District One Plan

April 2025-DRAFT waiting for ODEW Approval
The Waynedale community is united in our commitment to developing lifelong learners by meeting each student's social, emotional, and academic needs.

Goal One: Curriculum, Instruction & Assessments (Standard Alignment)

Root Cause Analysis

A review and analysis of our district pacing guides/curriculum resources, including assessments, to identify priority and supporting standards by grade level and vertically is needed to positively impact our student achievement and growth.

SMART Goal Statement

By 06/30/2028 we will improve the performance of All Students, in core classes, at Waynedale Local to increase 1year in typical growth using State Report Card – Progress Measure.

Student Measures:

Every Semester, ELA - iready growth of k-2 students (including SWD) will be monitored by Classroom Teacher/s, with an overall improvement of 80% on track by the end of the plan.

Every Semester, Math - iready growth of k-2 students (including SWD) will be monitored by Classroom Teacher/s, with an overall improvement of 80% on track by the end of the plan.

Every Semester, core classes will use Readiness assessments of 3-12 students (including SWD) and will be monitored by Classroom Teacher/s, with an overall improvement of 1 year in typical growth (each year) by the end of the plan.

Goal One: Curriculum, Instruction & Assessments

Strategy #1 Curriculum, Instruction & Assessments

Action Steps:

- Data analysis of standards to determine which standards are priority and supporting by grade/department. Determine intervention/enrichment supports for priority standards.
- Vertical progression of priority standards alignment and professional development on research based instruction, assessment, and ongoing PD on the literacy across disciplines to build capacity and collective efficacy to ensure all educators are equipped to successfully implement evidence-based instruction for intervention/enrichment (Hattie, Marzano, UDL & DOK)
- Monitor student growth (review SWD & EL subgroups) of priority standards. Review the work to ensure effectiveness and refine implementation if needed to plan for long-term sustainability.

Goal One: Curriculum, Instruction & Assessments

Strategy #2 Community, Family Engagement

Action Steps:

- Audit current family engagement opportunities and involvement to ensure families are active supporters and participants of their children's educational development (language & literacy early childhood including preschool).
- Survey stakeholders to collect input on current practices and review data to enhance family engagement based on feedback. Ensure families have access to materials, resources and information to support their child(ren)s learning at home (including newborn packets on child development). Promote engagement and communicate high learning expectations for all children.
- Ensure a system is in place with multiple strategies to facilitate two-way communication with parents/stakeholders on a regular basis throughout the plan and review the process each year. Involve key community partners to reinforce educational development and literacy improvement (libraries, after-school programs, health care providers and faith-based organizations with parent permission).

Goal One: Curriculum, Instruction & Assessments

Strategy #3: Professional Capital

Action Steps:

- The district will provide training and support for new teachers and continued universal coaching and support for all staff (job-embedded & ongoing)
- The district will provide a mentor teacher and programming for all teachers new to the district(ongoing) and self-guided support or small group coaching for all staff.
- The district will provide job-embedded professional development opportunities (ongoing) to enhance and support educator growth on instructional practices and assessments during mini-sessions and peer coaching to create effective communities of practice.

Goal One: Curriculum, Instruction & Assessments

Adult Measures:

- Principals will monitor staff using Walkthrough Data for HQIM and data driven instruction of priority standards each Quarter resulting in an overall improvement of 100.00 % implementation by the end of the plan.

Goal Two: Early Warning System (MTSS)

Root Cause Analysis

Implementing Multi-Tiered Systems of Support (MTSS) with fidelity will ensure the diverse needs of students are met by providing a structured, data-driven approach to prevent failure and improve outcomes for all students. Professional development focused on multi-tiered systems of support and evidenced based interventions must remain on-going in order to create a responsive classroom to implement early interventions, continuous assessments, and personalized support for every individual to ensure they receive the right level of assistance to meet all needs and ensure positive student growth.

SMART Goal Statement

By 06/30/2028 we will improve the performance of All Students (All Grades) at Waynedale Local to increase to 100.00 % in our district graduation rate using State Report Card data.

Student Measures:

An overall improvement of an increase to at least 80.00 % in post graduation surveys, will be reached for graduates in participation and completion - of the survey as reported by guidance counselor and principal (ongoing each year) each semester.

Performance in core classes using Rimps will be monitored each Quarter by Teachers and Principals, focusing on at risk students with an overall improvement of an increase to 80.00 % on track outcomes by the end of the plan.

Performance in core classes using Student Success/Grad. Plans will be monitored each Quarter by Teachers and Principals, focusing on at risk students with an overall improvement of 80.00 % on track outcomes by the end of the plan.

Goal Two: Early Warning System (MTSS)

Strategy #1: College and Career Readiness

Action Steps:

- Educators will have access to and training in necessary assessments for planning and implementing targeted interventions (UFLI) and enrichment (Active/Mastery Learning) that will be ongoing to meet student needs.
- Educators will develop and enhance intervention and enrichment supports for all students in kindergarten through grade 12 (including SWD).
- Teams will use data from valid and reliable assessments (approved & readiness) to drive decision making for student support(ongoing).

