“WE MAKE GREAT THINGS HAPPEN.”
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**OUR MISSION: EVERY STUDENT, EVERY DAY, EVERY OPPORTUNITY!**
Thank you for taking the time to enjoy the Cuyahoga Falls City Schools Annual Report. We are very proud of the opportunities we provide students in this district. Having been in education for over 27 years, 23 as an administrator in five different districts across Ohio, I can assure you that the professionals in Cuyahoga Falls are amongst the finest anywhere and the opportunities provided are extensive. As such, I am very pleased with our direction and progress. The future is bright in the Falls!

**Who are we?**

Cuyahoga Falls City School District (CFCSD) serves the majority of the City of Cuyahoga Falls and the Village of Silver Lake. The district consists of 4,932 students and 618 staff members, almost one-third of whom are in the first five years of service to the district, spread across six elementary schools, two middle schools and one high school. In addition to the nine buildings occupied by our students, we also have two buildings that are rented by other educational institutions and a warehouse that houses instructional technology, the department of buildings and grounds, and the department of transportation.

CFCSD boasts a Moody’s Aa2 credit rating and slightly more than $733M assessed property valuation. CFCSD operates on a general fund budget of slightly more than $50M, 52% coming from local property taxes, 33% from state funding, 6% for federal funds and 9% from other sources. Each year we strive to finish the fiscal year by adding to our cash carryover. Fiscal year 2015 was the third straight year that we have accomplished the goal. In fact, we have settled more than five contracts with our three bargaining units and have added $600K to our general fund balance without relying on our community for additional operating funds for the last five years.

**On what are we focused?**

CFCSD is in the second year of a five-year strategic plan, CF Vision 2020. The strategic plan is divided into four focus areas: 1) College and Career Readiness, 2) Culture of Excellence, 3) Community Engagement, and 4) Facilities and Resource Leveraging. Action plans for each of the focus areas for 2015-16 are as follows:

**College and Career Readiness**

- Develop students’ 21st century skills through authentic learning opportunities and experiences at all levels
- Increase students’ technology skills and competencies by integration of technology into core subjects
- Ensure that graduates are prepared for success by increasing the credentialing process in the high school

**Culture of Excellence**

- Provide more authentic opportunities to engage
- Increase student attendance by way of improving upon our culture of excellence

- Generate a wide-spread sense of community pride in the schools - flags on Broad Blvd., Black Tiger Pride yard signs, etc.

**Community Engagement**

- CFCSD population will demonstrate membership in the Black Tiger Family
- Two-way communications - Twitter, Facebook, ROAR!, WCFI - 96.1 FM, etc.
- 50% positive perception amongst the CFCSD stakeholders.

**Facilities and Resource Leveraging**

- Prepare to put a bond resolution on the ballot of an upcoming election
- Plan and prepare for the passage of three renewal levies
- Develop and implement a comprehensive facilities maintenance and capital improvement plan

Each spring we invite members of the community to engage in a review of the strategic plan and to recommend changes and help us define priorities for the following year. We hope you join us for our event this spring and in the future.

Again, thank you for taking the time to review our Annual Report! We encourage you to join us in making great things happen in the Cuyahoga Falls City School District.
DeWitt First Grade Elementary Students

Top, left to right: Jack, Ava and Kayce Bottom, left to right: Ruby, Desmond, Benjamin, Riley and Cierra
DeWitt Elementary School has enjoyed a successful first semester of the 2015-2016 school year! Welcoming a new principal, kindergarten teacher, and an additional teacher for English Language Learners (ELL), DeWitt has had the opportunity to share its expertise with a variety of newcomers. The student enrollment has increased nearly 5% since last year, including a significant increase in students who are considered ELL. With a long history of dedicated teachers and a strong family support network, this school continues to be a wonderful place to learn, teach, and grow.

Catherine (Perrow) Yaceczko, the new principal, is a product of the Cuyahoga Falls School District. Having graduated in 2002, she went on to Eastern Michigan University, where, upon graduation, was accepted into Teach For America and began her career as an educator. She has most recently served as the Assistant Principal of Minglewood Elementary School in Clarksville, Tennessee. Returning home to serve in the community that raised her has been a humbling opportunity, particularly as the community continues to shift into a dynamic demographic.

The students of DeWitt Elementary hail from a range of backgrounds. Many students have deep roots in the Cuyahoga Falls community, representing generations of Cuyahoga Falls graduates and the legacy of hometown pride associated with that. DeWitt welcomes open enrollment students from many neighboring communities. Most notably, the increase in students considered ELL reflects the transition happening around Summit County. The ELL population represents 12% of the student enrollment at DeWitt. These students come from Nepal, Thailand, China, and many other nations. They offer a rich experiential background that enhances the learning experience for all students and teachers.

Utilization of Technology has been a focus of many classrooms this year at DeWitt. With the support of technology coach, Carolyn Crosier, classrooms have embraced Google Apps. Students have begun participating in Google Classrooms, submitting assignments created on Google Docs and Google Slides, and exploring new and innovative ways to transform their learning experience. Students today must be prepared for 21st century technology. Each grade level at DeWitt has been the recipient of a Chromebook Technology Cart grant which provides the school with over 200 Chromebooks used daily by our students. This is one step toward equipping them with the skills they’ll need to be marketable and successful in a technology-driven world.

