YOUprint 2030 STRATEGIC PLAN
2020-2025 PHASE ONE
YOUNGSTOWN CITY SCHOOL DISTRICT

INFORMACIÓN EN ESPAÑOL
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THE PROCESS

YOUNGSTOWN CITY SCHOOL DISTRICT
MISSION

In an environment of high expectations, high support and no excuses, the staff of the Youngstown City School District (YCSD) will take the attitude to continually learn, lead and collaborate while using data to support each scholar in our District.

Our goal is to provide a culturally responsive, safe and positive school learning environment to enhance, empower and promote the value of learning for our scholars. Families and the Youngstown community are active participants in the educational process.

MESSAGE FROM THE CEO

It's my honor to serve as the Chief Executive Officer for the Youngstown City School District. Our 2019-2020 school year was unlike any other for all public schools across the nation. When we had to shift gears to close our schools during the COVID-19 pandemic, I'm proud to say that the community and the school district worked closely together to stay connected to our scholars, families, and staff. Our graduates were able to walk proudly across the Stambaugh stage. Still, we

OUR VISION

YCSD will be a source of pride for the entire Mahoning Valley, with its buildings functioning as hubs of academic and community activities throughout the year. Employing state-of-the-art technology, research-based educational practices, and partnerships with parents and the community, all learners will meet and surpass state standards, and the YCSD will be a model of success as an academic and community resource.
know these scholars missed out on some great moments from their senior year, and we’re proud of their resilience during this difficult time. We served more than 28,000 meals a week to our families during the school closure period thanks to the assistance of Youngstown Mayor Jamael Tito Brown and others who helped to coordinate this service.

We are committed to moving forward and will continue to listen to health officials' advice to guide us in keeping everyone safe. When information becomes available, we will share it with our staff and community right away. The new school year will begin with virtual instruction online. 2020 has also reminded us that we must talk candidly together about race—starting with focused conversations about racism in schools. YCSD is committed to embracing diversity, equity and inclusion practices.

One of my primary goals as your CEO is to create a collaborative plan to guide us in continuous improvement. The YOUprint 2030 Plan will provide a blueprint for achieving our goals over the next ten years. The initial strategic plan will be a five-year plan that will be evaluated annually. A revised strategic plan will be created in 2025 to guide us toward 2030. The plan will continue to reflect our mission and vision.

"One of my goals as your CEO is to create a collaborative plan to guide us in continuous improvement. By seeking and internalizing feedback, the District will continue to sustain and improve its operations."

"When information becomes available, we will share it with our staff and community right away."
We appreciate those who provided feedback earlier in the year about the strengths, weaknesses, opportunities and threats related to the Youngstown City School District. This input helped us to formulate this plan. We will continue to seek feedback from our staff and community and will communicate openly and transparently.

I look forward to working together as we provide a culturally responsive, safe and positive school learning environment to enhance, empower and promote the value of learning for our scholars.

Justin M. Jennings, Ed.S.
Chief Executive Officer

**WHAT IS THE YCSD YOUPRINT 2030?**

Similar to a blueprint used to design a building, the YCSD YOUPRINT 2030 will define how the Youngstown City School District should serve scholars in the future and the system-level changes we need to make to get there. This plan is the continuation of a community engagement process that will structure how we approach the future of education in our school District and community. This engagement process will be a joint effort between our school district and the community. We hope that it will be an opportunity to gather and participate in conversations that are important to our schools' future.

*The YOUPRINT 2030 Plan will provide a blueprint for achieving our goals over the next ten years.*
Families and the Youngstown community are active participants in the educational process.
EXECUTIVE SUMMARY

PRIMARY DIRECTIVE

The Youngstown City School District will follow evidence-based educational practices and cultivate partnerships with parents and the community to make sure our scholars meet and surpass state education standards. YCSD is committed to embracing diversity and inclusion practices and ending systemic racism. The District will incorporate restorative justice practices and mediation to resolve student conflict before exploring punitive discipline. Our scholars will receive guidance to choose a path for post-secondary education to attend college, career-technical programs or other avenues to prepare them to become adults. YCSD will strive to be a model of success as an academic and community resource. By seeking and internalizing feedback, the District will continue to sustain and improve its operations.

The YCSD YOUprint 2030 initiative is the result of a six-month research project to conduct a situational analysis of the District focused on identifying and addressing issues related to the organizational effectiveness of YCSD. Through the use of community and employee feedback instruments and other research, the following YOUprint 2030 plan will guide YCSD for the next ten years. This plan is a living document and will be modified as needed to provide flexibility in planning for unforeseen circumstances, changes in state or national education guidelines or needs of the community. Vanguard Public Affairs based in Lansing, Michigan, is guiding the school district through the YOUprint 2030 planning process and provides support to improve community engagement and planning efforts. The YOUprint 2030 is designed as a roadmap for continuous improvement of YCSD to support the District's strategic emphasis. This plan is built on a more detailed, rigorous curriculum outlined in specific technical documents such as curriculum guides, the ONE PLAN (District/School Improvement Plans), and the Ohio Department of Education (ODE) Learning Standards. Utilizing this precise curriculum, the school district's educational team will work collaboratively
to ensure the concepts and skills outlined in the ODE Learning Standards will increase student engagement and continuous academic achievement.

To see these learning standards, please follow this link [http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards](http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards).

**PRELIMINARY RESEARCH AND FEEDBACK**

YCSD recently completed a **SWOT analysis** to identify the District's Strengths, Weaknesses, Opportunities and Threats. A SWOT analysis is an integral part of the strategic planning process because it provides an excellent all-around view of the District's current and forward-looking situation. The strengths (S) and weaknesses (W) sections provide a look at the District's current position. The opportunities (O) and threats (T) sections help the District project possibilities and challenges. Each of these four SWOT sections has specific advantages to the overall analysis. The **YCSD SWOT results can be found in the APPENDIX of this document**. The graphic below describes the SWOT process.

![SWOT process diagram](image)

Some of these responses were taken from the K12 INSIGHT COMMUNITY PRIORITIES SURVEY conducted from January 14-31, 2020. K12 Insight is an education-support company based outside of Washington, D.C. that provides community engagement surveys for public school districts. Their survey results included feedback from more than 250 YCSD parents and guardians. These results were studied, and the top
external responses were found to be similar to the community feedback attained from the SWOT process.

The information on page ten shows the areas identified in the SWOT Feedback Report as the top strengths, weaknesses, opportunities and threats for YCSD by internal (employees) and external (parents, guardians and community stakeholders) audiences.

When the K-12 INSIGHT COMMUNITY PRIORITIES SURVEY was conducted, the YCSD had already identified student and employee absenteeism and student literacy as two areas in need of improvement. Feedback from the SWOT process confirmed these two areas as perceived weaknesses of the school district.

Our YOUprint 2030 includes the school district's 2020-2025 strategic goals. The plan is designed to build on our school district's current strengths, shore up our weaknesses, explore our opportunities for improvement and innovation, and address and eliminate where possible the threats to YCSD.

YOUprint 2030 is a planning and community engagement effort that will define how YCSD should serve our scholars in the future, including the system-level changes we need to take to get there. It is a blueprint for the future that makes the most of YCSD resources, improves efficiencies, and enhances the educational experience and academic outcomes for all scholars.

