

# Print Your Plan



Print Time: 7/18/2022 3:40:35 PM

Print by: Madigan, Brian Joseph

Email: (not available)

## Basic Information

Plan Entity Name: FY 2023 Wooster City One Plan (0)

Plan Fiscal Year: FY 2023

Cohort #: 3

District IRN: 045120

Plan Status: Plan Submitted

Revision #: 0

Primary Contact: undefined (OEDS\_Superintendent)

Primary Contact Email:

wstr\_gtudor@woostercityschools.org

Primary Contact Phone: (330) 988-1111

Address: null null null null null

## Plan Information

### 1. Goal #1 of 3

#### 1.1. Root Cause Analysis

Due to the learning loss that occurred during the pandemic students had less access to information text. Reviewed PD and intentional allocation of district resources to support information text and key ideas to positively impact student growth.

#### 1.2. SMART Goal Statement

By **04/07/2023** we will improve the performance of **Students with Disabilities, Low-Economic Status Students, First Grade, Second Grade, Third Grade** students at/in **Kean Elementary School, Melrose Elementary School, Parkview Elementary School, Cornerstone Elementary School** to increase **3.00 %** in **English Language Arts** using **District Formative Assessments**.

#### 1.3. Student Measures

##### 1.3.1. Student Measure #1

Every **Semester, Reading/Literacy - District Formative Assessments** of **All Students** will be measured, with a final improvement of **increase 3.00 %** at the end of the plan.

01/01/2023

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

#### 1.4. Strategies and Actions

### 1.4.1. Strategy #1: Curriculum, Instruction and Assessment

#### 1.4.1.1. Strategy Level: Level 4

#### 1.4.1.2. Description:

We utilize a multisensory approach based on Orton-Gillingham methods. Teachers receive extensive professional development including (in the study) 30 hours of professional development.

#### 1.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.
- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.

#### 1.4.1.4. Action Steps

##### 1.4.1.4.1. Plan Year: 2023, Action Completion: 07/29/2022

Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and usage.

#### Participants:

- Teachers
- Principals
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- Instructional Coaches
- Central Office Administration

### 1.5. Adult Measures

#### 1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Reading/Literacy - Completion of Task of First Grade Staff, Second Grade Staff and Third Grade Staff** will be measured, with a final improvement of **increase 3.00 %** at the end of the plan.

01/01/2023

06/01/2023

01/01/2024

06/01/2024

01/01/2025

06/01/2025

### 1.6. Funding Sources

#### 1.6.1. FY 2023

Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and usage.

General Fund	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction
Title I-D Delinquent	ARP ESSER	

2. Goal #2 of 3

2.1. Root Cause Analysis

Teacher Turnover Professional Development based off teacher responses, student needs and achievement data

2.2. SMART Goal Statement

By **04/07/2023** we will improve the performance of **All Students, All Grades** students at/in **Edgewood Middle School, Kean Elementary School, Melrose Elementary School, Parkview Elementary School, Wooster High School, Cornerstone Elementary School** to increase **5.00 %** in **Reading/Literacy** using **Walkthrough Instrument**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Quarter, Reading/Literacy - Walkthrough Instrument** of **All Students** will be measured, with a final improvement of **increase 5.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Content-Focused Coaching (CFC) is a professional development approach in which district coaches provide in-class demonstrations, attend grade-level meetings, and individual visits to teachers for co-teaching, observation, and feedback. The coaches themselves receive extensive training in the literacy strategies and in coaching methods.

2.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.
- This strategy address the parent engagement requirement for LEA plans in ESEA Section 1112.

2.4.1.4. Action Steps

2.4.1.4.1. Plan Year: 2023, Action Completion: 04/07/2023

Provide professional learning in determining root cause of achievement issues within the building or district.

Participants:

- Teachers
- Principals
- Building Leadership
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Instructional Coaches

2.5. Adult Measures

2.5.1. Adult Measure #1

Every **Quarter, Reading/Literacy - Walkthrough Data** of **All Staff** will be measured, with a final improvement of **increase 5.00 %** at the end of the plan.

11/01/2022	01/01/2023	04/01/2023	06/01/2023	11/01/2023	01/01/2024	04/01/2024
06/01/2024	11/01/2024	01/01/2025	04/01/2025	06/01/2025		

2.6. Funding Sources

2.6.1. FY 2023

Provide professional learning in determining root cause of achievement issues within the building or district.

General Fund	IDEA-B Special Education	Title I-A Improving Basic Programs	Title I-D
Delinquent	Expanding Opportunities for Each Child	Early Childhood Education	

3. Goal #3 of 3

3.1. Root Cause Analysis

Systematically, align curriculum to ensure all standards are prioritized, which will drive professional development decisions. Professional development needed in the area of number sense, place value, and structure Mathematics framework implementation with fidelity Intervention strategies for students with disabilities

3.2. SMART Goal Statement

By **04/07/2023** we will improve the performance of **All Students, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade** students at/in **Edgewood Middle School, Kean Elementary School, Melrose Elementary School, Parkview Elementary School, Cornerstone Elementary School** to **increase 5.00 %** in **Math** using **District Formative Assessments**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Trimester, Math - District Formative Assessments of All Students** will be measured, with a final improvement of **increase 5.00 %** at the end of the plan.

12/01/2022	03/01/2023	06/17/2023	12/01/2023	03/01/2024	06/17/2024	12/01/2024
03/01/2025	06/17/2025					

### 3.4. Strategies and Actions

#### 3.4.1. Strategy #1: Curriculum, Instruction and Assessment

##### 3.4.1.1. Strategy Level: Level 4

##### 3.4.1.2. Description:

Content-Focused Coaching (CFC) is a professional development approach in which district coaches provide in-class demonstrations, grade-level meetings, and individual visits to teachers each month for co-teaching, observation, and feedback. The coaches themselves receive extensive training in the mathematics strategies and in coaching methods.

##### 3.4.1.3. Strategy Rubric Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114.

##### 3.4.1.4. Action Steps

###### 3.4.1.4.1. Plan Year: 2023, Action Completion: 04/07/2023

Provide professional learning in determining root cause of achievement issues within the building or district.

###### Participants:

- Teachers
- Principals
- Building Leadership
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Instructional Coaches

### 3.5. Adult Measures

#### 3.5.1. Adult Measure #1

Every **Trimester, Math - Walkthrough Data of Kindergarten Staff, First Grade Staff, Second Grade Staff, Third Grade Staff , Fourth Grade Staff and Fifth Grade Staff** will be measured, with a final improvement of **increase 10.00 %** at the end of the plan.

12/01/2022	03/01/2023	06/17/2023	12/01/2023	03/01/2024	06/17/2024	12/01/2024
03/01/2025	06/17/2025					

### 3.6. Funding Sources

#### 3.6.1. FY 2023

Provide professional learning in determining root cause of achievement issues within the building or district.

General Fund	Title I-A Improving Basic Programs	Title I-D Delinquent	Title IV-A Student
Support and Academic Enrichment	Title II-A Supporting Effective Instruction	ARP ESSER	