In response to a District initiative on Authentic Learning during the 2014-2015 school year, teaching teams have embraced integrated curriculum. Walk into any fourth or fifth grade classroom and you will immediately notice the connections between all content areas. Teachers are planning together to not only integrate the content, but to support the diverse needs of all learners. Teachers have utilized interest inventories to craft lessons, assignments, and assessments to meet the unique make-up of each class and provide an optimal learning experience for students. This January, twenty-one fourth and fifth grade students will participate in the National Geographic GeoBee as an opportunity to highlight their skill and knowledge base in a competitive setting.

Literacy and numeracy take center stage in classrooms each day. Our students are immersed in the Common Core and developing deep foundational learning about relationships between letters, numbers, space, and sound. Students solve problems, engage in real world experiences, interact in small group learning, and make sense of new and different situations.

Our students must learn differently than their parents. They face a world which changes rapidly and interact with peers who have completely different backgrounds than them. Learning is comprehensive and supportive at DeWitt Elementary School. The teachers and staff greet each day and every student with the best of intentions and work relentlessly to support them in their education. We are a community school and a family at heart. Together, we will achieve excellence.
Lincoln Fifth Grade Elementary Students

Left to right: Mya, Travis, Annalise, Sabrina, Jalen and Riley
The 2015-2016 school year at Lincoln Elementary School commenced with several Black Tiger Pride community events including our annual open house, PTA back to school carnival, Daybreak with Dad, and Mornings with Mom. Daybreak with Dad and Mornings with Mom, both hosted by our Lincoln PTA, returned after a five year absence to much delight of students and parents alike. Both mornings had well over 600 parents and students in attendance.

We welcomed several new teachers to our building or in new positions including Miss Kadilak, Mrs. Farkas, Mrs. Hayes, Miss Patrick, Mrs. Polasko, Mrs. Farmer, Miss Teeter, Mrs. Archer, and Miss Varrelmann.

The BEST committee collaborated and developed a new positive behavior intervention system for our students named Tiger TRAILS. TRAILS stands for Teamwork, Respect, Acceptance, Integrity, Leadership, and Success. Students were treated to a three screen movie assembly in September to kick off this new system along with a teacher led pep rally in October. Teachers and students will participate in activities and lessons that support the character trait for the month throughout this year.

Students in grades K-3 experienced fire prevention/safety week and bus safety week through up close views of buses, a Cuyahoga Falls Fire Department (CFFD) ladder truck, and a CFFD response unit. All students participated in fire prevention activities such as planning an escape route and checking for working smoke detectors at home.

Lincoln Elementary School celebrated Veteran’s Day with over 80 veterans in attendance. Each grade level contributed a special project to the assembly including poems, essays, thank you cards, and decorations for the event. Second graders sang two songs for our veterans. Students created tributes to hang on our Wall of Fame honoring relatives and or friends that have served.

All grade levels learned about specific occupations through several guest speakers at our annual Career Day and Fair. Over 20 presenters were in attendance to explain their careers and daily responsibilities. Students had the opportunity to ask questions and observe unique demonstrations.

Under the direction of Ms. Horner, our fourth and fifth graders performed two outstanding shows of our winter music program titled, “Snow Biz”. Students sang, danced, and told some pretty funny jokes as part of the program. Mrs. Farkas, Lincoln art teacher, worked with a team of 15 fifth graders to design and create the set for the show. Another tremendous black tiger community event with over 600 parents and standing room only in the gymnasium.

Students continue to make progress in the areas of reading, writing, and mathematics. The building goals for this year focus on improving the percentage of students achieving a year’s worth of growth in reading and math, improving argumentative writing skills, decreasing the number of office referrals, and participating in authentic learning opportunities. Lincoln students annually participate in service learning projects partnering with area businesses and charity groups. Every grade level has specific projects they are working on and several teachers are being trained on the design challenge process. For example, fifth graders are designing landscaping layouts for the parking lot entrance and will plant in the spring.

At the midyear point, the percentage of students who are on target to make a year’s growth is 87% for reading and 69% for math. During the 2014-2015 school year, we ended the year with 66% of the students making at least one year’s growth in reading and math. We are well on our way of meeting and surpassing our achievement goals for this year.

At Lincoln Elementary, students participate in many elementary school events that make these years very enjoyable and memorable. These events include various spirit weeks, dress up days, holiday parties, and traditional events of Lincoln Café and the Holiday Sing-A-Long.

We look forward to the second semester here at Lincoln with several special events including Carnegie Science Center Program, Relay Recess, Fifth grade recognition, and field days.
Preston Second Grade Elementary Students

Left to right: Makayla, Amelia, DeAyre, Joseph, Kristian and Jaelyn
A few new faces arrived at Preston this year and we began working together on day one to encourage and enable our students to go out and find success in the classroom. A new principal, second grade teacher, art teacher, music teacher, counselor and special education aide were excited to arrive at 800 Tallmadge Road and join the Preston family! Along with the 275 students that arrived on August 19, 2015, one could feel the excitement all around.

As the new principal I began the year by being a good listener and making myself available to families and staff to establish myself as a leader who not only listens but also follows through. I had no idea that one of the most important things I would do first for the stakeholders at Preston would be to design a new parking lot system.

The first two quarters of the 2015 - 2016 school year have been very successful at Preston. Our teachers have communicated and collaborated to take advantage of learning opportunities every day for our students. The Common Core guides our instruction each and everyday. The halls at Preston are lined with examples of the amazing accomplishments of our students as they welcome the challenges of their teachers to be creative and put forth their very best effort.

We focus not only on literacy, numeracy and other components of the Common Core and Ohio Standards at Preston, but also on acceptance and embracing those different than ourselves. Within the walls of Preston we are blessed to have the opportunity to have the Emotionally Disturbed Unit as well as the Multiple Disabilities and Intellectual Disabilities Unit. These very special students make all of us better by being members of the Preston Family.

