

# The Crosswalk

## Documentation of Progress

### January 2022



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## District Vision, Mission & Goals

### ***EVERY STUDENT, EVERY LESSON, EVERY DAY***

*Our professional staff will work to ensure that we deliver evidence-based instruction in every lesson, engaging every student, every day.*

*From pre-kindergarten through senior year, the Euclid City School District will provide an excellent education to our students and serve as an asset to our community. Our graduates will emerge from their high school experiences with college credit and/or industrial certifications.*

*We will organize our efforts around three goals:*

- 1. Improve student achievement.*
- 2. Maximize credibility within our community.*
- 3. Practice fiscal responsibility.*

Progress on Crosswalk Recommendations and Evidence Documents by Standard

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# Curriculum and Instruction

## Progress & Evidence

### *Standard: Curriculum and Instruction*

#### *Recommendation 1* (begin 2019-2020)

Assemble a team of administrators and teachers across all grade levels to develop a curriculum for grades preK-12 that is aligned with Ohio's Learning Standards.

#### *Action Steps*

- ❑ Create a template for pacing guides that is used by all grade levels and departments for learning targets, resources, instructional strategies and measurable outcomes that is aligned to Ohio's Learning Standards.
- ❑ Collaboratively develop curriculum maps for PK-12 ELA and math, which includes a gap analysis of resources aligned to Ohio's Learning Standards and common assessments.
- ❑ Develop a system to monitor the implementation of the curriculum that includes informal observations (walkthroughs and feedback) and monitoring lesson plans.

#### *Summary of Progress*

In 2019-2020, a math DLT sub-committee and the existing Literacy Committee worked on pacing guides and alignment. Committees included teachers and/or administrative representatives from every school in the district, as well as district administrators. The members reviewed student achievement data, examined existing pacing outlines, assessments, and resources, and reviewed state standards and test questions. Through analysis of district data and feedback from teachers, existing gaps were determined in the availability of aligned resources and consistent instructional expectations.

Our middle school had received a state grant through which we developed a Math Curriculum Alignment Coordinator position. This individual has facilitated TBT meetings, observed classrooms, and reviewed existing resources to assist teachers in focusing on state standards and student achievement. This has led to increased collaboration and to a greater focus on specific student groups.

The 2019-2020 school year was interrupted by the COVID-19 pandemic.

In the summer of 2020, elementary and middle school teachers continued work on curriculum documents, including pacing guides. Committees also reviewed best practices for instruction in hybrid or online learning, narrowing the focus to identify the most important work of the grade for this school year. During 2020-2021, there have been curriculum check-ins with all teachers, and pacing adjustments have been made as needed.

Committees have continued this year in both math and ELA. Teams have reviewed benchmarking student data, as well as best practices for instruction. Reading audits were conducted through a survey to teaching staff. Through continued analysis of data and existing resources, the members have concluded there is a need for curricular resources, primarily in math. A process has been established for choosing aligned resources for next school year at the middle and high school levels.

*Next Steps*

- ❑ The elementary pacing committee reconvenes this spring to finalize curriculum maps for next school year.
- ❑ Pilots of math curricular resources in middle and high school
- ❑ Summer work on curriculum maps for secondary teachers: middle school science and high school math/ELA/science
- ❑ Extending work on developing “look-fors” for classroom instructional practices

*Evidence Documents*

- ❑ Agendas and Notes from Committees 19-20 and 20-21
- ❑ Pacing guides/Curriculum templates - elementary/middle/high
- ❑ Math analysis of resources
- ❑ Math analysis of test scores
- ❑ Reading audit example

*Recommendation 2* (begin 2020-2021)  
Develop a system to promote high-quality instruction.

*Action Steps*

- ❑ Develop a district-wide professional development that includes best practices, instructional strategies, and higher-level thinking skills for all curriculum resources and the requirements for evidence-based instruction.
- ❑ Conduct regular classroom walkthroughs that include providing feedback on effective instructional practices.

*Summary of Progress*

During the 2020-2021 school year, much PD has focused on best practices for online instruction. Examples of this include programs such as Nearpod and Aristotle, as well as increased training on Google Classroom and Schoology, our learning management systems. There has also been training on effective instruction in synchronous/asynchronous learning and concurrent teaching.

Additional professional development at the elementary level has focused on the science of reading. Participants have been the Title 1 teachers, co-teachers, instructional coaches, and building administrators. Monthly session topics included the science of reading, explicit instruction, and vocabulary. This PD has been provided through a partnership with the SST,

who has assisted in presenting each month.

At the middle school, there has also been PD for math and ELA teachers on iReady. This has included practice with analyzing student reports, matching lessons to students, and communicating with families.

