



Cuyahoga Falls: Vision 20/20

2018-2019 Goals

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Executive Summary

The Cuyahoga Falls City Schools are deeply committed to providing the most personalized innovative educational opportunity for students of all ages. We have consistently operated using sound fiscal responsibility and believe strongly in the Professional Learning Community (PLC) process in which Baldrige Strategies are used in a collaborative process to build collective capacity and ensure sustainability in growth.

Vision Statement

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!

Mission Statement

Every student, every day, every opportunity!

Belief Statements

- We believe that the best interests of students should serve as the foundation of all decision making.
- We believe that each student can learn. Personal achievement is fostered through a love of learning and life-long intellectual engagement.
- We believe that collaborative partnerships among family, school, and community contribute to each student's success and are essential to the development of good character, values, and citizenship.
- We believe that an environment of mutual respect is necessary for effective communication and learning.
- We believe in harnessing technology to design and provide meaningful and challenging student work.
- We believe that student and staff potential is best realized in a safe, healthy and nurturing learning environment.
- We believe that student engagement, within the framework of Ohio's academic content standards-based methods of teaching, learning, and assessment is the foundation of each student's academic progress and success.
- We believe that involvement in extra-curricular and co-curricular activities is an integral component to the development of a well-rounded person.
- We believe that the success of our public school system is a shared responsibility and is dependent upon the commitment of time, talent, and financial resources of the entire community.

Overarching Expectations

Academic Expectation

We strive to ensure one year of academic growth for each year a student is enrolled. All students will have the opportunity to progress at a pace that is aligned with their cognitive ability and will not be constrained by their chronology and/or grade level. Summative measures, for some grade-level assessments, are found in the Progress section of the Local Report Card which is reported as a Growth Index for all tests by building and district. It is important to note, -0.99 to 0.99 is an index that represents expected growth relative to the peer group. Above expected growth over time will result in achievement which is best represented in the Performance Index on the Local Report Card.

Formatively, growth and achievement are measured through classroom assessments and NWEA MAP across buildings and the district.

The way in which Growth Index is presented changed with the 2018 Local Report Card issued by the Ohio Department of Education (ODE). Reporting now includes a single-year index and a multi-year index. The multi-year index may offer a better picture of growth over time and account for any annual fluctuation in the assessment/accountability process. The multi-year index is used to determine the report card grade. These indices reflect a factor of evidence that students made growth relative to a Growth Standard established by the ODE.

Accountability Measure	Multi-year Index	Single-year Index	Report Card Grade
Overall	-6.17	-11.69	F
Gifted	0.71	-3.20	C
Lowest 20%	-0.62	-1.40	C
Students with Disabilities	-2.37	-2.44	F

The data in the table below represents the indices for Overall Growth at each of the buildings in the District.

Building	Multi-year Index	Single-year Index	Report Card Grade
DeWitt	3.81	0.23	A
Lincoln	-3.23	-2.12	F
Preston	-3.11	-1.77	F
Price	-9.18	-4.43	F
Richardson	-2.28	-5.14	F
Silver Lake	-3.44	-1.34	F
Bolich	3.43	-6.69	A
Roberts	3.73	-6.26	A
CFHS	-6.17	-11.69	F

The use of American Institutes for Research (AIR) tests and End-of-course Exams as assessment tools is a relatively new practice. The table above shows the growth indexes over the last two years for each of our buildings

Building	2017 Performance Index	2018 Performance Index	Economically Disadvantaged (ED)	Students with Disabilities (SWD)	English Learners (EL)	Demographic Challenge (ED + SWD+EL)
DeWitt	97.9	98.1	53.1%	10.6%	7.7%	71.6
Lincoln	91.1	90.9	41.9%	12.4%	5.9%	60.2
Preston	93.3	91.1	55.4%	13.3%	N/A	68.7
Price	91.9	89.2	61.0%	10.1%	9.0%	80.9
Richardson	92.2	89.7	41.5%	15.0%	N/A	56.5
Silver Lake	101.1	100.1	31.2%	15.6%	N/A	46.8
Bolich	83.9	82.8	47.1%	15.8%	2.1%	65.0
Roberts	87.6	83.2	45.5%	17.8%	N/A	63.3
CFHS	72.9	77.1	38.9%	18.5%	3.6%	61.0
CFCSD	86.6	85.9	44.6%	15.3%	3.7%	63.6

Each educational level is shaded differently. The table above demonstrates positive growth in both middle school buildings and three elementary buildings. Typically, student achievement as depicted above by performance index, is strongly correlated with the demographic make-up of the students in the building or district. As shown above, Price, DeWitt, and Preston have the greatest demographic challenges in Cuyahoga Falls City Schools. That said, the performance index achieved at DeWitt and Preston are of note.