The PTA and Preston families play a vital role in the success of our students and we have been excited to have many opportunities to work together for a variety of events. Kicking off the year with the Duck Race at Waterworks was a great beginning to our year of fun together. We had a Family Game Night where our families had an evening of fun as well as helped those in need by bringing new or gently used winter coats to donate to Good Neighbors. Donuts with Dads and the Santa Shop were also very successful events. Before heading off for the winter break the students brought in pennies totaling over $500.00 that was split between the Cuyahoga Falls Police Department and their Toys for Tots program and the Ronald McDonald House of Akron.

I am very proud to represent a truly dedicated staff who works daily within their professional learning communities to meet the needs of our students and always focuses on every student, every day, and every opportunity. I am also excited to see how the second half of the school year goes since the new opportunities we are creating for our students are BIG!

“Success just doesn’t come and find you, you have to go out and get it.”
Price Fourth Grade Elementary Students

Left to right: Marilyn, Carlee, Noah, Shabrea, Le’aaron and Eddie
Price Elementary school welcomed the 2015-2016 school year with 356 students and 44 staff members eager to continue in their learning. We are continuing on our mission to have students make at least one year’s growth in their academic subjects, and work towards preparing them for Middle School and beyond.

This year, we have welcomed a few new staff to our Price Family; Mrs. Hummel one of our 3rd grade teachers, Mrs. Misenko one of our Title I Tutors, Mrs. Primm one of our ISGI’s, Mrs. Renner our Art teacher and Mrs. Steinwedel one of our cafeteria staff.

We have expanded on our writing focus for this year, and students have been working on their opinion/argumentative writing processes. This type of writing is heavily dispersed amongst the Ohio Learning Standards, and our students have been making great progress becoming proficient with it. We continue our push for early literacy and numeracy, as they are the backbones of everything that students will do throughout their educational career, and beyond. We have also expanded our understanding and exposure to Authentic Learning opportunities for both our students and staff. Through the use of Design Challenges, our students are able to use the 4 C’s of 21st Century Learning: Communication, Collaboration, Creativity and Critical Thinking.

As one of two international elementary schools, we began the year with 19 English Language Learners, and have since raised that number to 32 students. We have ten countries and seven different languages spread across all six grade levels.

We have three goal areas for this year, and we are happy to share that we are on our way to great growth in each area. Our first goal is to make a year’s growth in Math and Reading, and mid-year reports show that according to our i-Ready assessments, 33% of our students have already made a year’s growth in Reading, and 20% in Math. Our second goal is to increase the number of students proficient with their opinion/argumentative writing by 30%, and mid-year reports show that we have moved 10% of our students up. Our final goal is to decrease the number of students who are chronically absent with 15 or more days of missed school, and mid-year reports show that we have decreased the number of students who would normally hit 15 absences or more, by 19%.

We are fortunate to have a daily rotation of volunteers coming into the building. We have volunteers coming in to help in the library, help our Reading by 9 program, or just help in the classrooms in general. From parents and grandparents, to board members and the Mayor, we are fortunate to have a community who cares, and wants to provide what they can. These volunteers are in addition to our hard working PTA, which has helped sponsor many events this year, such as our Fall Fest, Santa Shop and ice skating event for our families.

We are working hard to support our vision statement that was revised last year; To support our community so everyone experiences success. We appreciate the opportunity to strive towards this, as well as towards making a difference for Every Student, Every Day, with Every Opportunity.
Richardson Kindergarten Elementary Students

Left to right: Chandler, Grayson, Nora Cameron, Elijah and Zayd
Richardson Elementary
2226 23rd Street
Cuyahoga Falls, OH 44223

Mrs. Julie Wilson,
Principal

Teaching Stations: 16
Classrooms: 13
Current Enrollment: 410
Original Construction: 1951
Current Square Footage: 48,411

Richardson Elementary School is proud to welcome 410 learners into our building each and every day. At Richardson we are focused on having our students make a minimum of one year’s growth in all academic areas while ensuring that even the earliest of learners are college and career ready. We do this through embedding writing in all content areas and providing our students with a variety of authentic learning opportunities. We strongly encourage both parents and the community to be our partners in the learning process.

The 2015 school year has been successful here at Richardson. Our teachers have worked collaboratively through co-teaching and in teacher-based teams analyzing data and strategically planning instruction to meet students at their individual levels. You will see this most prevalent in the areas of literacy and math. As you stroll the halls of Richardson, keep your eyes open for student writing samples as our students and staff have been busy writing across all academic areas. We are even writing in art, music, and physical education! We continue to work hard in the classroom and this shows through our accomplishment of being one of only a select few school districts in Ohio to receive an “A” as a rating on the state report card in the K-3 literacy rating. It shows that our teachers and students have been working very hard in the classrooms every day.

Richardson students and staff are proud of our efforts to support the community of Cuyahoga Falls and the outlying communities. This fall our students took part in many service projects including Pinwheels for Peace, the Good Neighbors Food Drive, and Socktober in which our students collected over 2,000 pairs of socks for those in need. Richardson feels that it is important to teach our students the value of being connected to the community throughout the learning process.

Students at Richardson are offered many opportunities throughout the year to get engaged in activities to enrich their educational experience. These opportunities include the arts such as our fourth and fifth grade holiday concert, field day, and our annual art, science, and book fair. Authentic Learning opportunities are also provided including the Richardson/American Heart Association Teaching Gardens in which students have the opportunity to grow, harvest, and eat the fruits of their labor. Lemonade Day is another authentic learning opportunity in which students experience entrepreneurship from the ground up. To continue to enhance the authentic learning process Richardson teachers are currently engaged in the district’s Authentic Learning Committee. This is an on-going professional development in which our teachers are creating authentic learning opportunities for students to experience in all grade levels.