YCSD is working with our staff, parents, students and the Youngstown community to assess and evaluate our current school system to answer the question, Where are we now? We will establish goals for the future to answer the question, Where do we want to be? We will evaluate scenarios to answer the question, What options do we have for getting us from where we are now to where we want to be? We will also identify recommendations for action to answer the question, How do we get there? At the end of each year, an assessment will be conducted to answer the question, Are we getting there?
Once YCSD has completed the assessment phase and established the strategic goals for 2020-2025, we will work with the community to identify a variety of alternative scenarios or strategies for how to get from where we are today to where we want to be by 2030.

The goals outlined in this initial strategic plan reflect the mission, vision, and priorities of the Youngstown City School District. These goals also address the areas identified during the SWOT analysis process.

SEEK FEEDBACK
Seek feedback from internal and external audiences about the strengths, weaknesses, opportunities and threats of YCSD. Answer the question, WHERE ARE WE NOW?

CREATE PLAN
Create a strategic plan based on feedback and research of best practices to set goals and objectives to guide the YCSD. Answer the question, WHERE DO WE WANT TO BE?

ACTIVATE PLAN
Activate the plan and collaborate with internal and external audiences to achieve our goals. Answer the question, WHAT OPTIONS DO WE HAVE FOR GETTING US FROM WHERE WE ARE NOW TO WHERE WE WANT TO BE?
During the early months of 2020, YCSD employees and community members were asked their opinions about the Strengths, Weaknesses, Opportunities, and Threats relating to the Youngstown City School District. There were 75 total respondents, including employees, parents and guardians, alumni, community members, homeowners and other stakeholders of YCSD. Responses were analyzed and categorized, then ranked in order of relevance based on the feedback of the internal and external respondents who participated. Some of the external responses were taken from the K-12 INSIGHT COMMUNITY PRIORITIES SURVEY conducted from January 14-31, 2020. The K12 INSIGHT survey results included feedback from more than 250 YCSD parents and guardians. These results were studied, and the top external responses were found to be similar to the community feedback attained from the SWOT process.

The following is a comparative analysis of responses from the internal and external respondents who provided feedback to the Youngstown City School District. It is not uncommon to have an area of strength also be listed as an area of weakness. Perceptions are often similar among internal and external groups and occasionally match the ranking order for each area of the SWOT analysis. A detailed report is in the APPENDIX.

### STRENGTHS

Both internal and external respondents selected **HUMAN RESOURCES as the top strength** of the Youngstown City School District. The following are the specific items both groups identified in the area of Human Resources (CODE HR):

- Caring teachers and staff.
- Dedication and effort of teachers and administrators to provide a quality education for YCSD scholars.
- Teachers and other staff are supportive and helpful.
- Staff engage with students on a personal level.

Both internal and external respondents selected **COMMUNICATION as the second top strength of YCSD**. The following are the specific items both groups identified in the area of Communication (CODE COM):

- Strong communication within the District.
- YCSD has empathy for the community, scholars and families.
- Youngstown pride is at the heart of the District.
- The District works together as a team.
Internal respondents selected CURRICULUM as the third top strength of YCSD (Ranked #3 by INTERNAL), but external respondents did NOT list curriculum as a top strength. The following are the specific items the internal group identified in the area of Curriculum (CODE CURR):

- Highly qualified teachers who teach to the standards.
- YCSD stresses the importance of a quality education.
- YCSD program curriculum, such as Science of Reading.
- Willingness among staff for literacy and curriculum improvements.

External respondents selected COLLEGE PREP/CAREER TECH as the third top strength of YCSD (Ranked #3 by EXTERNAL), but internal respondents did NOT list college prep/career tech as a top strength. The following are the specific items the external group identified in the area of College Prep/Career Tech (CODE CPCT):

- Rayen Early College.
- Exceptional Advanced Placement courses and scholarships available.
- Students have the chance to excel and received advanced curriculum options.
- YREC High School.

**WEAKNESSES**

Both internal and external respondents selected COMMUNICATION as a top weakness of YCSD (INTERNAL ranked #2 and EXTERNAL ranked #1). The following are the specific items the groups identified in the area of Communication (CODE COM):

- Overall lack of communication in the District.
- YCSD needs to get the community involved.
- Lack of communication internally between teachers and staff, as well as externally between teachers and parents.

Both internal and external respondents selected CURRICULUM as a top weakness of YCSD (INTERNAL ranked #1 and EXTERNAL ranked #5). The following are the specific items the groups identified in the area of Curriculum (CODE CURR):

- Lack of standards and practices.
- Student literacy lower than it should be.
- Too many new programs partially implemented.
- Lack of curriculum policies.

Both internal and external respondents selected ADMINISTRATION as a top weakness of YCSD (INTERNAL ranked #3 and EXTERNAL ranked #5). The following are the specific items the groups identified in the area of Administration (CODE ADMIN):

- Lack of leadership in YCSD.
- Administrative inconsistencies and pettiness.
- Disconnect between administration, staff and teachers.
Poor planning and lack of structure.

Internal respondents selected **HUMAN RESOURCES PROFESSIONAL/STAFF DEVELOPMENT** as a top weakness of YCSD (INTERNAL ranked #6), but **external respondents did NOT list partnerships as a top weakness**. The following are the specific items the internal group identified in the area of Human Resources Professional/Staff Development (CODE HRSD):

- Lack of professional development opportunities.
- Lack of supportive services.
- Multi-Tiered System of Support (MTSS) procedures are too long between steps.

External respondents selected **PARTNERSHIPS** as a top weakness of YCSD (EXTERNAL ranked #1), but **internal respondents did NOT list partnerships as a top weakness**. The following are the specific items the external group identified in the area of Partnerships (CODE PTR):

- Lack of partnerships with parents, especially between parents and teachers.
- Lack of family, parent and community involvement with YCSD.
- Need for more parent-teacher organizations (PTOs).

**OPPORTUNITIES**

Both internal and external respondents selected **EXTRACURRICULAR ACTIVITIES** as a top opportunity for YCSD (INTERNAL ranked #3 and EXTERNAL ranked #1). The following are the specific items the groups identified in the area of Extracurricular Activities (CODE EC):

- Students should be more involved with local and regional competitions, cultural events and concerts.
- Sports and extracurricular activities should be available to students at every grade level.
- There is an opportunity to develop after-school programs.
- There is an opportunity to create restorative justice programs.

Both internal and external respondents selected **CURRICULUM** as a top opportunity for YCSD (INTERNAL ranked #1 and EXTERNAL ranked #5). The following are the specific items the groups identified in the area of Curriculum (CODE CURR):

- Align curriculum for K-12.
- Create better grading systems other than mandatory testing.
- Curriculum should support an honors/accelerated track.
- Consistency in curriculum, programs and standards.

Both internal and external respondents selected **COMMUNICATION** as a top opportunity for YCSD (INTERNAL ranked #2 and EXTERNAL ranked #3). The following are the specific items the groups identified in the area of Communication (CODE COM):
• Improve school climate and improve morale.
• Increase community involvement.
• Increase the number of effective communication programs in YCSD.
• Showcase the good things happening in YCSD.

Internal respondents selected **HUMAN RESOURCES as a top opportunity for YCSD (INTERNAL ranked #3), but external respondents did NOT list human resources as a top opportunity.** The following are the specific items the internal group identified in the area of Human Resources (CODE HR):

- YCSD can grow the hiring of social workers, math coaches and counselors.
- There is an opportunity to add incentives to recruit and retain teachers.
- There is an opportunity to invest in staff and encourage staff collaboration.

External respondents selected **PARTNERSHIPS as a top opportunity for YCSD (EXTERNAL ranked #2), but internal respondents did NOT list human resources as a top opportunity.** The following are the specific items the external group identified in the area of Partnerships (CODE PTR):

- There is an opportunity to create school-business partnerships.
- There is an opportunity to create better relationships between parents and teachers.
- There is an opportunity to increase the number of community partnerships.

