

District Priority 1: *Growth - Data Driven Collaboration*

[Consider actions taken, evidence of implementation, and evidence of impact.]

Major District Actions (related to the strategic priority)	School Reported doing the following activities. • NWEA BOY - MOY - EOY ○ Commitment to NWEA by professional development in August inservice. ○ September inservice dedicated to Data Driven Dialogue. • Inclusive School Practices ○ MSL data collection for staff will be from spring to spring ○ SPED Inclusion ○ GT Inclusion • Standards Based Grading in grade K-2 • New Curriculums ○ Writing ○ Math ○ Reading ○ Major Clarity (ICAP)
Evidence of implementation of the priority.	• Each new program was supported by a number of committees over a long process before committing to a program and investing in the resources. • New standards based report card • Brought in a Amplified Reading Coach and Student with Disabilities Coach • SPED teacher is beginning to be pushed into classrooms
Additional actions that could be implemented or expanded to support the priority.	• Consider additional transparency to the public on how decisions about curriculum and instruction are made. • There is adequate evidence to support GT and SPED programs are providing what is needed for those

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	students. SPED teachers are making an effort to push into regular ED classrooms to help differentiate instruction. The 21-22 teacher survey revealed that close to 40% of the teaching staff either disagreed or were unsure how the ELL students were being supported. • There is a significant number of students who feel like they are not supported in goal setting. It will be interesting to see if the new ICAP program will help bring this number up.
Evidence of impact of the priority actions (on students/ staff/ family).	• According to the parent survey 90% of parents feel that their student(s) are held to high standards. • The majority of students indicated on the survey that they feel like school is a place where they can take academic risks and be creative.
Additional Feedback	• Are your ELL students taking the WIDA Access test? The data that comes from this test can help all teachers know how to support each ELL in their quest to be proficient in English as learners. Educational vocabulary is different from conversational vocabulary. Additionally, how do you communicate with their parents?

District Priority 2: *Growth - Student Engagement*

Major District Actions (related to the strategic priority)	Parent & Community Engagement is extensive and impressive; students surely benefit from the opportunities they have participating in these events. (1) pathway integration (2) course options (3) SWAP (4) trade-work opportunities (5) concurrent enrollment (6) capstone objectives Inclusion of special needs students into regular ed classrooms being presented grade level material.
Evidence of implementation of the priority.	Toby King consulted with the district on how to implement the inclusion process and support the students through strategies such as scaffolding. They are finding that these strategies are beneficial to all students. In elementary, by creating SMART goals and revisiting/reevaluating progress. Evidence of impact on students can be seen in the attendance rate for both elementary and school: (E) 93.83% and (HS) 92.89; the first step in student-ownership is being present 😊 Graduation rates are close to the state average: Akron 81.8% State 82.3%
Additional actions that could be implemented or expanded to support the priority.	Make sure that within the Portrait of a Graduate committee, student engagement is incorporated by allowing students to be a part of the committee in determining what that would look like. Allowing time to plan and co plan with the paras at the elementary level to help support students and help with engagement. Also, providing time for all teachers to talk about ways they are showing student ownership.

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	Is there a student accountability committee that represents student concerns, successes, needs, or wants? A random set of students who represent their grade-levels can be a positive way to get students involved in the decision-making process and feel like their voices are being heard. Have the students come up with real-world scenarios to which the learning targets are applicable. (During Me time.) Asking “What we could do next...” Help support the families by bridging the gap to help parents/guardians learn the importance of students owning their own education.
Evidence of impact of the priority actions (on students/ staff/ family).	According to staff and administration, these implementations have positively impacted enrollment, attendance, graduation, and discipline.
Additional Feedback	How are teacher MSL’s worded so that student engagement/ownership is measurable? A: Regular meetings and surveys that are being collected by administration based on teacher responses. i.e percentage of student engagement, level of engagement, successful strategies If communication is a concern, is it possible to verify that the same message is being delivered across the board regardless of the platform being used, so no matter where a person looks, the same information is present? When the most recent survey data is released, communication could be revisited.

For all Priorities

Stakeholder Communication Plan

What is the breadth and depth of ownership from stakeholders of the district's strategic priorities?

- How do you use your lookbook? Who is the audience?

How is stakeholder ownership being developed?

- Brand your message so that every channel you utilize delivers the same message. This will make it so all stakeholders get the same information and are updated with the latest progress on the district's mission.

Resource Allocation

How are resources matched to priorities?

How could resources be better matched to priorities?