One of our greatest accomplishments at Richardson is our strong collaborative relationship with our PTA and the community at-large. Together our partners play a crucial role in the success of our students. So far during the 2015-2016 school year, the Richardson PTA sponsored numerous events including the “Camp Richardson” Triathlon, Pumpkin Festival, Grandparents’ Day (with over 1,000 Grandparents in attendance), Santa’s Workshop, Santa’s Shop, Donuts with Dad’s, Turkey Bowling, and many more. The Richardson PTA also provides us with countless volunteers that assist in both the classrooms and throughout the school on a daily basis. We are also proud of our strong partnerships with Summa Western Reserve Hospital, the American Heart Association, and AETNA. All of these fine organizations assist us with promoting our wellness goals.

Lastly, Richardson is blessed to have a talented and dedicated staff working to serve our students on a daily basis. In addition to a staff that cares deeply about the students, we have tremendous support from our parents. Our staff and parents working together create the strong heartbeat of our school culture. Ultimately, Richardson is a loving and supportive place for our students to learn and grow.
Silver Lake Third Grade Elementary Students

From top, left to right: Jacob, Brian, Lincoln, Tyson, Kalen, Kennedy and Anna
Silver Lake Elementary School has had a great start to the 2015-2016 school year. Our students and teachers are working harder than ever. One of our building goals this year is for each grade level to create an authentic learning experience that includes identifying a problem, brain storming solutions, and then creatively, generating solutions to the problem. Within these student centered challenges, each teacher tries to incorporate writing opportunities, a collaborative learning environment, and an exploration with technology. With the help of the Silver Lake Police Department, we have worked to empower students against bullying. With the support of Home and School League, Target, Walmart, and other community donators, we are growing our very own food and clothing bank to help serve families in our community. We have students that have learned how to create a classroom business and sell lemonade to their school mates. The students learn to shop for supplies, advertise their product, determine earnings, and finally, donate their profits to children in need. The second semester promises to bring more authentic learning opportunities to our students! We are thrilled!

The students are in the midst of setting their learning goals for the next stage of learning. Three times a year, the students reflect upon their learning progress they are making. They meet with their teacher for a personal conference and discuss their data. Their data consists of classroom assignments, tests, work samples, diagnostic testing (iReady), and personal work ethic. They revisit their professional goals or “what they want to be when they grow up” and their goals for after high school. From here, the student and teacher set new learning goals to help guide them through the next few months of learning. After the students did this the first time this school year, they held student-led-parent-teacher conferences to share out their goals. The act of goal setting is empowering to students, builds life skills to plan for their future, helps to guide them toward their goals, and gives them a chance to monitor their growth over time. What a great chance to practice meta-cognition, reflection, and build internal motivation!

We are making progress with our other building goals and learning experiences. Our students achieved the goal of completing 3,000 i-Ready lessons for grading period two. They exceeded this goal, and Home and School League sponsored a PJ and popcorn party for them! The students are working each day toward achieving one-year’s growth as measured by i-Ready. These lessons help to promote this goal. We are excited to see what they do for grading period three! To help support the communication with our parents, each teacher has committed to sending home a newsletter each week. They are busy creating their classroom webpages so that parents can go online and visit what is taking place in the classroom first hand. Our teachers are growing with their technology skills just like the students! The students spend time on their Chromebooks daily so that they gain access to keyboarding skills as well as keep current with the new technology standards. The learning extends to each member of our Silver Lake Family!

Our Silver Lake Family knows that each student, teacher, parent, and community member is an important part of our learning every day. We consistently work hard to communicate and grow together to make the most of our relationships and knowledge. The teacher based teams, building leadership team, grade level teams, Home and School League, and TLC are just a few of the collaborative groups that meet monthly to monitor and support the holistic, positive growing environment that we promote on a daily basis. This is a family that grows and learns together every day. The best is yet to come! Semester two, here we come!
Bolich Middle School Students

Left to right: Lou, Jason, Olivia, Jacob, Shane, Riley and Zander
Another great year is unfolding at Bolich Middle School. Our work is taking shape on many fronts, and there are many highlights to share and celebrate.

On the academic front, we continue to work tirelessly to meet and exceed ever increasing standards for student performance. As with all schools, we see areas of great success, and areas of challenges that inspire us to work harder. The students at Bolich Middle School are second to none when it comes to high achievement. One hundred percent of seventh grade students enrolled in Algebra met or exceeded Ohio’s proficiency standards, along with 100% of students taking Geometry and 98% of eighth graders taking Algebra. Additionally, 100% of our eighth grade students taking tenth grade American History met or exceeded these same standards. Our students are winning awards for their creative work in art, health, and writing. Our band and choir programs continue to excel as well, with numerous students being selected to the District VI Honors Band and Choir. The acceleration and enrichment opportunities for students at Bolich Middle School are second to none and our students are meeting these challenges with great success!

While we celebrate our successes we also look to close gaps in achievement and help grow each student to their fullest potential. Using data, we recently restructured our advisory, enrichment, and intervention period to better meet individual student needs and target more closely those students who would benefit from additional supports while at the same time offering enrichment opportunities for those students who need additional challenges. Hands-on and authentic learning experiences are a focus as we work to reach the needs of every child and prepare them for work in a knowledge economy.