In addition to the technology PD, Algebra and Geometry teachers at the high school have also begun a review of a possible curricular resource. They are exploring the alignment to state standards, vocabulary instruction, and types of instruction suggested.

#### *Next Steps*

- ❑ Expand elementary PD to include more teachers
- ❑ Develop walkthrough “look-fors”; work with Technology Director for effective methods for collecting and summarizing the data
- ❑ Districtwide PD on explicit instruction during the 2021-2022 school year

#### *Evidence Documents*

- ❑ PD agendas/overviews from 20-21

# Assessment and the Use of Data

## Progress & Evidence

### *Standard: Assessment and the Use of Data*

#### *Recommendation 1* (begin 2019-2020)

Establish clear, well-defined systems for the school improvement process.

#### *Action Steps*

- ❑ Clearly define protocols and tools for continuous, actionable feedback from the District Leadership Team to the School Leadership Teams and the Teacher-Based Teams and back.
- ❑ Facilitate the development of building academic improvement plans with achievement goals and periodic data points to determine progress.
- ❑ Analyze teacher and administrator

professional development goals and activities.

### *Summary of Progress*

In 2019-2020, a DLT sub-committee was formed to focus on the 5-step process and the communication loop among DLT-SLT-TBT. Membership included teachers and/or administrators from each school, a district administrator, and an SST member. This committee reinforced the work of previous years by reviewing the types of feedback provided by SLTs and solidifying the process of providing feedback electronically to TBTs. The committee also refined the feedback efforts to focus on ELA and math only.

Each building wrote a School Achievement Plan, based on academic goals that stemmed from the building's state report card. Teachers chose specific student groups to focus on for each goal and implemented action steps, tracking progress for these students. Plans were reviewed quarterly by a collaborative meeting between building and district administrators.

Although School Achievement Plans could not be completed due to the elimination of spring testing and state report cards for 2019-2020, the plans were carried over into the 20-21 school year. A Companion Document was also created to remind building staff of the purpose of each section. The goals remain focused on student achievement, with action steps focused on instructional strategies.

Analysis of early literacy and 3rd-grade reading has continued. In January 2020 and January 2021, the Director of Data met with third-grade teams from each school, which included classroom teachers, intervention specialists, and administrators. Teams analyzed student performance on all subtests, comparison with this performance to district assessments, and reviewed performance on specific reading standards over time.

### *Next Steps*

- ❑ Continue to implement School Achievement Plans, collaborating with building administrators to revise as needed
- ❑ Create tighter alignment of SLT work with DLT

### *Evidence Documents*

- ❑ Agenda/Notes from DLT sub-committee 19-20
- ❑ School Achievement Plan & Companion Document
- ❑ 3rd-grade review of data - agenda, and example of what's reviewed

### *Recommendation 2* (begin 2021-2022)

Develop a district-driven process for designing, evaluating, and monitoring formative assessments and formative instructional practices in the PreK through grade 12 classrooms.

### *Action Steps*

- ❑ Develop a district committee that guides the design, evaluation, and monitoring of formative practices.
- ❑ Conduct professional development for teachers and administrators on the choice of assessments and the use of data to inform instructional practices.

# Student Supports

## Progress & Evidence

### Standard: Student Supports

#### *Recommendation 1* (begin 2019-2020)

Organize a team of district and school-level staff, community members, mental health providers, business leaders, and parents/caregivers to review student attendance data and identify non-academic barriers interrupting regular school attendance.

#### *Action Steps*

- ❑ Refer to the *Ohio Resource Guide to Reduce Chronic Absenteeism* published by the Ohio Department of Education as a guide to developing a prevention and intervention plan.
- ❑ Customize and tailor intervention at each tier to different students and grade levels. Align with CCIP/One Needs Assessment.

#### *Summary of Annual Progress*

During the 2019-2020 school year, a DLT sub-committee was formed to focus on attendance, with members from every school building, district administrators, and an SST member. The committee reviewed the categories of student supports outlined by the state in the Ohio Resource Guide. They also analyzed supports in place throughout the district focused on student attendance, as well as those in place at only specific buildings. The group categorized the supports into tiers and worked to determine which may need to be expanded throughout the district. Committee members also reviewed attendance data for students at each building.

For 2020-2021, a partnership was established with the Cleveland Browns for increasing student attendance. Incentives, such as t-shirts, have been provided by the team to assist with increasing engagement, especially at the middle and high school levels. When we return to in-person learning, we expect this partnership to expand.

A common contact log is being used throughout the district this year through Infinite Campus, our student information system. This has been used by teachers, administrators, and support staff. This common tool allows for all individuals who interact with the student to maintain consistent messages to families and track consistent communication. To date, over 14,000 entries have been added this school year.