**THREATS**

Both internal and external respondents selected **COMMUNICATION as the top threat for YCSD (INTERNAL and EXTERNAL ranked #1).** The following are the specific items the groups identified in the area of Communication (CODE COM):

- Lack of YCSD pride.
- Need for community support.
- Outside media, influences and negative press.
- Climate and culture of YCSD — fear, burnout, compliance, resistance, negativity, lack of trust.

Both internal and external respondents selected **HUMAN RESOURCES as a top threat for YCSD (INTERNAL ranked #1 and EXTERNAL ranked #5).** The following are the specific items the groups identified in the area of Human Resources (CODE HR):

- Adults are not functioning as a team.
- Student and staff attendance.
- Lack of proper training.
- Lack of staff commitment to YCSD.
Both internal and external respondents selected **DISCIPLINE as a top threat for YCSD (INTERNAL ranked #2 and EXTERNAL ranked #7)**. The following are the specific items the groups identified in the area of Discipline (CODE DIS):

- Lack of adequate school discipline programs.
- Lack of consequences for student behavior.
- Violence and disrespect of students.
- District enrolls problematic students.

Internal respondents selected **POLITICS as a top threat for YCSD (INTERNAL ranked #4)**, **but external respondents did NOT list politics as a top threat**. The following are the specific items the internal group identified in the area of Politics (CODE POLI):

- State control and HB 70 policies.
- Changes in state testing leads to cut scores every year.
- State legislature and a preference for charter schools.

Internal respondents selected **SAFETY as a top threat for YCSD (INTERNAL ranked #5)**, **but external respondents did NOT list safety as a top threat**. The following are the specific items the internal group identified in the area of Safety (CODE SFTY):

- Internal and external violence.
- Lack of safety in classrooms, the neighborhood and schools.
- Too much student to teacher violence.

External respondents listed **PARTNERSHIPS as a top threat for YCSD (EXTERNAL ranked #2)**, **but internal respondents did NOT list partnerships as a top threat**. The following are the specific items the external group identified in the area of Partnerships (CODE PTR):

- Lack of effective partnerships with families, the community and businesses.
- Relationships between parents and teachers need to become healthier.
- Lack of parental involvement.

External respondents listed **STUDENT IMPROVEMENT as a top threat for YCSD (EXTERNAL ranked #4)**, **but internal respondents did NOT list student improvement as a top threat**. The following are the specific items the external group identified in the area of Student Improvements (CODE SIP):

- Student hunger and poverty.
- Lack of student support.
- Lack of Individualized Education Plans (IEPs).
COLLABORATION WITH OHIO DEPARTMENT OF EDUCATION (ODE)

The Youngstown City School District has unique needs and works closely with the Ohio Department of Education to secure grant funding and support for our school district. This partnership includes guidelines established by ODE instructional leaders to set best practices for the utilization of a rigorous curriculum and coordinated school improvement plans. While the YOUprint 2030 is meant to be a roadmap or blueprint for the strategic direction the District is taking over the next ten years, it is backed by a detailed, rigorous curriculum outlined in specific curricular documents. These documents include curriculum guides, educational strategies in the ONE PLAN (District/School Improvement Plans), and the ODE Learning Standards (http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards). Utilizing these tools, the school district’s educational team works collaboratively to ensure the concepts and skills provided in the ODE Learning Standards’ will increase student engagement and continuous academic achievement.

Since March 2020, the YCSD has been operating under COVID-19 protocols and subsequently started the 2020-21 school year with 100-percent Remote Learning/Online Education for YCSD students/scholars. The following link connects to more information about the ODE’s guidance for public education in Ohio during the pandemic: http://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reset-Restart-Guide.pdf.aspx?lang=en-US.

YCSD will continue to provide for the needs of its students/scholars, families, and staff to make academic strides during an unprecedented time. YCSD CEO Justin M. Jennings is committed to the health and wellbeing of our scholars, families and staff as well as their educational needs. Through community partnerships and the YCSD leadership team’s efforts, emotional support, meals, and health care are being provided to address these additional needs. #YCSDFamily
The strategic planning process for YCSD is not a one-year process. It is ongoing. The following 2020-2025 strategic plan is designed to be evaluated annually and refreshed each following year. A review of the objectives aligned to each goal will be conducted to measure their progress and viability as well as budget and resource allocation and relevance or priority. The District's priorities and strategic emphasis will also be re-evaluated each year but are less likely to need any significant change since they provide the foundation of the plan. In three or four years, the situational analysis process can be conducted again to measure the District's continued progress. Strategic goals are essential because they: Drive priority setting, resource allocation, capability requirements, and budgeting activities.

The following strategic plan is designed to be adaptable. It can be revised and modified as objectives are accomplished, and new challenges arise.

**STRATEGIC GOALS FOR 2020-2025**

Strategic goals need to align with organizational culture. Think of it this way—**What we say** is the strategy, and **what we do** is the culture. Our school district's culture is a vital asset when there is consistency across the district in values, policies, practices and strategies. The Youngstown City School District's **Mission and Vision** are the foundation of the strategic plan. Each strategic area has specifically designed objectives to support the strategic goals.
The District will monitor the achievement of each area of improvement through an evaluation process every year. To better understand each area's progress, it is important to reevaluate each objective annually and establish benchmarks to guide district success over the life of the YOUprint 2030 plan. The following are the identified areas of focus for the next five years. The objectives and subsequent activity and task lists help provide a blueprint for achieving these strategic goals.

1. IMPROVE ACADEMIC PERFORMANCE

2. CREATE A CULTURE OF DIVERSITY, EQUITY, INCLUSION AND EXCELLENCE

3. IMPROVE SCHOOL-COMMUNITY RELATIONS, COMMUNICATION AND PARTNERSHIPS

4. CREATE A POSITIVE SCHOOL ENVIRONMENT THAT ENCOURAGES RESPONSIBILITY
1. IMPROVE ACADEMIC PERFORMANCE

As part of the **YOUprint 2030**, there are four specific areas identified to improve academic performance.

1. **Improve Student/Scholar Literacy**: Expected Progress or Above by 2022-2023
2. **Improve Math Instruction**: Expected Growth or Above by 2022-2023
3. **Improve Science Instruction**: Expected Growth or Above by 2022-2023

The District’s goals, strategies and action steps to improve academic performance are detailed in the **YCSD ONE PLAN SNAPSHOT (District Improvement Plan)** found here **https://drive.google.com/file/d/1-KVlkjSCav4F3DzWKRNXoL9T7vdSrAnF/view?usp=sharing**.

Youngstown City School District utilizes the **Positive Behavioral Intervention and Supports (PBIS)** system, which incorporates empirically validated practices into a framework designed to support all students and all staff within schools.

The PBIS framework is designed to:

- Prevent chronic behavioral challenges.
- Provide early intervention for children and youth displaying minor but repeated patterns of problem behavior.
- Provide pro-active supports to students/scholars and at-risk children and those with emotional disturbances to allow them to successfully remain in the general education environments with the appropriate supports.
- Provide instruction, practice and reinforcement for students regarding expected behaviors in the various school settings.