Technology continues to drive much of the innovation in classrooms and schools. Bolich is working hard to stay at the forefront of this innovation. Many teachers are adopting Google Classroom as a vehicle for delivering learning content online. This learning management system allows for students and teachers to engage with ideas and information in engaging and efficient ways both in school and outside of the school walls. This continued shift towards online learning environments expands the reach of the traditional classroom and creates learning opportunities outside of the traditional school day. Bolich Middle School continues to expand student access to current technology. Six Chromebook carts, three computer labs, two partial computer labs, a whole host of classroom computers, and allowing students to utilize their own technology has created ever increasing opportunities for students to learn through technology.

The climate and culture of our school is also alive and thriving at Bolich. A newly founded Kindness Club has been formed and is working to make our school and our city a better place. Our positive behavior efforts continue to support student learning and teach appropriate school behaviors. The ROAR Store was founded this year to further these efforts. Students earn tickets in recognition of their good work in school, and redeem those tickets for items in the store. The “Tiger of the Semester” Award is another new addition to Bolich this year. This award recognizes outstanding students for their contributions to the school outside of academics and athletics. Our PTA continues their amazing work to make our school a better place as well. Events throughout the year, such as our Fall Tailgate Party, Bingo Night, Ice Skating and many more continue to engage our students and their families in our school community. To help meet the individual interests of students even more, starting in the second semester, students will become involved in clubs led by teachers and directly connected to student identified interests.

The Black Tigers of Bolich Middle School are Roaring through the 2015-2016 school year. We are committed fully to the district vision: Cuyahoga Falls City School District: The hub of our community, committed to a culture of caring! We innovate. We create. We personalize education for all.
Roberts Middle School Students

Left to right: Josh, Kayleigh, Melina, Caelum and Anthony
At the beginning of the 2015-2016 school year, Roberts Middle School identified three areas to focus our building goals. These areas included academic student growth, college and career readiness, and school culture.

Academically, teachers, students and parents continue to navigate the ever changing landscape of academic expectations. We continue to design instruction within the framework of common core standards while offering students engaging, cross curricular, authentic learning opportunities. With this said, we are now faced with a new set of assessments called the AIR assessments. No less rigorous in expectation, the AIR assessments are designed to measure each student’s college and career readiness. For both last year’s PARCC assessments and this year’s AIR assessments the expectations have changed where the “Advanced” and “Accelerated” ratings of the previous OAA assessments correlate to the a “Proficient” rating under the new standards and assessments.

The data provided by these assessments, the District’s diagnostic assessment (i-Ready), and classroom data indicate that Roberts Middle School is making progress in both growth and achievement. Teachers actively review and use this data to help intervene with students academically, behaviorally, and socially.

Despite our growth and achievement, Roberts Middle School has been identified as a “watch” school based on two of our subgroups. These subgroups included students of low socioeconomic status and special education students. In short, each of these subgroups did not reach the appropriate achievement score as identified by the Ohio Department of Education. Both the building and the District have formulated a plan to target these subgroups to ensure that we are meeting the needs of all students.

As you might have noticed, our teachers are continuing to imbed technology into lesson delivery and our students our responding. Our technology integration specialist is consistently booked in order to elicit his expertise with instructional technology. Specifically, teachers are employing Google Classroom and incorporating blended delivery models with parts in class and others delivered through the internet. Increasingly, students are also observed using their own technology to browse content, look up information, and create new learning schemas for themselves. This strategy will help us bridge the gap from six Chromebook carts, one iPad cart, and three computer labs to the oneto-one environment of the future.

Roberts Middle School continues to offer an ever expanding list of opportunities for students. Some of the new opportunities include National Junior Honor Society, Tiger News Network, yearbook, Builder’s Club, STAND, intramural sports, sixth grade newsletter, and The Voice. As one might suspect, with this expanded list of opportunities, students find themselves increasingly involved in middle school student life. Perhaps, these opportunities coupled with our Positive Behavior Intervention System can help one understand the shift we have seen in student discipline which is at lows not seen in recent, documented history. In short, our school culture is inviting, caring, and thriving.

As we turn the page to the new school year, we also turn our focus to a new semester and consider next steps. We will continue to create opportunities for students. We will continue to do what is best for each individual. We will continue to innovate... Every Student, Every Day, Every Opportunity.
Cuyahoga Falls High School Students
Left to right: Brandon, Donovan, Michele, Steele and Evie
Cuyahoga Falls High School is working every day to fulfill our district mission of “Every Student, Every Day, Every Opportunity.” The beginning of the school year was filled with many new faces as we welcomed over twenty new staff members in a variety of capacities. These new faces bring many new and creative ideas to our building coupled with an infectious energy. Adding these new faces to our team of experienced educators has proven to be beneficial. The high school team continues to work as a family to provide meaningful and engaging academic courses in a safe and inspiring environment.

2015-2016 marks the second year of the implementation of small interest-based learning communities (dens) with both our freshmen and sophomore classes fully integrated. These students have the opportunity to learn through a lens in their core classes while participating in authentic learning experiences that bring this learning to life. The Arts, Media, and Design students have had the experience of viewing several productions as well as attending sessions including Face Off; a definite student favorite. The Health and Wellness students are continuing our valuable partnership with Western Reserve Hospital where students receive hands-on experiences interacting with all aspects of the hospital on a quarterly basis. They also took a trip to The University of Akron to get a deeper understanding of the expectations of various health professions. The Human and Public Service students are off to an exciting start as well. The Veterans Day event and a day at the Akron Zoo learning about animal conservation efforts worldwide have been definite highlights. Finally, our Engineering and Entrepreneurship students continue their partnership with the SGS Tool Company where they have the opportunity to work through various stations to understand the concepts of lean manufacturing along with a visit to Cleveland State University to learn all aspects of engineering. We are looking forward to an exciting second half of the school year as we continue to discover and learn together. Several students took part in the Student Activities Fair at the Ohio School Boards Association Annual Conference held in Columbus to share these exciting academic experiences through the den structure at the high school.