AIR Results – ELA 2018

Grade	Cuyahoga Falls Proficient or Above	Similar Districts Proficient or Above	Ohio Proficient or Above
3 rd	70.9%	69.3%	61.2%
4 th	66.9%	72.6%	66.4%
5 th	72.1%	76.8%	70.2%
6 th	55.2%	65.7%	59.9%
7 th	61.5%	69.1%	63.9%
8 th	52.9%	59.7%	54.5%
ELA 1	70.6%	76.0%	68.9%
ELA 2	60.2%	71.5%	64.4%

Predominantly, our scores averages roughly mirror Ohio averages with the exception of 3rd-grade scores being somewhat higher than Ohio averages and 6th-grade scores being somewhat lower than state averages. Lastly, you will note the effects of providing students the opportunity to accelerate. 100% of the 60 students were proficient or better on the ELA 1 assessment. Likewise, the ELA 2 scores included students in grade 9. In the fall, 73 students took ELA 1 and 77 students took ELA 2 in an attempt to earn enough credits to reach 2018 graduation requirements (19% and 18% of the students were proficient or better respectively). Thus, spring scores include some retakes.

AIR Results – Math 2018

Grade	Cuyahoga Falls Proficient or Above	Similar Districts Proficient or Above	Ohio Proficient or Above
3 rd	82.0%	73.9%	67.0%
4 th	77.2%	79.6%	72.5%
5 th	63.2%	69.2%	62.9%
6 th	42.2%	65.9%	59.4%
7 th	53.9%	64.1%	59.4%
8 th	52.8%	57.1%	54.3%
Algebra	53.6%	66.7%	60.5%
Geometry	45.3%	52.4%	48.2%

Our math curriculum is an area of concern as these data suggest. In 3rd grade, our scores are significantly higher than Ohio averages but they drop to Ohio average by 5th grade. Once acceleration begins, the remaining students are struggling to demonstrate grade-level abilities. That said, those students who choose to accelerate do very well. Specifically, acceleration for Cohort 2024 was as follows: 77 6th-grade students participated in 7th-grade math, 10 6th-grade students participated in 8th-grade math (pre-algebra). In terms of Cohort 2023, 81 7th-grade students participated in 8th-grade math (pre-algebra), 1 7th-grade student participated in algebra, and 1 7th-grade student participated in geometry. Acceleration opportunities are expanded in the 8th grade; thus, Cohort 2022 acceleration opportunities are as follows: 109 8th-grade students participated in algebra I, 10 8th-grade students participated in geometry, 42 8th-grade students participated in American history, 60 8th-grade students participated in English 1, 56 8th-grade students participated in exploration of art, and 25 8th-grade students participated in Spanish 1.

To help student success, we added a course at CFHS in 2018-2019 that is designed to help struggling students who are not yet ready for algebra by their freshman year. In the fall 39 students took algebra 1 and 19 students took geometry in attempt to earn enough credits to reach 2018 graduation requirements (21% and 5% of the students were proficient or better respectively). Thus, spring scores include some retakes.

AIR Results – Science and Social Studies 2018

Grade	Cuyahoga Falls Proficient or Above	Similar Districts Proficient or Above	Ohio Proficient or Above
5 th - Science	74.1%	76.0%	68.5%
8 th - Science	71.2%	73.6%	67.6%
Biology	71.0%	80.1%	73.7%
Am. History	72.7%	81.9%	75.7%
Am. Government	71.9%	83.8%	79.5%

Building	ELA-3	Math-3	ELA-4	Math-4	ELA-5	Math-5	Science-5
DeWitt	78.5%	89.2%	73.4%	78.1%	72.3%	73.8%	84.6%
Lincoln	67.9%	76.9%	63.9%	75.9%	81.5%	54.3%	76.5%
Preston	56.6%	77.8%	74.5%	78.3%	72.7%	59.1%	75.0%
Price	72.5%	85.0%	56.7%	86.7%	51.0%	54.9%	56.9%
Richardson	72.6%	81.0%	63.9%	62.0%	73.2%	71.4%	64.3%
Silver Lake	80.9%	85.4%	75.8%	93.8%	77.8%	66.7%	86.7%

Building	ELA-6	Math-6	ELA-7	Math-7	ELA-8	Math-8	Science-8
Bolich	60.2%	44.0%	68.0%	55.8%	48.6%	55.1%	66.4%
Roberts	48.9%	41.0%	52.0%	51.5%	57.9%	48.8%	78.2%

Building	Algebra 1	Geometry	ELA 1	ELA 2	Am History	Am Gov.	Biology
Bolich	96.5%	N/A	100%	N/A	100%	N/A	N/A
Roberts	96.2%	N/A	100%	N/A	94.1%	N/A	N/A
CFHS	31.4%	43.2%	63.8%	60.3%	69.3%	71.8%	70.9%

It is good to see our science 5th-and 8th-grade scores above Ohio averages. Our biology scores include students from multiple grade levels as do the Am History scores including middle school students as can be seen in the table above. There is significant work to be done with regard to our students' success on the high school end-of-course exams. Cohort 2019 includes approximately 100 students who are in danger of not graduating due to the change in Ohio Graduation Requirements and the elimination of Alternative Pathways offered to Cohort 2018.

