i> <i>Whole child supports</i>	<i>Create opportunities for extended supports for all students in need; provide specific supports to traditionally underrepresented demographics.</i> <i>EBS:</i>	
<i>ACTION STEP 1.3.2)</i> <i>Mental Health Services</i>	<i>Offer a comprehensive program of services for students and families with mental health needs.</i> <i>EBS: Local mental health agencies include Coleman, Children's</i>	

	<i>Advantage, Akron Children's Hospital.</i>	
<i>ACTION STEP 1.3.3) Family/Community Involvement (V/ATOD)</i>	<i>Provide awareness and training activities for families, law enforcement officials, judicial officials, health service providers, and community leaders in the areas of Violence/ Alcohol, Tobacco, Other Drug (V/ATOD) prevention, education, early intervention or rehabilitation referral. EBS:</i>	
<i>ACTION STEP 1.3.4) Communication</i>	<i>Design a communications support network dedicated to providing support services, including with community organizations, for students and families in need and/or in crisis. EBS:</i>	
STRATEGY 1.4) Ensure safe school environments	Ensure schools are safe and drug-free	
<i>ACTION STEP 1.4.1) Physically safe environment</i>	<i>Ensure consistent application of safety protocols and procedures in all district buildings and at all district events. EBS:</i>	
<i>ACTION STEP 1.4.2) Safe and drug free evaluation</i>	<i>Provide online anonymous student survey to determine possible drug use. Analyze data from local agencies to inform program decisions. EBS:</i>	

GOAL 2) <u>Academic Literacy and Achievement</u>	Description: All students will reach high standards, at a minimum attaining proficiency or better in each content area measured by state assessments. The percentage of students, in the aggregate and for each subgroup (students from major race/ethnic groups, economically disadvantaged students, children with disability), who are at or above the proficient level on the state's 2019-20 assessments for each content area will improve from the baseline of the 2018-19 results.	
STRATEGY 2.1) Universal core curriculum and	Ensure equitable student access to a rigorous and relevant core curriculum across all disciplines that prepare students for	1. Evidence-based strategies to address school needs: Use evidence-based strategies that the school will be implementing to address school needs that provide opportunities for all

assessment system aligned to Ohio's Learning Standards	career and college readiness.	children, including each subgroup of students defined in section 1111(c)(2) to meet the challenging state academic standards. Such strategies may include but not be limited to: Rescheduling staff to implement interventions as needed; continuing to provide PD in Daily 5/ center-based management that allows for meaningful differentiation; continuing implementation of adopted curriculum and supplemental materials (Foundations, Heggerty, Bridges in Mathematics); utilizing evidence-based interventions (Bridges Intervention, CBA Math, LLI, etc.); developing common expectations and assessments to monitor student progress in standards-based writing; targeting vocabulary development in instruction and assessment; progress monitoring with various instruments; ongoing data analysis: STAR, aimsweb, internal common assessments; continuing and enhancing Gifted specialist support; restructuring teaching assignments to facilitate interdisciplinary instruction and Inquiry/ Project based learning through eliminating departmentalization; restructuring the daily schedule to allow for embedded time for student intervention and enrichment; provide targeted and embedded professional learning with adopted evidence-based curriculum, materials, and assessments, including intervention materials and approaches to instruction to reach all students, including those at-risk.
ACTION STEP 2.1.1) Universal Language and Literacy Plan	Universally implement an evidence-based core language and literacy plan that incorporates the Simple View of Reading and the Simple View of Adolescent Reading as a foundation for interventions within a multi-tiered system of support. EBS: Reference Local Literacy Plan	
ACTION STEP 2.1.2) Standards-based curriculum and resources	Develop, revise, and/ or monitor universal curriculum maps and associated resources to ensure alignment to Ohio's Learning Standards and a rigorous vertical progression of skills and content in all academic areas. EBS:	
ACTION STEP 2.1.3) Instruments to Track Student Progress	Use evidence- based assessment instruments (screening, diagnostic and classroom achievement), including Star, to track individual student progress and inform instruction that is aligned with highly specific curriculum guides. EBS: Renaissance Star (reading, math), C-TOPP, Acadience,	

	<i>Rigby, Fountas and Pinnell, Foundations unit assessments, PAST</i>	
<i>ACTION STEP 2.1.4) Support local assessment development</i>	<i>Provide high quality and ongoing professional development and other supports for staff at each building for the development of valid and reliable assessment tools for classroom use, SLOs, and other monitoring purposes. EBS:</i>	
<i>ACTION STEP 2.1.5) Collaboration</i>	<i>Improve consistency of curriculum and student achievement through internal and external collaboration. EBS: PLC</i>	
<i>ACTION STEP 2.1.6) All students participate in statewide and district assessments</i>	<i>All students, including those with disabilities, will participate in statewide assessments with or without accommodations and in district assessments wherever appropriate. Students with disabilities will have IEP goals aligned with present levels and the state's learning standards. EBS:</i>	
STRATEGY 2.2) Prevention/Intervention Public & Nonpublic	Implement best-practice strategies which focus on gap-closing for all student subgroups and students with disabilities.	5. Transition for early childhood programs: Allocate resources (time, qualified personnel, materials) to provide meaningful supports for students entering kindergarten with knowledge or skill gaps or other learning or behavioral needs based on the analysis of appropriate and carefully administered assessments such as the KRA, C-TOPP, Heggerty and PAST Screeners.
<i>ACTION STEP 2.2.1) Instruction and intervention to impact kindergarten readiness</i>	<i>Continue to offer a wide range of program options for preschool children, including the availability of itinerant services and half-day programming that enable IEP preschoolers to have many and varied opportunities to work with non-disabled peers. Collaboration with local social service agencies, daycares, Head Start, and Help Me Grow increase the opportunity for our preschoolers to be served. The progress of preschool special education students will be tracked using the Child Outcome Summary Form, Early Learning Assessment (ELA) and the Ages and Stages Questionnaire: Social Emotional (ASQ:SE). EBS: AEPS</i>	