This year, the high school continues to focus on meeting the needs of our students and our community. Our goals include increasing our four year graduation rate to 92%, working collaboratively in teacher based teams to increase our percentage of students that write proficiently through implementing strategies, reviewing data across the curriculum, and designing opportunities to create a culture of excellence through Black Tiger events. Our Student Council who invited the Harlem Wizards to the high school for an exciting evening with our entire community sponsored one such event that proved successful.

This year marks the inaugural year of the Six District Compact Criminal Justice Program hosted at the Falls. We are also proud of our development of a manufacturing program supported by our partnership with SGS Tool Company. These are two examples of our commitment to offer as many opportunities for students as we feel are needed. Currently, we have over 300 students taking advantage of College Credit Plus offerings where students have the ability to earn both college credit and high school credit through adjunct professors and online courses. We also continue to offer an extensive variety of Advanced Placement courses to challenge our students at the highest levels. The class of 2016 has quite a task in front of them as they are following the “million dollar class” that secured scholarship monies for post-secondary pursuits like no other. We are confident that the current class will embrace this challenge. We are proud to be Black Tigers and we are proud of the steps we take on a daily basis to meet the needs of each and every student that walk the halls of the Falls.
College and Career Readiness
CFCSD Builds English Language Learner (ELL) Program to Serve Growing Population
As we continue to experience change in our community, we know that our programming must keep up with that change. With a newly-restructured English Language Learners program, the CFCSD continues to strive to meet the needs of the community’s increasingly diverse population.

As recently as three years ago, we had about 60 ELL students in grades K-5 who were spread across our district’s six elementary schools and the four teachers in the program were being asked to instruct not only them, but also middle school and high school students. However, due to travel time and the need to provide services at the multiple schools, some students were receiving as little as 15 minutes of ELL instruction per week. This was an instructional dilemma that needed to be addressed expeditiously as we currently have 190 ELL students enrolled in our schools.

Beginning in 2014-2015, the district created two center-based programs at DeWitt and Price Elementary schools geared toward maximizing resources and instructional time. All elementary-aged ELL students attended one of these two schools in order to provide more intensive instruction to these students. During this school year, our elementary students receive up to 90 minutes per day of intensive English language instruction differentiated to meet their specific language needs. That instruction became possible as a result of the development of this consolidated ELL program in the elementary schools.

Beginning with the 2015-2016 school year, the middle school ELL program is based solely at Bolich Middle School. Each day, middle school ELL students are provided with specialized curricula tailored to meet the needs of a variety of English proficiency levels. Additionally, in the coming school year, ELL students at Cuyahoga Falls High School will have the opportunity to obtain foreign language credits when taking their ELL classes at CFHS.

The district is now home to students who speak over 20 different languages and our enrollment of ELLs has increased by nearly 250% since 2012. That growth necessitates additional modifications to our ELL program, which teaches students the reading, writing, listening and speaking skills necessary to achieve success in both academics and society, and includes a welcome event at the start of the school year. During this time, teachers and interpreters will be available at CFHS to provide vital information and answer questions about school and community services. Our families also will have the chance to complete the necessary forms to ensure that students and parents feel prepared. We have also incorporated quarterly family literacy nights to engage families in learning together through reading and writing activities and games.

The district will continue to employ six full-time ELL teachers for the purposes of meeting the needs of our students. We fully anticipate that this program will continue to grow.

Throughout the 2015-2016 school year, members of the Cuyahoga Falls City School District’s Transportation Department, along with CFHS students proficient in English and their native languages, worked with elementary school-aged students in the ELLs program to teach them about bus safety and etiquette.

High School Interest-Based Small Learning Communities
Beginning in Fall 2014, Cuyahoga Falls High School launched four different “dens (small learning communities)” for 9th grade. The “dens” included are Engineering and Entrepreneurship, Arts, Media & Design, Health & Wellness, and Human and Public Services. That process continued in the Fall of 2015 as 10th graders were integrated into the “den” learning structure. This structure provides students with an environment that stresses a community of learners where they experience the same cadre of teachers for English, math, science, and social studies. As teachers instruct and develop positive and productive relationships with the same student groups, they are able to identify the needs and interests of students and, consequently, are able to empower them to succeed as high school students. The small learning communities have also provided students with the opportunity to “connect” learning in core subjects to their areas of interest. When students can connect the challenging content to a context about which they care, they are more likely to persist and learn vital concepts to support mastery of learning objectives.
A portion of the Freshman Experience includes providing unique learning experiences that students can use to determine their own specific pathways for their Junior and Senior years and beyond. To offer these unique learning experiences, we rely on our partners in the Greater Akron Community to bring authentic, real-world aspects to light for our students related to the curriculum. In this way, students can visualize and experience why the concepts that they learn are so important while they also begin to be exposed to the variety of careers involved that may require associate degrees, bachelor’s degrees, or more.

A few of our primary partners are Western Reserve Hospital, Akron Arts Museum, City of Cuyahoga Falls, and SGS Tool Company.