The PBIS framework provides a continuum of behavioral supports within the school environment. The three-tiered prevention logic model requires that all students receive supports at the universal or primary tier. Building “universal” behavioral supports is the core of the process and defined as those supports that apply to all students, all employees, and all settings. **Universals are defined as a clearly defined set of positively stated rules with an accompanying set of specific, positively stated behavior exemplars of each rule.** Students and staff are taught these behavioral exemplars. The second level of the continuum focuses on at-risk students/scholars who need more than universal supports for behavioral success. Interventions are provided for this targeted group of students. Finally, the third level of support is individualized and intensive. The successful implementation and sustainability of this multiltiered system of behavioral supports include support from central and building administrators.
IMPROVE ACADEMIC PERFORMANCE:

FIVE-YEAR TARGETS FOR GOAL ONE

1. Youngstown City School District will demonstrate expected progress at or above in English Language Arts as measured by the “Current Year Value-Added” for each grade level 4-8 and English/Language Arts (ELA) 2, earning a B or above on Improving K-3 Literacy.

2. Youngstown City School District will annually meet Expected Growth or above in Math as measured by the “Current Year Value-Added” for each grade level 4-8 and Algebra 1. The District will also meet the goal of grades 3-8, and scholars in Algebra 1 will increase achievement on the state assessments at a rate of 5 PERCENT each year, totaling at or above 15 PERCENT.

3. Youngstown City School District will annually meet Expected Growth or above in Science as measured by the “Current Year Value-Added” for grades 5 and 8 and Biology 1. The District will increase achievement on the state assessment at a rate of 5 PERCENT each year for totaling at or above 15 PERCENT.

EVALUATIVE MEASURES FOR GOAL ONE COULD INCLUDE:

- Improvement in student/scholar literacy could be indicated with outcomes of Expected Progress or Above by 2022-2023
- Improvement in mathematics could be indicated with outcomes of Expected Growth or Above by 2022-2023.
- Improvement in science could be indicated with outcomes of Expected Growth or Above by 2022-2023.

GOAL ONE OBJECTIVE ONE

1. IMPROVE STUDENT/SCHOLAR LITERACY

  1.1. Phonological Awareness

      1.1.1. Implement Heggerty Phonemic Awareness™ curriculum and ParaReading strategies. Learn more here, https://heggerty.org/.

      1.1.2. Implement explicit instruction for phonological awareness.

      1.1.3. Provide effective feedback to staff on implementation.

      1.1.4. Provide tiered coaching.

      1.1.5. Provide instructional strategies for improving student/scholar literacy, including phonemic curriculum and ParaReading during onboarding for new staff/substitute teachers as part of their professional development.

      1.1.6. Conduct monthly phonological-awareness literacy workshops during Family PRIDE meetings. PRIDE stands for Parents Realizing Involvement Determines Education, a YCSD program designed to increase parental involvement. This parent-engagement program provides a pathway to create active parent leadership teams for the Youngstown City School
District. Parent leaders are trained to work with other parents and to provide a network of support.

1.2. Phonics
   1.2.1. Implement Really Great Reading™ curriculum. Learn more here, [http://www.reallygreatreading.com/](http://www.reallygreatreading.com/).
   1.2.2. Teachers (K-2) will provide explicit instruction on sight/high-frequency words.
   1.2.3. Teachers (K-8) will implement explicit instruction in phonics.
   1.2.4. Principals/coaches will provide effective feedback to staff on the implementation of the phonics curriculum.
   1.2.5. Provide tiered coaching (K-8) based on implementation data.
   1.2.6. Provide monthly phonics-related literacy workshops during Family PRIDE meetings.

1.3. Vocabulary
   1.3.1. Teachers will implement components of explicit vocabulary instruction in K-5.
   1.3.2. Teachers will implement Keys to Literacy™ vocabulary strategies in grades 6-12. Learn more here, [www.keystoliteracy.com](http://www.keystoliteracy.com).
   1.3.3. Principals/central office staff will provide effective feedback (oral/written) on discrete concepts of high-quality vocabulary lessons.
   1.3.4. Provide tiered coaching (K-12) on implementation data.
   1.3.5. Provide monthly vocabulary-related literacy workshops during Family PRIDE meetings.

1.4. Background Knowledge and Comprehension
   1.4.1. Teachers will implement components of explicit vocabulary instruction.
   1.4.2. PreK-5 teachers will implement daily read aloud as outlined in Literacy Block.
   1.4.3. Teachers (K-5) will implement National Geographic Panorama™ Science (NGPS) and Panorama Social Studies (PSS) resources daily. Learn more here, [https://ngl.cengage.com/esamples/15376/31324/index.html](https://ngl.cengage.com/esamples/15376/31324/index.html).
   1.4.5. Principals/instructional coaches will provide effective feedback on NGPS, PSS and PMP resources daily.
   1.4.6. Provide tiered coaching (PreK-12).
   1.4.7. Instructional coaches will model specific strategies and refresher/ongoing training sessions for teachers.
1.4.8. Teachers will participate in professional development that includes rigorous curriculum, instructional clarity and collaboration that transform the concepts and skills outlined in the Ohio Department of Education (ODE) Learning Standards that lead to increased student engagement and continuous academic achievement.

1.4.9. Provide monthly workshops to include knowledge and comprehension outcomes during Family PRIDE meetings.

1.5. Access and Inclusive Instructional Practices

1.5.1. Schedule and conduct professional learning opportunities for teachers related to providing inclusive instructional practices.

1.5.2. Provide rigorous curriculum resources, training and support to implement a co-plan-to-serve model to all instructional employees.

1.5.3. Use Alternate Assessment participation as a decision tool.

GOAL ONE OBJECTIVE TWO

2. IMPROVE MATH INSTRUCTION

2.1. Implementation of Teaching Strategies for Tier 1 Instruction

2.1.1. Teachers will utilize the McGraw-Hill and Glencoe curriculum resources for teaching mathematics.

2.1.2. Conduct and provide follow up connectED coaching for PK-12 instructors in mathematics.

2.1.3. Principals/administration staff will receive initial and ongoing professional development (PD) on McGraw-Hill and Glencoe curriculum for mathematics.

2.1.4. Create a monitoring tool for the administrative staff to utilize in providing feedback to instructional staff.

2.1.5. Principals/instructional coaches will provide effective feedback to instructional staff.

2.1.6. Provide professional development that is aligned with the Mathematical Practice of Modeling with Mathematics curriculum.

2.1.7. The District will provide resources to all staff who teach math and encourage them to utilize the McGraw-Hill and Glencoe mathematics curriculum.

2.1.8. Provide tiered onsite follow up coaching (K-12) based on implementation data.

2.1.9. Provide math instructional strategies during onboarding for new staff/substitute teachers as professional development.

2.1.10. Teachers will participate in professional development that includes rigorous curriculum, instructional clarity and collaboration that transform the concepts and skills outlined in the Ohio Department of Education (ODE) Learning Standards.
that lead to increased student engagement and continuous academic achievement.

2.2. Implementation of Tier 2 and Tier 3 Math Interventions

2.2.1. Implementation and fidelity measures will be utilized daily by instructional staff, and principals and central office staff will provide effective feedback to instructional staff.

2.2.2. Tiered coaching will be provided (K-12), and ongoing professional development will be conducted.

2.2.3. All teachers will receive professional development to learn ways to utilize data from the NWEA Map Assessments (learn more about NWEA at www.nwea.org).

2.2.4. The District Leadership Team (DLT), Building Leadership Teams (BLTs), and Teacher-Based Teams (TLTs) will analyze NWEA Middle of Year (MOY) mathematics data.

2.2.5. Provide tiered intervention support for scholars who are at risk of failure.

2.2.6. Teachers will participate in professional development that includes rigorous curriculum, instructional clarity and collaboration that transform the concepts and skills outlined in the Ohio Department of Education (ODE) Learning Standards that lead to increased student engagement and continuous academic achievement.