Cohort	N	English	Mathematics	Reading	Science	Composite
2014	209	21.2/21.4	21.3/21.7	22.4/22.4	21.9/22.0	21.8/22.0
2015	213	21.0/21.4	21.0/21.7	22.5/22.5	21.9/22.1	21.7/22.0
2016	247	20.0/21.2	20.4/21.6	21.6/22.5	21.4/22.0	21.0/22.0
2017	231	20.0/21.2	20.5/21.6	21.5/22.5	21.3/22.0	21.0/22.0
2018	326	18.1/19.3	19.3/20.3	19.8/20.8	19.2/20.4	19.2/20.3

In the table above, the first number in each cell represents District data and the second number in each cell represents Ohio data. As the participation percentage of the Cohort increases, ACT scores naturally decline as demonstrated with Cohorts 2016 and 2017. For Cohort 2018, the ACT was administered to all students across the state; thus, the average score at the District and State level declined. Predominantly, the declines in Cuyahoga Falls were the same or very similar to those across Ohio. In terms of college readiness as defined by ACT (English – 18; Math – 22; Reading – 22; Science – 23), Cohort 2018 is described as follows:

- College English Composition: CF – 48%; OH – 55%
- College Algebra: CF – 30%; OH – 38%
- College Social Science: CF – 35%; OH – 43%
- College Biology: CF – 24%; OH – 35%
- Meeting All Four: CF – 16%; OH – 25%

The focus on the ACT has become emphasized as it has become part of Ohio's Graduation Requirements. In Cuyahoga Falls, we use the NWEA MAP scores to project ACT scores and provide interventions. What we need more than anything, is consistency in the requirements and options for those students who are not necessarily college bound.

Financial Expectation

We strive to ensure general fund revenues exceed expenditures by using a research-based, prescriptive, and a focused budgeting process which begins with conservative estimates of anticipated revenues. Described on the next page is the October 2017 FY18 forecast, the end-of-year totals for FY18, and the October 2018 FY19 forecast.

	FY18 – October 2017 Five-year Forecast	FY18 – Year-end Totals	FY19 – October 2018 Five-year Forecast
Revenue	\$52,293,474	\$55,382,879	\$57,186,852
Salary (100)	\$27,926,816	\$27,965,161	\$29,214,262
Benefits (200)	\$12,079,669	\$11,490,414	\$12,295,617
Purchased Services (400)	\$11,114,207	\$11,243,858	\$12,071,237
Supplies and Materials (500)	\$ 949,361	\$ 875,413	\$ 1,579,778
Capital Outlay (600)	\$ 711,729	\$ 347,648	\$ 2,940,257
Other (800)	\$ 544,587	\$ 605,596	\$ 658,937
Expenditures	\$53,396,370	\$52,634,346	\$58,830,088
Total	(\$ 1,102,896)	\$ 2,748,533	(\$ 1,643,236)

The table above shows that we were able to outperform the October projections by \$3.85 million for FY18. One significant reason for this was the passage of an Emergency Levy in November 2017. Collections commenced during the second half of FY18. For FY18, collections equaled \$1,852,063.19. Unfortunately, the trend is projected to come to an end in FY19. We are in the midst of a performance audit being conducted by the Auditor of State's Office. The final report will include recommendations designed to eliminate the deficits in the five-year forecast without the inclusion of additional revenues.

Enrollment History - October

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	324	372	391	356	392	385	348	359
1	350	350	382	374	373	390	383	362
2	372	347	341	361	374	360	390	361
3	368	379	343	343	382	380	366	380
4	392	362	370	337	351	378	377	353
5	357	401	373	389	335	354	371	358
6	353	340	401	348	396	327	339	327
7	370	399	346	406	373	396	316	320
8	394	386	368	358	404	379	388	305
9	451	496	393	364	370	414	361	368
10	341	354	405	395	373	368	395	332
11	363	317	372	436	394	380	413	419
12	397	370	343	362	426	376	352	392
OTH	45	55	71	24	25	23	25	24
Total	4,877	4,928	4,899	4,853	4,968	4,910	4,824	4,660

As Educational Choice gains in popularity, students are no longer bound by their residential boundaries. In addition to parochial options, students are able to migrate from their residential areas and districts by way of Open Enrollment, Community School options, and scholarships such as the Jon Peterson Scholarship and the Autism Scholarship. Enrollment tends to decrease as the school year progresses. The preceding table demonstrates enrollment patterns from October in each school year. For the first seven years, enrollment was relatively steady. Unfortunately, we have seen a decline in enrollment. Last year, the decrease was 114 students from October to June. This year, enrollment is down by 164 students from the previous year and 250 students from the same period two years ago.