K-3 Literacy:
Cause for great celebration! Cuyahoga Falls City Schools earned an ‘A’ on the 2015 state report card for K-3 literacy. We were one among only 27 across the state who earned this outstanding distinction. We attribute this success to our wonderful students, teachers and principals who work hard every day to ensure growth and learning for all. Our elementary students are provided high quality instruction using a literacy framework that allows time each day for students to work through a series of literacy tasks which include reading to themselves, reading to someone else, listening to reading, writing and working with words. This framework helps students develop the daily habits of reading, writing and working with peers. The goal is to foster these good habits and develop lifelong skills of independent literacy.

Cuyahoga Falls elementary schools also provide time each day for individualized instruction and enrichment during daily guided reading and I & E time. Our students are provided with rich experiences with online learning using RAZ kids and iReady instructional tools. Teachers focus their instruction on higher levels of Bloom’s Taxonomy and maintain high expectations for all students. We are proud of our students and the work they do and accomplishments they make on a daily basis. Go Black Tigers!

Special Education Services
The Cuyahoga Falls City School District provides a full continuum of special education and intervention services for the benefit of meeting the individualized needs of students with special needs. Our learning environments consist of: 1) General Education classes with consultation/support provided by an Intervention Specialist or ISGI; 2) General Education Teachers, Intervention Specialists, ISGIs, and related service providers working collaboratively to differentiate instruction within the General Education classroom; and 3) Intervention Specialists and related service providers working within smaller classroom settings to provide additional individual or smaller group instruction. Related Service Providers include Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling Services, Behavior Specialist services, as well as School Health services. Together, the team of professionals work in preparing students with special needs for college, careers, and to be productive contributors to their communities.

Teachers realize the most effective classrooms servicing students with special needs are those designed through an integrated approach which provides specially designed instruction, targeted intervention, equitable access to the curriculum as typically developing peers, exposure to authentic learning experiences, as well as the implementation of positive behavioral supports. Cuyahoga Falls City Schools will continue to partner with consultants from State Support Team Region 8 to further build and enhance our collaborative instructional teams.

We have a very diverse population of students who receive special needs services. As of press date, our numbers are as follows:

Scholarships
• In FY16, we have nine students receiving Peterson Scholarships which is a decrease from eleven students during FY15. Half Year Peterson Scholarship students increased by five students as compared to FY15 in which we had none.
• We have 21 students receiving Autism Scholarships as compared to 16 in FY15.
Out of District Placements:
We have 13 students who have been placed in other service providers outside of our district.

Special Education Population:
Our total population of students receiving special education services is as follows:

- High School: 264
- Bolich: 104
- Roberts: 97
- DeWitt: 37
- Price: 41
- Preston: 47
- Silver Lake: 26
- Lincoln: 60
- Richardson: 54
- Residents Elsewhere: 108
- Total: 838

We also have 145 students receiving 504 accommodations.

Preschool Students:
- Enrollment: 108
- Students with IEPS: 45
- Peers: 63
- Six students attending Pre-school were evaluated and had IEPs prior to their third birthday

In Cuyahoga Falls technology is rooted to “Infusion”
During the past few years of technology expansion and transition, the Department of Instructional Technology has worked closely with the Department of College and Career Readiness to ensure that computer enhanced learning is consistently occurring in all of our classrooms. Following the established pattern of growth in mobility computing, we have continued a series of locally funded Chromebook cart “grants” to groups of teachers willing to further integrate technology skills into their curriculum and pedagogy. This “grant” process fosters the need for additional wireless network growth, while providing increased accuracy of data access to match said additional use.

With over 47 classroom carts now in use, the supplement to these “grants” and in adherence to the needs of on-line testing, it is obvious that both staff development in technology infusion and technology skill enhancement for students needed support is needed. We accomplish this objective through both the Classroom Technology Integration Specialist positions and the Media Specialist positions that are housed at our schools. The primary focus of these certified teachers is to enhance student skills in technology use, to increase student knowledge of resources available, and to assist fellow staff members in building more technology enhanced lessons. Further supporting this need is the refinement of the Building Technology Leader role under the District Technology Council. The Council’s goal being an emphasis on use of technology to support teaching and learning (i.e. not having technology simply for the sake of having technology). Technology is an integral part of how we enhance and deliver instruction.
It has been a busy semester in the Department of Human Resources (HR). 49 new staff members were hired between June and September of 2015. This figure includes five new positions which were added due to increased enrollment in the district. A large part of our staff is within their first four years of teaching. These 82 staff members are participating in the State Resident Educator program. Each of these teachers are assigned a veteran teacher as a mentor or facilitator in their program. One of the goals of the HR department is the successful program completion for these Resident Educators. Our committee meets twice during each quarter to assure the success of these new teachers.

Our department successfully negotiated two union contracts in July and August. Both the CFEA (teachers’ union) and the Local 100 (maintenance and transportation departments) signed agreements before the start of the school year. I continue to work closely with all three of our bargaining units. Working with the leadership from OAPSE (support staff) and CFEA, I have put into place three Memorandums of Understanding (MOU) to their contracts. The purpose of these MOUs is to streamline some procedures which hindered our ability to schedule staff appropriately, hire folks with efficiency and to apply consistency to utilization of sick leave which is donated.

Looking forward, I will be attending several college job fairs throughout the state. I will be utilizing these opportunities to recruit high quality candidates for our district as well as expand our pool of licensed substitute teachers.
Transportation
The Transportation Department endured a grueling Winter with several days of sub-zero temperatures and hazardous driving conditions in early 2015. Our drivers and mechanics came in early to start the buses and get them up and running.