2.2.7. Provide monthly mathematics workshops during Family PRIDE meetings.

2.3. Access and Inclusive Instructional Practices

2.3.1. Provide tiered intervention support for scholars who are at risk of failure.

2.3.2. Provide instructional clarity to employees about the Multi-Tiered Systems of Support.

2.3.3. Staff will receive training and support to implement a co-plan-to-serve model.

GOAL ONE OBJECTIVE THREE

3. IMPROVE SCIENCE INSTRUCTION

3.1. Implementation of Teaching Strategies for Tier 1 Instruction

3.1.1. Teachers (K-5) will implement National Geographic Panorama™ Science (NGPS) resources daily.

3.1.2. Create a monitoring tool for the administrative staff to utilize in providing feedback to instructional staff.

3.1.3. Principals/instructional coaches will provide effective feedback to instructional staff.

3.1.4. Teachers will participate in professional development that includes rigorous curriculum, instructional clarity and
collaboration that transform the concepts and skills outlined in the Ohio Department of Education (ODE) Learning Standards that lead to increased student engagement and continuous academic achievement.

3.1.5. Provide instructional strategies in science using rigorous curriculum resources during onboarding for new staff/substitute teachers as part of their professional development.

3.1.6. Provide monthly science workshops that include instructional strategies during Family PRIDE meetings.

2. CREATE A CULTURE OF DIVERSITY, EQUITY, INCLUSION AND EXCELLENCE

As part of the YOUprint 2030, four specific areas are identified to create a culture of diversity, equity, inclusion and excellence. YCSD defines DIVERSITY, EQUITY AND INCLUSION as follows:
DIVERSITY is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

EQUITY is the guarantee of fair treatment, access, opportunity, and advancement for all while striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically under-served and underrepresented populations. Fairness regarding these unbalanced conditions is needed to assist equality in providing effective opportunities to all groups.

INCLUSION is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive school district promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its staff, scholars and community members.

The Youngstown City School District will focus on maintaining an educational environment that is committed to high expectations for all—scholars/students, employees, and community—by promoting equity, fairness, embracing diversity and differences and encouraging active participation on the part of scholars, families and our community.

CREATE A CULTURE OF DIVERSITY, EQUITY, INCLUSION AND EXCELLENCE: FIVE-YEAR TARGETS FOR GOAL TWO

1. Youngstown City School District will create a diversity, equity and inclusion plan to guide the district in maintaining a culture of diversity, equity, inclusion and excellence.
2. Youngstown City School District will create methods to seek feedback from employees, students/scholars and community members to determine the school district’s effectiveness in the areas of diversity, equity and inclusion.
3. The Youngstown City School District will realize an increase in the number of diverse employees to support and provide a diverse and inclusive workforce.
4. The Youngstown City School District will monitor and adjust programs as needed to meet the needs of our diverse students/scholars, employees and families.

EVALUATIVE MEASURES FOR GOAL TWO COULD INCLUDE:

★ The creation of an effective plan for diversity, equity and inclusion for the school district.
★ Positive feedback from internal and external audiences about the fair treatment of students/scholars, employees, and families and the school district’s lack of discrimination or bias.
★ There could be an increase in the number of diverse employees hired in the school district.
★ Improvement in the school climate/culture could be indicated with an overall increase of adoption of the Tiered Fidelity Inventory (TFI) by District/building.
Positive feedback from internal and audiences saying the school district meets the needs of our diverse students/scholars, employees and families.

An increased understanding and the ability to communicate to others the school district’s definition of diversity, equity and inclusion.

An increase in the number of systems that are in place information to support anti-harassment, anti-bullying and non-discrimination of students/scholars and employees.

An increase in ratings or positive comments on social media about YCSD’s commitment to diversity, equity and inclusion.

GOAL TWO OBJECTIVE ONE
1. CREATE A DIVERSITY, EQUITY AND INCLUSION PLAN
   1.1. Evaluate Effectiveness of YCSD Diversity, Equity and Inclusion Programs and Strategies.
      1.1.1. Assess current diversity, equity and inclusion programs and create a diversity and inclusion plan to guide the school district in creating and maintaining a supportive and inclusive culture that is fair to everyone.
      1.1.2. Consider creating a task force or committee for diversity, equity and inclusion that includes students/scholars, staff and community members.
      1.1.3. Implement strategies in the diversity, equity and inclusion plan.
      1.1.4. Communicate regularly with internal and external audiences about the strategies in the diversity, equity and inclusion plan.

GOAL TWO OBJECTIVE TWO
2. CREATE STRATEGIES TO SEEK FEEDBACK FROM STUDENTS/SCHOLARS, STAFF AND THE COMMUNITY ABOUT YCSD’S DIVERSITY, EQUITY AND INCLUSION PROGRAMS.
   2.1. Create opportunities for internal and external audiences to provide feedback about the school district’s diversity, equity and inclusion programs.
      2.1.1. Create and conduct surveys.
      2.1.2. Conduct focus groups and/or town hall meetings for dialogue about the school district’s diversity, equity and inclusion programs.
      2.1.3. Communicate regularly about the issues of racism, diversity, equity, fairness and inclusion in the school district.
      2.1.4. Create a system for internal and external audiences to provide anonymous reports about concerns involving unfair treatment, discrimination or inequity in the Youngstown City School District.
      2.1.5. Provide a method to receive suggestions for training, resources and professional development opportunities relating to diversity, equity and inclusion programs.
GOAL TWO OBJECTIVE THREE
3. CREATE A DIVERSE AND INCLUSIVE WORKFORCE.
   3.1. Assess the current number of employees from diverse groups (ethnicity, age, gender, etc.)
      3.1.1. Review past and current demographic information about school district employees to create a database for measuring trends and improvement.
   3.2. Create strategies to increase the number of diverse employees.
      3.2.1. Recruit from colleges and universities with highly-diverse students.
      3.2.2. Ask diverse employees to write testimonials about the benefits of working in YCSD and to encourage people from diverse backgrounds to apply for jobs in YCSD.
   3.3. Create an environment that promotes diversity, equity and inclusion.
      3.3.1. Promote a respectful workplace.
      3.3.2. Encourage difficult dialogue about issues pertaining to diversity, fairness, racism, equity and inclusion.
   3.4. Celebrate diverse employees and diversity in general.
      3.4.1. Recognize the accomplishments of diverse employees.
      3.4.2. Encourage diverse leaders to mentor others.
      3.4.3. Recognize employees who exemplify the positive values of YCSD.
      3.4.4. Provide support for employees from diverse backgrounds.

GOAL TWO OBJECTIVE FOUR
4. MEET THE NEEDS OF OUR DIVERSE STUDENTS/SCHOLARS, EMPLOYEES AND FAMILIES.
   4.1. Provide resources for students/scholars and employees to learn about diversity, equity and inclusion.
      4.1.1. Create a speaker’s bureau and invite high-profile people to share their experiences with diversity, equity and inclusion to create awareness and understanding of these issues.
   4.2. Increase cultural awareness and sensitivity of students/scholars and employees.
      4.2.1. Celebrate awareness days, weeks and months that honor and create awareness of diversity, equity and inclusion.
      4.2.2. Provide professional development opportunities to increase knowledge of diversity, equity and inclusion.
   4.3. Create a communication and awareness campaign for diversity, equity and inclusion
      4.3.1. Share the YCSD definitions of diversity, equity and inclusion to improve the understanding of what these terms mean.
4.3.2. Provide information to support anti-harassment, anti-bullying and non-discrimination of students/scholars and employees.