ACTION STEP 2.2.2) Family and community engagement to impact kindergarten readiness	Engage in community/ family outreach prior to and during the kindergarten year for early bridging of knowledge and skill gaps, supported by targeted instruction and intervention in the kindergarten classroom. EBS:	
ACTION STEP 2.2.3) Decisions based on data	Develop system of shared data acquisition and analysis to monitor student progress and guide decision-making for instruction and intervention. EBS: Data Map	Utilize ESGI for kindergarten teachers to enter and track all assessment progress
ACTION STEP 2.2.4) Multi-tiered systems of Supports	Design a comprehensive system for systematic and explicit evidence-based academic interventions to embed into a multi-tiered system of supports that aligns with core instruction and reflects student needs, and ensure consistent implementation with fidelity at all grade levels; focus resources to support personnel currently working with at-risk students and students with special needs. EBS: Reference LLP for Literacy programs and strategies	
ACTION STEP 2.2.5) Districtwide implementation of RtI	Tiered interventions are put in place using the Response to Intervention Model in response to analysis of progress and other student data. EBS:	
ACTION STEP 2.2.6) Systems of Intervention and Special Education	Align systems of intervention and special education with evidence- based curriculum, instruction and assessment and with the state's learning standards. EBS:	
ACTION STEP 2.2.7) EL Students Proficient in Reading and Math	English Learners will become proficient in English and attain proficiency or better in English language arts and mathematics as measured by district and statewide assessments. EBS: SIOP	
STRATEGY 2.3) Professional Development - Improve Student Performance- Public & Nonpublic	Provide ongoing, high quality professional development for administrators, teachers and other instructional public and nonpublic school staff to focus on changing instructional practices that result in increased student engagement and improved student performance.	2. High quality and continuous professional development for teachers and staff: Provide high quality and ongoing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. PD will target professional learning and support with curriculum-based instruction and intervention materials; elements of Simple View of Literacy, including vocabulary development ; Daily 5/ center-based management; Bridges Intervention and Cognition Based Assessments for Math (CBA); writing across

		the curriculum; Assessment Literacy regarding the purpose of assessment to inform instruction and the design of assessments that elicit meaningful information; utilizing data to inform instruction; technology literacy for teachers and administration; and the study of school culture and transformative practices. Professional development opportunities will be explored through the continuation and expansion of partnerships with Kent State University. 7. Address the needs of all children, particularly those at risk of not meeting the challenging State academic standards. Allocate fiscal and human resources to provide effective, ongoing, and timely supports for students having difficulty mastering State standards, such as by: Rescheduling staff, including counselors, to implement interventions as needed; providing PD in Daily 5/ center-based management that allows for meaningful differentiation and individual attention; and participating in district-wide training in understanding Least Restrictive Environments (LRE) and in Positive Behavior Intervention Supports. Partnership with Kent State University will enable supports in the following areas: Mental Health and Wellbeing; Mentorships, Visits, and Post-Secondary Preparations; Diversity and Connections; Technology Integrations; and STEM/ Inquiry.
<i>ACTION STEP 2.3.1) Professional Development Designed to support deep learning</i>	<i>Provide targeted professional development for staff at each building to support student growth in all areas of Content Knowledge through evidence-based instructional strategies, with particular attention to vocabulary acquisition, foundational literacy, mathematical fluency and problem solving, use of reading and math programs and interventions, etc., and including cross-curricular content knowledge and skills, such as inquiry-based learning and writing across curriculum. Attention will be targeted to meeting AMOs by focusing on the subgroups of African American, Students with Disabilities, English Learners, and Economically Disadvantaged as well as growth for Gifted learners.</i> <i>EBS:</i>	
<i>ACTION STEP 2.3.2) Professional Development Designed to support Literacy Instruction</i>	<i>Build capacity for effective universal literacy instruction in all educators through targeted, ongoing, embedded, and collaborative professional learning experiences.</i> <i>EBS:</i>	
<i>ACTION STEP 2.3.3) Instructor of Immigrant Students Professional Development</i>	<i>Instructors of immigrant students will receive professional development related to providing English language arts and mathematics instruction.</i> <i>EBS:</i>	
<i>ACTION STEP 2.3.4)</i>	<i>Design and establish consistent and meaningful opportunities</i>	