As funding is, in part, based upon enrollment, adjustments to the budget will be necessary. As noted below, Educational Choice has made the flow of students into and out of the district very fluid. Nonetheless, Cuyahoga Falls City School District remains a desirable district due to the opportunities we provide students.

	2014-15	2015-16	2016-17	2017-18	2018-19
Open Enrollment - Out	217.015	251.93	277.65	316.18	367.23
Community School - Out	239.81	238.83	246.06	212.89	169.47
Scholarship - Out	20.28	24.20	29.15	36.45	41.00
Open Enrollment - In	341.388	379.69	479.30	555.89	575.33
Net	-135.717	-135.27	-73.56	-9.63	-2.37

The table above identifies the average daily membership (ADM) from the second school foundation payment report of October from the Ohio Department of Education. Open Enrollment numbers (in and out) include students who participate in the Six-District Educational Compact and are not traditional Open Enrollment students who have applied for enrollment in CFCSD.

As noted above, funding is based, in part, on enrollment; our objective over the last few years has been to offset the number students who have chosen to be educated outside of the district by increasing the number of students that we accept via open enrollment. The result of effort is increased revenue for the district. That said, we are alarmed by the number of residential student choosing to be educated elsewhere. Thus, we have set a goal (see below - Focus Area Goals) to reduce the number of students who choose to exit the district.

Discipline Data – 1st Quarter

	Suspensions	Students	Days
2013-2014	59	50	213
2014-2015	89	73	298
2015-2016	56	51	152
2016-2017	65	53	197
2017-2018	79	64	250.5
2018-2019	59	57	245

	Expulsions	Students	Days
2013-2014	9	9	591
2014-2015	2	2	80
2015-2016	0	0	0
2016-2017	2	2	18
2017-2018	3	3	94
2018-2019	5	5	244

Chronic Absenteeism

Building	2017-18 Local Report Card	2016-17 Local Report Card	2015-16 Local Report Card	2014-15 Local Report Card	2013-14 Local Report Card
CFHS	19.9%	17.0%	17.2%	16.0%	15.3%
Bolich	17.6%	16.4%	13.1%	13.4%	13.6%
Roberts	19.9%	12.9%	8.1%	11.7%	9.1%
DeWitt	7.0%	3.2%	3.6%	3.4%	5.6%
Lincoln	7.3%	4.9%	4.3%	3.5%	N/A
Preston	10.2%	8.3%	13.0%	12.4%	7.8%
Price	7.8%	6.4%	4.6%	7.2%	7.2%
Richardson	7.6%	7.5%	6.5%	4.7%	4.4%
Silver Lake	5.3%	6.6%	5.3%	4.1%	3.4%
District	14.4%	11.4%	10.6%	10.1%	9.9%

Chronic absenteeism, as reported on the Local Report Card, represents absences from school equal to or greater than 10% of instructional time. For the first time, the calculation was made in terms of hours rather than days. The transition took place mid-year. Additionally, for the first time, the calculation includes “tardy” to school. Thus, the comparisons above are not truly apples-to-apples. These changes were made to align with HB 410.

Demographic of Student Population

	2017-18	2016-17	2015-16	2014-15	2013-14
ADM	4,645.6	4,706.5	4,766.0	4,742.2	4,827.6
Asian	5.8%	4.6%	3.9%	3.4%	2.6%
Black	4.7%	4.4%	4.1%	3.9%	3.7%
Hispanic	2.2%	2.1%	1.9%	1.7%	1.7%
Multi-racial	5.4%	5.4%	4.9%	4.8%	4.9%
White	81.8%	83.4%	85.2%	86.1%	87.1%
SWD	15.3%	14.2%	14.2%	14.5%	15.5%
Econ Dis	44.6%	46.1%	45.7%	45.5%	43.7%
EL	3.7%	4.8%	3.9%	2.9%	2.4%

The table above is the demographic as reported on the Local Report Card for each year.

Focus Area Goals

During the spring of 2014, Cuyahoga Falls City School District engaged the community in the development of a five-year strategic plan titled CF Vision 20/20. In the strategic plan, there are four focus areas that serve as the pillars upon which all department and building goals are stacked. Year four plan goals are as follows:

Focus Area #1: College and Career Readiness

- By the end of the 2018-2019 school year, the district will help close the achievement gap for all students, by increasing the performance index for students with disabilities by 5% in ELA and math as reflected on the 2019 LRC.
- By the end of the 2018-2019 school year, each elementary school will implement two new strategies to increase kindergarten readiness experiences.
- By the end of the 2018-2019 school year, 15% of CFHS Cohort 2019 graduates will be enrolled in a two-year degree program.