4.3.3. Survey students/scholars, employees and families to learn how the school district might meet their unique needs.

4.3.4. Ask school business partners to assist with meeting the unique needs of Youngstown’s diverse community.

4.3.5. Provide opportunities and safety nets for students/scholars, employees with unique needs.

4.3.6. Build upon existing partnerships and create new partnerships that enhance YCSD’s commitment to diversity, equity and inclusion and the support of diverse populations.

GOAL TWO OBJECTIVE FIVE
5. MONITOR AND ADJUST DIVERSITY, EQUITY AND INCLUSION PROGRAMS TO MEET THE NEEDS OF INTERNAL AND EXTERNAL AUDIENCES

5.1. Review the effectiveness of the YCSD Diversity, Equity and Inclusion Plan each year.

5.1.1. Adjust the strategies as needed to provide for the diverse needs of internal and external audiences.

5.1.2. Create and maintain an environment of fairness, equity, caring and respect for others.

5.1.3. Work together to actively listen to differing opinions and encourage respectful dialogue about topics such as racism.
3. IMPROVE SCHOOL-COMMUNITY RELATIONS, COMMUNICATION AND PARTNERSHIPS

Effective school-community relations and communication programs are critical to the success of the Youngstown Community School District. As part of the YOUprint 2030, there are five specific areas identified to improve school-community relations, communication and partnerships. The Youngstown City School District will focus on maintaining an educational environment that is committed to open and transparent communication to scholars/students, employees, families, and the community by promoting dialogue, encouraging participation and improved two-way communication.

By creating and maintaining strong school communication programs, parents and families will become more actively involved in the education of our scholars. Developing effective partnerships with families requires that all school staff (administrators, teachers and support staff) create a school environment that welcomes parents and encourages them to raise questions and voice their concerns as well as to participate appropriately in decision making.

IMPROVE SCHOOL-COMMUNITY RELATIONS, COMMUNICATION AND PARTNERSHIPS:

FIVE-YEAR TARGETS FOR GOAL THREE

1. Youngstown City School District will create effective methods of communicating with students/scholars, employees, parents, families, community and other constituents.
2. Youngstown City School District will make internal communication a priority and focus on an employee-first method of communication.
3. Youngstown City School District will create a process for engaging audiences in decision-making.
4. Youngstown City School District will celebrate success and develop plans to honor students/scholars and employees for achievements and honors.
5. Youngstown City School District will increase the number of school-business partnerships by 10 PERCENT by 2022-23.

EVALUATIVE MEASURES FOR GOAL THREE COULD INCLUDE:

★ The creation of an effective communication plan for the school district.
★ Positive feedback from employees saying the school district makes internal communication a priority and employees are among the first to receive important information about the school district.
★ Positive feedback from internal and external audiences about the communication efforts of the school district.
★ There could be an increase in the number of opportunities to provide feedback from internal and external audiences.
★ Improvement in the school climate/culture could be indicated with an overall increase of adoption of the Tiered Fidelity Inventory (TFI) by District/building.
★ Positive feedback from internal and audiences saying the school district listens to the ideas and concerns of students/scholars, employees and families.
★ The number of school-business partnerships could increase by 10 PERCENT by 2022-23.
★ An increase in the number of surveys, focus groups or town hall meetings to increase engagement and encourage collaboration with the school district.
★ An increase in ratings or positive comments on social media about YCSD’s programs and effectiveness as a school district.

GOAL THREE OBJECTIVE ONE

1. CREATE EFFECTIVE METHODS OF COMMUNICATING WITH STUDENTS/SCHOLARS, EMPLOYEES, PARENTS, FAMILIES, COMMUNITY AND OTHER CONSTITUENTS.
   1.1. Review current communication practices and identify ways to improve communication in the school district.
      1.1.1. Review school district policies related to communication and update as needed.
      1.1.2. Use technology to ensure timely, efficient and effective communication.
      1.1.3. Emphasize interpersonal communication activities, targeted to key audiences.
         1.1.3.1. Encourage administrators to have personal interaction with employees.
         1.1.3.2. Encourage administrators to be involved in civic and community leadership programs.
      1.1.4. Develop specific plans for communicating about school district policies and other significant issues regarding building infrastructure, budget and finance.
   1.2. Develop a communications plan to outline the purpose and methods of communicating with internal and external audiences.
      1.2.1. Create a social media engagement plan to utilize social platforms to share information and to build engagement.
      1.2.2. Meet the communication needs and expectations of internal and external audiences.
      1.2.3. Ensure that all communication activities and services reflect and support the mission, vision, principles, and goals of the school district.
      1.2.4. Create effective two-way communication methods based on building relationships with the students/scholars, employees, families, and the Youngstown community.
      1.2.5. Establish communication programs for the CEO to build engagement and collaboration with students/scholars, employees, families, community leaders, elected officials and school-business partners.
1.2.6. Ask strategic communication questions to increase the effectiveness of communication with internal and external audiences.

1.2.6.1. Include these **strategic communication questions** as a guide for every YCSD action or activity:

- Who needs to know?
- What do they need to know?
- Why do they need to know?
- When do they need to know?
- How are we going to communicate this information to them?
- What do we want them to do with the information they receive?
- How will we evaluate the outcomes?

1.2.7. Keep the public informed about the policies, administrative operations, objectives, and educational programs of the YCSD.

1.2.8. Create methods to openly communicate full and accurate information, both favorable and unfavorable, together with interpretation and explanation of the information to internal and external audiences.

**GOAL THREE OBJECTIVE TWO**

2. ESTABLISH A SYSTEM TO MAKE INTERNAL COMMUNICATION A PRIORITY AND FOCUS ON AN EMPLOYEE-FIRST METHOD OF COMMUNICATION.

2.1. Seek feedback from employees to find out what methods of communication are preferred.

2.1.1. Create and maintain a system for emergency/crisis communication protocols to quickly inform employees about critical situations.

2.1.2. Develop standards and expectations for employee communication.

2.1.3. Involve employees in decisions that impact them.

2.1.4. Produce and distribute an internal e-newsletter.

2.1.5. Provide more information on YCSD issues to employees.

2.1.6. Use employee orientation and onboarding to emphasize the role of employees as YCSD ambassadors.

2.1.7. Share information with employees through interpersonal communication strategies through supervisors and administrative leadership.

**GOAL THREE OBJECTIVE THREE**

3. CREATE A PROCESS FOR ENGAGING AUDIENCES IN DECISION-MAKING.

3.1. Seek feedback and create informational awareness campaigns designed to build engagement and collaborative decision-making in the school district.

3.1.1. Develop fact/snapshot documents about important issues to provide an easier understanding of complex issues with the use of Infographics and post them on the website, social media and in e-
newsletters to share with internal and external audiences.

**GOAL THREE OBJECTIVE FOUR**

4. CELEBRATE SUCCESS AND DEVELOP PLANS TO HONOR STUDENTS/SCHOLARS AND EMPLOYEES FOR ACHIEVEMENTS AND HONORS.

4.1. Celebrate employee contributions and recognize them publicly on social media, on the school district website and in news releases to the media.

4.1.1. Celebrate student/scholar contributions and recognize them publicly on social media, on the school district website and in news releases to the media.