Goal Two: Early Warning System (MTSS)

Strategy #2: Community, Family Engagement

Action Steps:

- Audit current family engagement opportunities and involvement to ensure families are active supporters and participants of their children's educational development (language & literacy early childhood including preschool).
- Survey stakeholders to collect input on current practices and review data to enhance family engagement based on feedback. Ensure families have access to materials, resources and information to support their child(ren)s learning at home (including new born packets on child development). Promote engagement and communicate high learning expectations for all children.
- Ensure a system is in place with multiple strategies to facilitate two-way communication with parents/stakeholders on a regular basis throughout the plan and review the process each year. Involve key community partners to reinforce educational development and literacy improvement (libraries, after-school programs, health care providers and faith-based organizations with parent permission).

Goal Two: Early Warning System (MTSS)

Strategy #3: Professional Capital

Action Steps:

- The district will provide training and support for new teachers and continued universal coaching and support for all staff (job-embedded & ongoing)
- The district will provide a mentor teacher and programming for all teachers new to the district (ongoing) and self-guided support or small group coaching for all staff.
- The district will provide job-embedded professional development opportunities (ongoing) to enhance and support educator growth on instructional practices and assessments during mini-sessions and peer coaching to create effective communities of practice.

Goal Two: Early Warning System (MTSS)

Adult Measures:

Every Semester, intervention and enrichment instruction using Walkthrough Data of teachers serving at risk students will be monitored by Principal, with an overall improvement of an increase to 100.00 % implementation (ongoing) by the end of the plan.

Goal Three: Safe & Healthy Schools (PBIS)

Root Cause Analysis

Ongoing PBIS professional development (specifically tier three supports) for interventions and strategies must continue to reduce problematic behaviors and increase positive ones, improving both academic performance and social-emotional outcomes. This will ensure a positive, safe, and supportive school climate. All staff will focus on respect, inclusion, and proactive behavioral expectations to build a culture where students feel valued and safe.

SMART Goal Statement

By 06/30/2028 we will improve the performance of students demonstrating positive behavior, All Grades, at Waynedale Local to increase 10.00 % in Positive Outcomes using district tracking reward systems.

Student Measures:

Every Semester, Attendance data of at risk students will be monitored by Principal, with an overall improvement of a decrease in missed days each semester by the end of the plan.

Every Semester, Positive Behavior data of at risk students will be monitored by Teachers and Principals, with an overall improvement of an increase of 10.00 % by the end of the plan.

Goal Three: Safe & Healthy Schools (PBIS)

Strategy #1: School Climate and Supports

Action Steps:

- An analysis of our school-wide systems/expectations will be reviewed to enable accurate and sustained implementation of PBIS practices.
- All staff will receive continuous professional development on systematic PBIS practices to support all student needs.
- The district will continue to provide time to conduct DLT/BLT/TBT meetings to monitor and evaluate data to determine the effectiveness of student progress.

Goal Three: Safe & Healthy Schools (PBIS)

Strategy #2 Community, Family Engagement

Action Steps:

- Audit current family engagement opportunities and involvement to ensure families are active supporters and participants of their children's educational development (language & literacy early childhood including preschool).
- Survey stakeholders to collect input on current practices and review data to enhance family engagement based on feedback. Ensure families have access to materials, resources and information to support their child(ren)s learning at home (including new born packets on child development). Promote engagement and communicate high learning expectations for all children.
- Ensure a system is in place with multiple strategies to facilitate two-way communication with parents/stakeholders on a regular basis throughout the plan and review the process each year. Involve key community partners to reinforce educational development and literacy improvement (libraries, after-school programs, health care providers and faith-based organizations with parent permission).

Goal Three: Safe & Healthy Schools (PBIS)

Strategy #3: Leadership, Administration, Governance

- Each month office staff will run attendance reports and TBTs/BLTS/Principals will implement universal prevention strategies for students missing over six hours, early intervention strategies for students missing over 12 hours, and intensive intervention strategies for students missing over 25 hours.
- Principals and teachers will add monthly messaging to newsletters about benefits of attendance, with friendly reminder facts (ongoing).
- At risk students will continue to have the opportunity to participate in our Ohuddle/Grohuddle mentoring program and this outcome data will be used to provide ongoing supports.

Goal Three: Safe & Healthy Schools (PBIS)

Adult Measures:

Every Semester, personalized instructional practices will be viewed using Walkthrough Data of Fully evaluated staff monitored by Principals, with an overall improvement of an increase to 100% implementation by the end of the plan.

District One Plan Funding:

The following funding is used to support our continuous improvement initiatives within our organization. This funding is designed to help teams implement resources and processes that enhance efficiency, innovation, and overall district excellence. Our One Plan includes the required goals, strategies and action steps to foster student growth and achievement. As part of this plan, we have outlined a series of strategic initiatives aimed at enhancing student achievement across all grade levels. These efforts will serve to ensure that every student has the opportunity to reach their fullest potential.

Funding: Schoolwide Pool, Title I-A Improving Basic Programs, Title II-A Supporting Effective Instruction, Title IV-A Student Support and Academic Enrichment, Title III Language Instruction, IDEA-B Special Education and General Fund.

Data Collection Measures:

Goal One: Curriculum, Instruction & Assessments (Standard Alignment)

K-2: i-ready ELA & Math assessments (student growth)

3-12: Readiness assessments (student growth)

Adult: Data Driven Instruction using priority standards (walkthrough data)

Goal Two: MTSS

Rimps (student growth to on track)

Student Success/Grad. Plans (student growth to on track)

Graduation Surveys (student completion)

Adult: Implementation of intervention & enrichment instruction (walkthrough data)

Goal Three: PBIS

Attendance Data (progress)

Behavior Data (progress)

Adult: Implementation of personalized instructional practices (walkthrough data)