Focus Area #2: Culture of Excellence

- By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every building and department district-wide.
- By the end of 2018-2019, our faculty, staff, and BOE will participate in PBIS (BTP) training.
- By the end of 2018-2019, our faculty, staff, and BOE will participate in social justice/diversity training.

Focus Area #3: Community Engagement

- We will achieve a new Master Facilities Plan by April of 2019
- By October 30, 2018, each building or department will establish a community engagement committee which will plan and host a minimum of three community engagement events during the 2018-2019 school year.

Focus Area #4: Buildings and Resource Leveraging

- The second FY19 School Foundation Payment Report (SFPR) of June will reflect a 5% reduction in the number of transfers out of the District (Open Enrollment, Community School and Special Needs Scholarships).
- By the end of 2018-2019 CFCSD staff will strengthen partnerships in support of student achievement by way of increasing outside revenue (grants/donations) by 10%.
- By the end of FY19, CFCSD Administration and the BOE will determine and implement a financial recovery plan based on the findings of the Performance Audit.

Department and Building Goals

Each year, we ask our building and department leaders to engage in dialogue with their direct reports and develop specific, measurable, attainable, results-oriented, and time-bound (SMART) goals aligned with the goals mentioned above. Each department and building is unique; however, we have a common aim and direction. As such, the goals in each department and in each building serve as action plans for the district.

Athletics/Activities

Goal #1 - Focus Area 1: College and Career Readiness

Academic Progress & Eligibility (In-Season):

- Provide an environment that encourages student-athletes to make a personal commitment to academic achievement and succeeding with academic goals. Expected passing rates during the season of a given sport by team:
 - ❖ Varsity = 100%
 - ❖ Junior Varsity = 90%
 - ❖ Freshmen = 85%
 - ❖ Middle School = 80%

Goal #2 - Focus Area #2 – Culture of Excellence

Athletic Staff Training & Retention:

- Provide at least 2 opportunities for mandatory education for all coaches related to the following areas of concentration:
 - ❖ Positive Coaching
 - ❖ Conflict Resolution
 - ❖ Leadership Development
 - ❖ External Communications
 - ❖ Sport Specific Training
 - ❖ Coaching Certifications

Goal #3 - Focus Area #2 – Culture of Excellence; Focus Area 4: Facilities and Resource Leveraging

Athletic Department & “Black Tiger Pride” Commitment:

- Continue to increase school spirit amongst all district stakeholders involving our student-athletes through a positive promotion of all school sponsored athletic events by 5%.
 - ❖ Weekly monitoring/updating of athletic website (cfallsathletics.org)
 - ❖ Increase external support for the athletic program and student-athletes to help offset operational costs and enhance competitive success.
 - ❖ District stakeholders’ outreach to promote and encourage “Black Tiger Pride” among our student-athletes, staff, and community members. To maintain open and effective communication with the public, the athletic department staff, and students to be aware of attitudes, opinions, and ideas.
 - ❖ Athletic Advisory Council

Business Operations

Buildings and Grounds

Goal #1 - Focus Area 4: Facilities and Resource Leveraging

During FY19 we will reduce overtime costs by 10% over those of FY18.

Goal #2 - Focus Area #3 – Community Engagement

Alarm, monitor, and secure all exterior doors in the district with door sensors. Also, diagram on web site for community engagement meeting and door access.

Goal #3 - Focus Area 4: Facilities and Resource Leveraging

Pilot an LED program in either a middle or elementary school gym to reduce energy costs. Disconnect ballasts and replace existing bulbs with LED lighting.

Food Services

Goal #1 - Focus Area #3 – Community Engagement

In the 2018-2019 school year, the Coordinator of the Food Service Department will collaborate with the Coordinator of English Learners to create an inaugural international culture event to highlight to our community the diverse cultures we have in our district. This event will include culture and diverse stations, speakers, performers, and food. The date of this event is tentatively scheduled for January 26, 2019.

Goal #2 - Focus Area #2 – Culture of Excellence

In the 2018-2019 school year, the food service department will create a school wellness committee. This committee will be chaired by the Coordinator of the Food Service Department. The committee will be comprised of 4-6 members and will meet 3-4 times per year.

Goal #3 - Focus Area 4: Facilities and Resource Leveraging

In the 2018-2019 school year, the food service department will increase family low balance contact by creating a parent call system. By the end of the school year, 100% of families with low balances will be notified.

Transportation

Goal #1 - Focus Area #2 – Culture of Excellence

By June 1, 2019 all drivers and monitors will have a working knowledge of our computer expectations, i.e. online timesheets, AESOP, Employee Kiosk, Public Works, email, etc.

Goal #2 - Focus Area 4: Facilities and Resource Leveraging

By May 1, 2019 the Transportation Supervisor will teach and advise the Administrative Assistant, as a back-up, how to use the Transfinder Routing Software.