4.1.2. Create special recognition from the CEO for high achieving students/scholars and employees.

4.2. Survey employees to assess employee morale.

4.2.1. Create programs to improve employee morale and reduce employee absenteeism.

**GOAL THREE OBJECTIVE FIVE**

5. EXPAND COMMUNITY PARTNERSHIPS AND BUILD A STRONG SCHOOL-BUSINESS PARTNERSHIP NETWORK.

5.1. Assess the current level of existing school-business partnerships and volunteer programs.

5.1.1. Create a system for recruiting school-business partners and volunteers.

5.1.2. Build relationships with elected officials.

5.1.3. Maintain and improve current working relationships with the news media.

5.1.4. Create a Realtor Handbook to further educate the public about YCSD to assist realtors in providing accurate information to prospective families.
4. CREATE A POSITIVE SCHOOL ENVIRONMENT THAT ENCOURAGES RESPONSIBILITY

Educators have known for a while that a positive school climate can influence our students/scholars' motivation to learn and may improve academic performance. When our scholars are engaged in the learning process and feel safe, valued, cared for, and respected, learning will increase. As part of the YOUprint 2030, there are four specific areas identified to create a positive school environment that encourages responsibility. Our schools have faced unprecedented challenges this year due to the COVID-19 pandemic. This challenge is the latest threat to students/scholars and employee safety. YCSD must always be prepared for internal and external threats—human-made, environmental, and situational, and understand the link between school climate and school safety. Our school safety plans and procedures are created effectively and thoughtfully. The Youngstown City School District is focused on implementing an instructional and safety framework designed to improve school climate.

CREATE A POSITIVE SCHOOL ENVIRONMENT THAT ENCOURAGES RESPONSIBILITY: FIVE-YEAR TARGETS

1. Youngstown City School District will create and maintain a collaborative climate for safe, supportive, and healthy school learning environment and achieve an overall increase of adoption of the Tiered Fidelity Inventory (TFI) by District/building.
2. Youngstown City School District will create a process for improving the educational experience of our students/scholars and families to encourage positive outcomes and improve student support systems including food service and transportation.
3. Youngstown City School District will make accountability a priority and focus on budgeting procedures that encourage financial responsibility and organizational transparency.
4. Youngstown City School District will adapt to challenges such as the COVID-19 pandemic and effectively communicate the methods put in place to address these challenges.
5. Create a Positive School Climate and Culture: An overall increase of the Tiered Fidelity Inventory (TFI) by District/building. The Youngstown City School District will realize an increase in the Climate and Culture of each school community as evidenced by a score of 90 PERCENT or above on Tier 1 and a score of 50 PERCENT or above on Tier 2 of the Fidelity Inventory (TFI) to guide the District and individual buildings. Learn more about TFI here https://www.pbis.org/resource/tfi.
6. Increase Attendance of Students/Scholars and Employees: The Youngstown City School District will increase student/scholar and staff attendance rates. Student/scholar and employee attendance rates will increase by 12 PERCENT or more by 2022-2023.

EVALUATIVE MEASURES COULD INCLUDE:
Positive feedback from employees saying the school district provides a safe, supportive, and healthy school learning environment and workplace.

Positive feedback from students/scholars saying the school district provides a safe, supportive, and healthy school learning environment.

Positive financial accountability ratings.

Positive feedback regarding the transparency and accountability of the school district in regard to budgeting procedures and proper use of taxpayer funds.

Positive feedback from internal and external audiences about the leadership efforts of the school district.

There could be an increase in the number of positive comments made about the school transportation program and quality of transportation services to meet the needs of families.

There could be an increase in the number of positive comments made about the school lunch program and quality of meals.

Improvement in the school climate/culture could be indicated with an overall increase of adoption of the Tiered Fidelity Inventory (TFI) by District/building.

Positive feedback from internal and audiences about the district’s ability to address challenges such as the COVID-19 pandemic and effectively implement the methods put in place to address these challenges.

An increase in ratings or positive comments about YCSD leadership on social media in relation to YCSD’s programs, innovation and effectiveness as a school district.

Expansion and improvement in state/local infrastructure to lead and support tiered PBIS implementation and other methods to improve school climate.

An increase in the number of schools implementing Positive Behavioral Interventions and Supports (PBIS) at the Operational or Distinguished Level (fidelity).

An increase in PBIS implementation fidelity and sustainability through ongoing professional learning/professional development and personnel readiness.

An increase in student/scholar and employee attendance rates.

Participation by students/scholars in the Cleveland Browns attendance incentive program Get2School—Stay in the Game!

An increase in the number of students/scholars taking the attendance pledge.

GOAL FOUR CREATE A POSITIVE SCHOOL ENVIRONMENT THAT ENCOURAGES RESPONSIBILITY

GOAL FOUR OBJECTIVE ONE

1. CREATE A POSITIVE SCHOOL ENVIRONMENT THAT ENCOURAGES RESPONSIBILITY

1.1. Create and maintain a collaborative climate for a safe, supportive, and healthy school learning environment

1.1.1. Review perceptions of YCSD’s current culture and climate and identify ways to maintain a positive learning environment that provides for the safety and needs of students/scholars, employees, families and the Youngstown community.

1.1.2. Expand state/local infrastructure to lead and support tiered PBIS implementation and other methods to improve school climate.

1.1.3. Create a plan to increase the number of schools implementing Positive Behavioral Interventions and Supports (PBIS) at the Operational or Distinguished Level (fidelity).
1.1.4. Create a plan that results in an increase in PBIS implementation fidelity and sustainability through ongoing professional learning opportunities/professional development and personnel readiness.

1.1.5. Link safe, secure, and nurturing learning environments with Multi-Tiered System of Supports (MTSS)

1.1.6. Expand resources and training for PBIS Tier 1, Tier 2, and Tier 3 interventions through PBIS and MTSS.

1.2. Create a process for improving the educational experience of our students/scholars and families to encourage positive outcomes and improve student support systems, including food service and transportation.

1.2.1. Survey students/scholars about their perceptions about school lunches.

1.2.2. Share survey results with the YCSD food service department to plan to improve areas where needed.

1.2.3. Survey students/scholars and their families about their experiences with school transportation services.

1.2.4. Share survey results with the YCSD transportation department to plan to improve areas where needed.

1.2.5. Consider adding or enhancing existing roles of advisory committees for student service/support areas such as food service and transportation.

1.2.6. Survey internal and external audiences about their perceptions of YCSD’s accountability relating to budgeting procedures and organizational transparency.

1.2.7. Ensure a high quality and responsive customer service environment.

1.3. Maintain the highest financial reporting standards.

1.3.1. Create a community perception survey to measure perceptions about the school district’s level of accountability in areas such as budgeting, financial planning, facility planning, and organizational transparency.

1.3.2. Create a plan to reinforce the school district’s accountability procedures relating to budgeting, finance, and organizational transparency.

1.4. Plan and adapt to challenges such as the COVID-19 pandemic and effectively communicate the methods put in place to address these challenges.

1.4.1. Create a community perception survey to measure perceptions about the school district’s ability to prepare and address challenges such as the COVID-19 pandemic.

1.4.2. Share the results of the survey with internal and external audiences.

1.4.3. Monitor and adjust plans to provide for the needs of students/scholars, employees, families and the community during critical situations such as the COVID-19 pandemic.

1.4.4. Build trust between the school district and internal and external audiences by setting high standards of accountability,
transparency and communication.

1.4.5. Create and implement strategies utilizing community partnerships to feed YCSD students/scholars and families during the COVID-19 pandemic.

1.4.6. Create and implement strategies utilizing community partnerships to provide health care for YCSD students/scholars and families during the COVID-19 pandemic.