<i>Collaboration</i>	<i>for staff collaboration across teams and grade-level departments. EBS:</i>	
STRATEGY 2.4) Targeted Additional Resources	Target additional resources and attention on interventions to impact all students and to improve performance.	
<i>ACTION STEP 2.4.1) Chronic Absenteeism</i>	<i>Develop and implement a system to monitor and reduce chronic absenteeism, including supports for students and families and ongoing high quality professional development for staff, including school counselors, and administrators in appropriate interventions. EBS:</i>	
<i>ACTION STEP 2.4.2) Homeless Assistance</i>	<i>Develop and implement a system to monitor the academic and other needs of homeless and foster students in the district, and to provide supports for students and families, including transportation and connection with local agencies, and for staff and administrators with ongoing high quality professional development in appropriate interventions. EBS:</i>	
<i>ACTION STEP 2.4.3) Class-Size Reduction</i>	<i>Hire highly qualified teachers in order to reduce class size. EBS:</i>	
STRATEGY 2.5) Family Engagement	Description: Provide workshops, material and other training opportunities using a variety of delivery systems to support families in helping their children learn foundational reading and mathematical skills to use across the disciplines.	4. Increase Family Engagement Design evidence-based strategies for more effective parental involvement, and to revise, the parent and family engagement policies described in section 1116 of ESSA. Collaborate with Family Engagement Coordinator and Parent Mentor to provide support for families, design evidence-based school wide strategies to increase family engagement, and facilitate the revision of parent and family engagement policies. Increase family engagement in students' academic success by providing evening and other events to support at-home literacy strategies, as well as understanding and supporting the Math curriculum. In addition to academics, specific supports include V/ATOD support systems and how to seek medical and community assistance with concerns about student safety, mental health , and/ or behavior. Specific attention will be devoted to including immigrant and EL families in school culture and learning opportunities.
STRATEGY 2.6) Equitable access to excellent educators	Conduct an annual analysis using the ODE Equitable Access Analysis Tool to identify where, and to what extent, any teacher distribution inequities exist on a school-by-school basis: by subject area and school, by teacher experience, the	6. Ensure Properly licensed teachers and Qualified Instructional Paraprofessionals : Ensure all teachers and instructional paraprofessionals providing instruction are properly licensed and otherwise qualified by participating in district-wide professional development.

	percentage of minority students taught by experienced/ inexperienced and highly qualified/ not teachers, and the percentage of highly qualified/ not teachers in high poverty vs. low poverty schools. Implement strategies that align with data findings from the analysis to resolve teacher inequities. Annually measure the district's progress in resolving any teacher inequities to ensure that all students are taught by quality and effective teachers.	
<i>ACTION STEP 2.6.1) Use data to identify and document the district's gaps in equitable access to excellent educators</i>	<i>The district leadership team will utilize the Equitable Access Analysis Tool to ensure no gaps in Kent's students' equitable access to excellent educators.</i> <i>EBS:</i>	

GOAL 3) Well-Rounded Education and Future Readiness	Provide a comprehensive academic program that incorporates principles of inquiry/ project-based learning to teach students to think critically and problem solve to meet future demands. Educators will utilize research-based practices in a high-expectations environment as evidenced by progress at the end of each year regarding the district Strategic Plan goals and by improvement on the Achievement and Prepared for Success report card measures.	
STRATEGY 3.1) Technology That Impacts Teaching and Learning	Acquire and use technology to impact the quality, content and structure of teaching and learning that is focused on students as collaborative and critical thinkers and problem-solvers.	
<i>ACTION STEP 3.1.1) Update District Technology Plan</i>	<i>Update district technology plan to reflect needed equipment, technology services, professional development, and district policies, and to guide fiscal and human resource decision making to impact student learning.</i> <i>EBS:</i>	
<i>ACTION STEP 3.1.2) Professional Development Designed to support Technology Integration</i>	<i>Provide ongoing high quality professional development for staff to focus on integrating technology-based instruction and assessment practices that result in improved student performance.</i> <i>EBS:</i>	

STRATEGY 3.2) STEM Learning	Develop a model for the integration of STEM/ STEAM-based educational experiences that incorporate an inquiry- and project based learning approach.	3. Evidence-based strategies that the school will be implementing that strengthens the academic program of the school: Provide professional learning and appropriate materials to incorporate the pedagogy of flexible learning into classrooms and other student experiences, such as through STEM instruction and learning spaces.
STRATEGY 3.3) Future Planning	Develop and streamline systems that allow students to explore paths for future success, including college, career, and enlistment, and to understand the knowledge, skills, and dispositions necessary for high school graduation and beyond.	OSP 10: Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond.
<i>ACTION STEP 3.3.1) Career Technical Education</i>	<i>Promote the current career-technical offerings and develop a pathway of learning experiences to prepare and inspire students for CTE coursework. EBS:</i>	
<i>ACTION STEP 3.3.2) Collaboration for future readiness</i>	<i>Collaborate with Kent State University faculty and Kent business community member to explore and provide resources, including professional learning, for staff, students, and families. EBS:</i>	