Goal #3 - Focus Area #2 – Culture of Excellence

By the end of the 2018-2019 school year, the Transportation Supervisor will promote a unified, customer-service model for the Transportation Department. Drivers and monitors will be taught to handle what they can on their own. They will then direct questions, comments, and requests to the Transportation Supervisor in a warm, friendly manner.

College and Career Readiness

Developing our students to become college and career ready is our core business; thus, it is our largest department. The CCR Department is comprised of: Teaching and Learning Pk-6, Teaching and Learning 7-12+, Exceptional Children, Instructional Technology, and Student Services. SMART goals have been developed in each area.

CCR SMART Goals:

Teaching and Learning PK-6

Goal #1 - Focus Area 1: College and Career Readiness

During the 2018-2019 school year, 100% of our at risk kindergarten students as determined by fall MAP benchmark results will participate in district-wide reading readiness opportunities.

Goal #2 – Focus Area 1: College and Career Readiness

During the 2018-2019 school year, a district kindergarten screener will be created to obtain benchmark data for students entering kindergarten in the 2019-2020 school year.

Goal #3 – Focus Area 1: College and Career Readiness; Focus Area 2: Culture of Excellence

During the 2018-2019 school year, a district-wide kindergarten readiness program will be developed for implementation in the summer of 2019.

Goal #4 -Focus Area 2: Culture of Excellence; Focus Area 3: Community Engagement

During the 2018-2019 school year, parents will be provided training to support readiness skills for their student who will be entering kindergarten in the fall of 2019.

Goal #5 - Focus Area 4: Facilities and Resource Leveraging

During the 2018-2019 school year, multiple opportunities will be provided for teachers to participate in grant writing professional development.

Teaching and Learning 7-12+

Goal #1 - Focus Area #1 – College and Career Readiness

During the 2018-2019 school year, the Coordinator of 7-12 Curriculum and Instruction will facilitate connections between Stark State College and Cuyahoga Falls High School to help increase the amount of graduates enrolled in a two-year degree program from the previous cohort groups.

Goal #2 - Focus Area #2 – Culture of Excellence

During the 2018-2019 school year, multiple opportunities will be provided for staff to participate in diversity training through ERWs and teacher professional development days.

Goal #3 - Focus Area #3 – Community Engagement

By the end of the 2018-2019 school year, the Coordinator of 7-12 Curriculum and Instruction will help plan/host various community engagement functions at the high school, including CCP Night, Freshman Orientation, and Middle School CTE Visitation.

Goal #4 - Focus Area #4 – Resources and Leveraging

During the 2018-2019 school year, multiple opportunities will be provided for teachers to participate in grant-writing professional development.

Department of Exceptional Children

Goal #1 - Focus Area #1 – College and Career Readiness

By the end of the 2018-2019 school year, the district will help close the achievement gap for all students, by increasing the performance index for students with disabilities by 5% in English Language Arts (ELA) and math as reflected on the 2019 Local Report Card (LRC).

Goal #2 - Focus Area #2 – Culture of Excellence

By the end of 2018-2019 school year, our faculty, staff, and BOE will participate in PBIS, and social justice/diversity training.

Goal #3 - Focus Area #3 – Community Engagement

By the end of the 2018-2019 school year, the Office of Exceptional Children will plan and host six (6) community engagement events.

Goal #4 - Focus Area #4 – Resources and Leveraging

By the end of the 2018-2019 school year, the Department of Exceptional Children will implement an algorithm based on district SFPR reporting identifiers and ODE service recommendations to guide the allocation of departmental resources.

Student Services

Goal #1 - Focus Area #1 – College and Career Readiness

During the 2018-2019 school year, at least one meeting will be held with each building administrator to review their specific building data so they know how to interpret and use their data to tailor academics and improve achievement. In turn, building administrators can share relevant factors with their instructional staff.

Goal #2 - Focus Area #2 – Culture of Excellence

During the school year, we will welcome every new enrollment to the Black Tiger Family in a manner that demonstrates pride, respect, and loyalty in the District, making their first impression one that instills these principles and encourages their involvement. We will institute an internal enrollment checklist to verify that certain key elements are reviewed with new families in order to build and nurture a Culture of Excellence.

Goal #3 - Focus Area #4 – Resources and Leveraging

During the 2018-2019 school year we will contact 100% of our resident families who are attending charter and community schools to collect and analyze withdrawal follow-up data to identify trends.

Technology

CTIS Team:

All students will complete 75% of their respective grade level “I can” statements by the end of the 2018-2019 school year, as measured by classroom observations and grade-level teacher recordings on the “I can” statement checklist.

Media Specialist team:

By May 1, 2019, the Cuyahoga Falls media specialists will develop and implement curriculum to educate 85% of certified and administrative staff, as well as 75% of students (in each grade/per building) on the use of social media and copyright.

Technician team:

By June 30, 2019 the wireless network will have an access point in every classroom or effective through put of 100 GB/per second for those locations.