1.4.6.1. Set up YOUcare Clinics at Chaney and East High School through a partnership with QuickMed Urgent Care.

GOAL FOUR OBJECTIVE TWO
2. CREATE A POSITIVE SCHOOL CLIMATE AND CULTURE

2.1. Positive Behavioral Interventions and Supports (PBIS)

2.1.1. Provide professional development to all staff to review Universal Expectations.

2.1.2. Provide scholars with opportunities to see Universal Expectations as they are being taught and modeled daily.

2.1.3. Conduct community/family meetings to review the PBIS District Matrix.

2.1.4. Conduct family/community meetings at each building to review the relevant PBIS Building Matrix.

2.1.5. Design and implement incentives for scholars that aligns with the tiers of PBIS at each building.

2.1.6. Identified staff will provide tiered support/coaching in classroom management to be conducted for teachers to improve their classroom management techniques.

2.1.7. Staff will participate in professional development to become familiar with ACEs.

2.1.8. Onboarding will be conducted for new scholars and new staff during intake procedures to share information about Universal Expectations.

2.1.9. Informed decisions will be made to analyze gaps in the implementation of PBIS interventions and behavioral supports.

2.1.10. Targeted staff will be trained on the Crisis Prevention Institute (CPI) principles regarding prevention and de-escalation skills.

2.1.11. The District will build upon its current focus in demonstrating culturally responsive practices.

2.2. Access and Inclusive Instructional Practices

2.2.1. Schedule/conduct professional learning opportunities for teachers to provide instructional clarity to employees about the Multi-Tiered Systems of Support and the implementation of effective instruction and intervention techniques.

2.2.2. Instructional staff will receive training, support and resources to implement a co-plan model to improve inclusive instructional practices.

GOAL FOUR OBJECTIVE THREE
3. IMPROVE STUDENT/SCHOLAR AND STAFF ATTENDANCE RATES

3.1. Reduce Absenteeism of Students/Scholars and Employees—Increase Attendance Rates

3.1.1. The District will seek feedback from scholars, employees and
families to determine what might encourage them to improve attendance.

3.1.2. Campus administrators will receive training, support, and resources to implement an incentive program to improve scholars' and employees' daily attendance rates.

3.1.3. The District will seek support from community partners to provide incentives and rewards for improved attendance rates.

3.1.4. Building attendance teams will design/implement effective attendance plans for scholars to prevent chronic absenteeism.

3.1.5. Provide monthly school-attendance strategy workshops during Family PRIDE meetings.

3.1.6. Create an information and awareness campaign about the Cleveland Browns attendance incentive program Get2School—Stay in the Game!

3.1.6.1. Encourage students/scholars to get involved in the attendance incentive program and to take the attendance pledge.

3.1.7. Create a strategy that includes incentives and motivational support from campus leaders and peers to increase employee attendance.

SUMMARY STATEMENT OF STRATEGIC TARGETS FOR YCSD

THE LITERACY OF OUR SCHOLARS IS A TOP PRIORITY

Youngstown City School District was recently awarded a $1.96 million grant to support literacy
programs in the school district. Funds will be used to provide literacy coaches in YCSD and help the district reach the goals outlined in its Reading Achievement Plan, such as those for phonics, vocabulary instruction and background knowledge. The plan was approved by the Ohio Department of Education in the spring of 2020.

The four-year grant provides $393,740 for programs aimed at kids from birth to age 5, $1.05 million for kindergarten through fifth grade and $525,000 for high school programs. This grant was a collaborative effort among the different departments and buildings within the district and will offer great opportunities for our scholars.

The funds provided by the state education department come from the $42 million awarded to it by the U.S. Department of Education. Roughly 95 PERCENT of that total will be given to school districts, community schools and early childhood literacy programs. Programs that receive grants will focus on implementing practices that adhere to Ohio’s Plan to Raise Literacy Achievement.

WE MUST FOSTER A LEARNING ENVIRONMENT WHERE DIVERSITY IS ENCOURAGED

The diversity of our student body, our community and our employees is a strength that benefits our Youngstown community and should be celebrated. The District welcomes, respects, and values the diversity of its scholars, parents, staff and the broader community.

YCSD will foster a learning environment where diversity is encouraged. YCSD will work to recruit and retain a workforce that reflects the diversity of our students and community. The recruitment of diverse teachers and staff provide all students/scholars a better chance of seeing themselves as part of the education system.

Diversity in education provides all children the opportunity to learn from others with dissimilar backgrounds and recognize the value of diversity in all learning environments. Children of all races, cultures, and backgrounds must be provided with familiar role models in schools. We are committed to hiring the best employees of all backgrounds who will bring their unique talents and skills into our school system.

SCHOOL ATTENDANCE IS IMPORTANT

Student and employee attendance is important. It's a pretty simple idea when students have good attendance; they do better in school. It's also easy to understand that our scholars have a better chance of success if their teachers also have excellent attendance. YCSD defines good attendance as not missing more than one day of school a month, whether
excused or unexcused. It's no surprise that, at all levels of school, research shows attendance can impact student/scholar success. We're increasing our efforts to support families and celebrate good attendance for our scholars and our employees. If a scholar's attendance starts to get off track, we'll send letters, make phone calls and meet with parents to discuss the absences. And when students have good attendance, we'll recognize their efforts. We will celebrate our scholars and employees as they improve and retain good attendance rates. Every minute focused on learning makes a difference to successful outcomes.

YCSD is also working with the Cleveland Browns Foundation on an attendance incentive program called Get2School—Stay in the Game! We are encouraging students to share their stories about the importance of school attendance as part of the Stay in the Game program. Follow this link to learn more https://get2school.org/share-your-story/. Students are also able to take THE ATTENDANCE PLEDGE and print out a personalized certificate here https://get2school.org/take-the-attendance-pledge/. #Get2School

COLLABORATION, EFFECTIVE COMMUNICATION AND PARTNERSHIPS ARE ESSENTIAL TO EDUCATIONAL SUCCESS

Family, school and community partnerships play an essential role in supporting our scholars. School-community/business partnerships provide an excellent opportunity for collaboration and success for YCSD, its scholars, employees and families. These partnerships promote working together for the greater good of our Youngstown community.
The goal is to sustain effective partnerships over time. The range of potential partners within a community includes non-profit support agencies, cities, and organizations; they encompass people, businesses, community-based organizations, colleges/universities, religious and civic groups, and can provide meaningful opportunities for our scholars. These partnerships can provide resources and strategies to build caring communities that support families and enable success at school and beyond.

Strong school-community connections are especially critical in impoverished communities where schools can be the hub of the community. Collaborative partnerships represent a promising direction for generating essential interventions to address barriers to learning, enhancing healthy development, and strengthening families and neighborhoods. YCSD is committed to building partnerships through strong leadership and the coordination of community services and co-locating services on school sites when needed to meet the community's diverse needs.

YCSD strives to meet every scholar’s diverse needs and communicate openly and effectively with its students, employees, families, and community to build trust and provide a positive learning experience. The CEO has high expectations for continuous improvement, and the 2030 YOUprint is designed to provide a roadmap to the school district's future success.
#YCSDFamily

The Youngstown City School District considers its scholars, employees and families to be one large family. The hashtag #YCSDFamily is more than a tagline. It is a heartfelt description used to emphasize the school district’s commitment to working together, growing and supporting each other like a family. Building community pride and caring for one another is at the heart of everything we do.

WE VALUE OUR YCSD PARTNERS!
United Way Youngstown and the Mahoning Valley
"Honoring the Past, Embracing the Future."