June 2015 the Ohio State Highway Patrol (OSHP) came in to perform their annual inspection of all buses for the upcoming school year. Unfortunately three buses did not pass inspection, and with the loss two other buses due to mechanical issues, our fleet was not where it needed to be. Working with the manufacturer and Ohio Schools Council Pricing, we were able to finance and replace the old school buses with four new. The four buses came before school began and the fleet passed inspection by the OSHP.

Since 2009 the District has not purchased any new vehicles. The request to purchase an additional four buses was approved and they arrived before winter break 2015. We are happy to say the District now has a full complement for it’s fleet.

During the Summer of 2015 we were busy reviewing and rearranging bus routes to make them as efficient as possible for the upcoming school year.

Everyone in the department worked hard and pulled off a seamless, smooth, and fantastic school opening.

Food Services
The Food & Nutrition Services Department of Cuyahoga Falls City Schools is charged with the responsibility of nourishing the minds of our students on a daily basis by, providing them with the fuel they need in order to learn in the classroom. We strive for to provide students with the nutrition they need to be healthy, active and ready to face the day.

Our outstanding cafeteria staff works hard to provide food that is low in fat and sugar, but is still desirable and acceptable to our students. At this point in the 2015 - 2016 school year the number of meals served increased by seven percent over the previous year. Totaling 192,015 lunches and 48,148 breakfasts.

Every three years, the school district’s Food Service Department completes an Administrative Review conducted by the Ohio Department of Education. This audit is done to ensure that schools are following all federal guidelines and processes. The USDA launched a new system for auditing our operations and I am proud to say that the Cuyahoga Falls City School District’s Food Service Department was selected as one of a handful of Ohio school districts, to pilot this new review process.

Not only did the Food Service Department successfully pass the audit, but we excelled in all areas of the review. Our reports and documents were found to be well organized and precisely what is required. The kitchens at Preston Elementary and Bolich Middle School were reviewed as well and found to be in compliance with all regulations.

Buildings and Grounds
This year Mr. Dennis Borton retired after ten years of dedicated service. We were very fortunate to find Mr. Robert Verhest to take Denny’s place. He has hit the ground running, revamping the methods we use to clear snow and ice, elevating our expectations for clean buildings and completing long overdue repairs and projects.

The maintenance, and custodial staff have been very busy this year. This past summer we completed an extensive remodel of the annex building by the football stadium to house our new advanced manufacturing course. We closed in doors, refurbished restrooms, built walls, painted, cleaned and installed new furniture to house 3D printing and computers. This is a great opportunity for our students to begin learning the skills needed for 21st century manufacturing.

The maintenance and custodial team also completed a number of important projects throughout the district. They replaced the stone on the Silver Lake playground with mulch to make it safer for children, built a wall at Roberts covering a large windowed area in the cafeteria for increased security and safety and they did a great job performing much needed roof patching work on more than half of our roofs to help reduce our number of future roof leaks. This roof maintenance program will be continued when the weather warms back up next spring.

We are very lucky to have such a skilled, dedicated and resourceful maintenance and custodial team.
The Cuyahoga Falls Black Tigers began their inaugural season in the newly expanded Suburban League starting with the Fall season of the 2015 - 2016 school year. The Black Tigers are one of 15 schools that have formed this new league consisting of the National and American Divisions. The National Division consists of the following schools: Brecksville-Broadview Heights, Cuyahoga Falls, Hudson, Nordonia, North Royalton, Stow, Twinsburg and Wadsworth. The American Division is made up of the following schools: Aurora, Barberton, Copley, Highland, Kent Roosevelt, Revere and Tallmadge. The Suburban League is based on the principles of competitive balance, rivalries, geography, and to have student/athletes competing in safe and fair environments. Cuyahoga Falls Schools have a proud and rich tradition pertaining to its athletic programs consisting of 23 varsity and junior varsity programs along with six freshman programs and 14 Middle School offerings. The Black Tiger Athletic Family welcomes the challenge of being a part of this league and competing at a higher level athletically as well as academically.

Cuyahoga Falls Student-Athlete Accomplishments Fall 2015-2016
293 Total Fall Participants

1st Team All League
Zach Lias - Soccer
Emma Freeman - Volleyball
Katie Rozsa - Girls Soccer
Duane Matthews - Football
Emily Zimmerman - Cross Country
Cora Shane - Tennis

2nd Team All League
Shawn Hurr - Soccer
Lexy Dieterich - Volleyball
Rebecca Leiter - Soccer
Steele Porter, Savon Davis - Football
Kayla Huffman - Cross Country
Maddie Johnston, Holly McCurdy - Tennis

Honorable Mention All League
Ryan Kerby & Hsa Wah - Soccer
Brooke Crawford & Madison Oplinger - Volleyball
Katie Lukosavich, Victoria Rogers, Hannah Bartlett - Soccer
Dakota Dobbins, Cameron Englehart - Football
Kyle Wilson - Cross Country
Bridget Hilton - Golf
Nick Marusiak - Golf

Regional Qualifiers
Emily Zimmerman, Kayla Huffman - Girls Cross Country

Team GPAs

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Athletes GPA 3.5 or Higher
164 Athletes (56% of Fall Participants)

High Honor Roll 4.0 or Higher
76 Athletes (26% of Fall Participants)

Honor Roll 3.6 - 3.99
67 Athletes (23% of Fall Participants)

Merit Roll 3.4 - 3.59
21 Athletes (7% of Fall Participants)
OUR VISION: THE HUB OF OUR COMMUNITY, COMMITTED TO A CULTURE OF CARING! WE INNOVATE, WE CREATE. WE PERSONALIZE EDUCATION FOR ALL.