Administrator:

By May 1, 2019 with the engagement of the BTL team, all staff will have received in-service on data security, social media interaction, and ethical use of web services.

Human Resources**Goal #1 - Focus Area #1 – College and Career Readiness**

By August 9, 2019, 100% of the 66 certified staff members who have expiring credentials in SY 2018-19 will have successfully completed the ODE mandated process for license renewal as documented by the district Local Professional Development Committee (LPDC). Additionally, the Department of Human Resources will provide continued professional development sessions on the topics of the Local Professional Development Committee (LPDC) and the Resident Educator/Mentor (RESA) process, and how licensure is impacted by each organization.

Goal #2 - Focus Area #2 – Culture of Excellence

Throughout the 2018-2019 school year, in order to promote a culture of excellence within our faculty and staff, the Human Resources department will implement a comprehensive wellness program for the faculty and staff of the district. This program is planned to address all wellness needs including; physical fitness, healthy eating and cooking, preventative health, and mental health. Quarterly updates will include activities open to faculty and staff, as well as rate of participation.

Goal #3 - Focus Area #3 – Community Engagement

During the 2018-2019 school year, the Department of Human Resources will organize and sponsor two events designed to engage our staff and the Cuyahoga Falls community.

Goal #4 - Focus Area #4 – Resources and Leveraging

By the end of FY 19, the Department of Human Resources will work with the three bargaining units (CFEA, OAPSE, Local One) to implement the HR components of the financial recovery plan based on the findings of the Performance Audit.

Buildings**Cuyahoga Falls High School SMART Goals:****Goal #1 - Focus Area #1 – College and Career Readiness**

By the end of the 2018-2019 school year, Cuyahoga Falls High School will help close the achievement gap by exposing 100% of students receiving Special Education services to released materials in all AIR courses to a minimum of two (2) times per quarter.

Goal #2 - Focus Area #2 – Culture of Excellence

To pursue a Culture of Excellence, by the end of the 2018-2019 school year, every CFHS faculty member will recognize one student per month that exemplifies behaviors as defined by the Black Tiger Pride PBIS matrix.

Goal #3 - Focus Area #3 – Community Engagement

By September 30, CFHS will reach out to staff, students (through adult student advisors), parents and community members (through parent and alumni organizations) to create a building-level committee that represents stakeholders in order to coordinate, plan, and execute at least three community events during the 2018-2019 school year.

Goal #4 - Focus Area #4 – Resources and Leveraging

By the end of the 2018-2019 school year, all departments at CFHS will submit a minimum of one grant.

Bolich Middle School SMART Goals:

Goal #1 - Focus Area #1 – College and Career Readiness

By the end of the 2018-2019 school year, Bolich Middle School will help close the achievement gap for all students by increasing the proficiency percentage for students with disabilities by 5% in English Language Arts (ELA) and math as reflected on the 2019 Local Report Card (LRC).

Goal #2 - Focus Area #2 – Culture of Excellence

By the end of the 2018-2019 school year, Bolich Middle School will continue to refine our progress in PBIS implementation by comprehensively implementing a complete Tier II PBIS program and will apply for the Ohio PBIS Silver Recognition Award for 2019.

Goal #3 - Focus Area #3 – Community Engagement

By October 30, 2018, Bolich Middle School will establish a community engagement committee which will plan and host a minimum of three community engagement events during the 2018-2019 school year.

Roberts Middle School SMART Goals:

Goal #1 - Focus Area #1 – College and Career Readiness

By the end of 2018-2019 school year, Roberts Middle School will help close the achievement gap for all students by increasing the proficiency percentage for students with disabilities by 5% in ELA and Math as reflected on the 2019 local report card.

Goal #2 - Focus Area #2 – Culture of Excellence

By the end of 2018-2019 school year, 100% of Roberts Middle School faculty and staff will be trained and have implemented the new PBIS program Black Tiger Pride.

Goal #3 - Focus Area #3 – Community Engagement

By the end of 2018-2019, in collaboration with the Roberts PTA and community business partners, Roberts Middle School will have hosted three community engagement events.

Goal #4 - Focus Area #4 – Resources and Leveraging

By the end of 2018-2019, 100% of Roberts Middle School faculty and staff will be trained in grant writing.

DeWitt Elementary School SMART Goals:

Goal # 1 - Focus Area #1 – College and Career Readiness

By the end of the 2018-2019 school year, the district will help close the achievement gap for all students by increasing the proficiency percentage for students with disabilities by 5% in ELA and math as reflected on the 2019 LRC.

Goal #2 - Focus Area #2 – Culture of Excellence

By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every classroom and setting school-wide.

Goal #3 - Focus Area #3 – Community Engagement

By October 30, 2018, DeWitt will establish a community engagement committee that will plan and host a minimum of three community engagement events during the 2018-2019 school year.

Goal #4 - Focus Area #4 – Resources and Leveraging

By the end of 2018-2019, DeWitt staff will engage in exploration of grant opportunities and share resources and strategies for writing grant proposals in an effort to increase outside revenue.

Lincoln Elementary School SMART Goals:

Goal #1 - Focus Area #1 – College and Career Readiness

As evidenced by the 2019 Building Local Report Card, Lincoln Elementary will increase the achievement percentage for the subgroup Students with Disabilities (aggregate grades 3-5) in both reading and math by 5% points from the 2018 Local Report Card.

Goal #2 - Focus Area #2 – Culture of Excellence

By May 2019, all certified teachers, aides, and attendants will participate in all Year 2 training components of the Leader in Me.

Goal #3 - Focus Area #3 – Community Engagement

By May 24 2019, the Lincoln Elementary staff will host three new community engagement events. These events will consist of a family engagement night (September 28) regarding the Leader in Me for parents, a formal introductory meeting for parents regarding the Leader in Me (November 13), and a Leader in Me Leadership Day (May 8) for community members and other schools interested in the program.

Goal #4 - Focus Area #4 – Resources and Leveraging

By May 24, 2019, Lincoln Elementary School will develop and implement a personalized letter writing campaign (20 businesses) and speaking engagements/meetings (3-5) to procure monetary donations from area business and community groups to help support the Leader in Me.

Preston Elementary School SMART Goals:

Goal #1 - Focus Area #1 - College and Career Readiness

By the end of the 2018-2019 school year, Preston Elementary will help close the achievement gap for all students by increasing the proficiency for students with disabilities by 5% in ELA and MATH as reflected on the 2019 LRC

Goal #2 - Focus Area #2 - Culture of Excellence

By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every classroom and setting school-wide.

Goal #3 - Focus Area #3 -Community Engagement

By the end of the 2018-2019 school year, the Preston Staff along with our PTA will plan and host or co-host a minimum of three community engagement events.

Goal #4 - Focus Area #4 - Buildings and Resource Leveraging

By the end of the 2018-2019 school year, Preston staff will engage in exploration of grant opportunities and share resources and strategies for writing grant proposals in an effort to increase outside revenue.

Price Elementary School SMART Goals:

Goal #1 - Focus Area #1 - College and Career Readiness

By the end of the 2018-2019 school year, Price will implement two new strategies to increase kindergarten readiness experiences.

Goal #2 - Focus Area #2 - Culture of Excellence

By the end of the 2018-2019 school year, the revised Black Tiger Pride, PBIS program, will be implemented at Price.

Goal #3 - Focus Area #3 -Community Engagement

By October 30, 2018, Price will establish a community engagement committee, which will plan and host a minimum of three community engagement events during the 2018-2019 school year.

Goal #4 - Focus Area #4 - Buildings and Resource Leveraging

By the end of 2018-2019 Price will strengthen partnerships in support of student achievement by way of increasing outside revenue (grants/donations) by 10%.

Richardson Elementary School SMART Goals:

Goal #1 - Focus Area #1 - College and Career Readiness

By the end of the 2018-2019 school year, Richardson Elementary will help close the achievement gap for all students by increasing the proficiency for students with disabilities by 5% in ELA and MATH as reflected on the 2019 LRC.

Goal #2 - Focus Area #2 - Culture of Excellence

By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every classroom and setting school-wide.

Goal #3 - Focus Area #3 -Community Engagement

By the end of the 2018-2019 school year, the Richardson Staff along with our PTA will plan and host or co-host a minimum of three community engagement events.

Goal #4 - Focus Area #4 - Buildings and Resource Leveraging

By the end of the 2018-2019 school year, Richardson staff will engage in exploration of grant opportunities and share resources and strategies for writing grant proposals in an effort to increase outside revenue.

Silver Lake Elementary Schools SMART Goals:

Goal #1 - Focus Area #1 - College and Career Readiness

By the end of the 2018-2019 school year, the Silver Lake Elementary will implement two new strategies to increase Kindergarten readiness experiences.

Goal #2 - Focus Area #2 - Culture of Excellence

By the end of the 2018-2019 school year, Black Tiger Pride, PBIS program, will be implemented in every classroom and setting school-wide.

By the end of the 2018-19 school year, Silver Lake Elementary will participate in social justice/diversity training.

Goal #3 - Focus Area #3 -Community Engagement

By October 30, 2018, Silver Lake will establish a community engagement committee in conjunction with Home and School League that will plan and host a minimum of three community engagement events during the 2018-2019 school year.

Goal #4 - Focus Area #4 - Buildings and Resource Leveraging

By October 30, 2018, Silver Lake Elementary Building Leadership Team will construct a tool to be utilized in conjunction with a specific protocol to implement when a student/family indicates they are withdrawing from CFCSD to attend elsewhere.