In addition, this fall, teachers, and administrators at each building created lists of students who were not engaged, as measured by poor attendance or lack of completion of work. Family Liaisons then reached out to the families to determine barriers to engagement. This led to assistance with access points, instruction on logging in to various learning platforms, and increasing student participation.

During the second quarter, an attendance visualization was also created to allow building and district leaders to see student weekly attendance at-a-glance. By reviewing this, individuals can again reach out to families to ensure engagement in learning.

Finally, there have been efforts focused on recruitment strategies for students in CTE programs. This is one strategy to help increase the high school graduation rate and affect our Prepared for Success measure.

#### *Next Steps*

- ❑ Increase attendance visualization tracking during second semester, especially as students return to in-person learning

#### *Evidence Documents*

- ❑ Agenda/Notes from DLT 19-20 and meeting this year
- ❑ Contact Log template
- ❑ Attendance data viz for this year

#### *Recommendation 2* (begin 2020-2021)

In collaboration with the state support team, convene a district committee to review the district special education continuum of services and delivery of services for students with disabilities.

#### *Action Steps*

- ❑ Select and implement evidence-based strategies to close the identified gaps for students with disabilities in math and ELA.
- ❑ Review student and teacher class schedules to determine if students with disabilities are being served in the least restrictive environment according to the student needs.
- ❑ Provide ongoing, job-embedded professional development on the delivery of the continuum of services and the evaluation of the delivery of services to students with disabilities.

#### *Summary of Progress*

In 2019-2020, a small group of teachers and administrators participated in year one of an LRE cohort through the ESC. A continuum of services was written to identify current practices.

This school year, a review of the continuum of services is being conducted. Additionally, administrators are analyzing students who have been alternately assessed and collaborating with teachers on the new guidelines for students who take this assessment.

#### *Next Steps*

- ❑ Year 2 of LRE cohort this spring
- ❑ Review of achievement data of students in various service models
- ❑ Revision of continuum of services

*Recommendation 3* (begin 2021-2022)

Develop a multi-tiered system of supports framework for academics and integrate it with the existing district Positive Behavioral Interventions and supports framework. Include a district process to refer students for academic interventions.

*Action Steps*

- ❑ Identify and organize interventions, assessments, and resources available at each tier/level of intervention.
- ❑ Create progress monitoring tools to measure student response to the interventions implemented.
- ❑ Provide job-embedded professional development for staff on the implementation of the integrated multi-tiered systems of support for academics and behavior.

**Summary of Progress**

A DLT sub-committee has formed this school year, which consists of individuals from each building and the district level. This group is in the planning and exploration stage. They are learning the components of MTSS, building inclusive mindsets to best serve all children, and identifying structures already in place. The committee is reviewing tiered pyramids for behavioral and academic supports, looking for commonalities among buildings. The group will also look to identify effective practices that may exist at an individual building and determine how to replicate them throughout the district.

The goal is to have a full implementation in schools in the 2022-2023 school year.

**Next Steps**

- ❑ Expanding the membership of the DLT committee
- ❑ Development of districtwide pyramids of support for behavior and academics

# Fiscal Management

## Progress & Evidence

*Standard: Fiscal Management*

*Recommendation 1* (begin 2019-2020)

*Action Steps*

<p>Collaborate with district administration, building administrators, and directors to develop a budgetary process that includes collaboration and transparency from all areas, specific by building and/or department, and detailed for all accounts within each department.</p>	<ul style="list-style-type: none"> <li>❑ Continue implementation of a new accounting system for on-demand review of budgets. Quarterly training will be held for individuals and small groups.</li> <li>❑ Provide monthly updates to departments on their budgets. In March of each school year, meet to plan the following year's budget.</li> </ul>
<p><i>Recommendation 2</i> (begin 2020-2021) When assembling the five-year forecast, consider the immediate and long-term financial implications that could affect the amounts reflected on the forecast, such as the expiring levies, negotiated agreements, real estate considerations such as abatements, and others.</p>	<p><i>Action Steps</i></p> <ul style="list-style-type: none"> <li>❑ Continue to provide thorough analyses within the required forecast timelines as directed by ORC and OAC. The current forecast will be reviewed and communicated in November and May. An additional update will be provided to SeLT members in March.</li> </ul>
<p><i>Recommendation 3</i> (begin 2021-2022) Develop a method of collaborating with all district stakeholders on a regular basis that includes verifying the ODE School Foundation Report...to ensure the district is being billed only for resident students.</p>	<p><i>Action Steps</i></p> <ul style="list-style-type: none"> <li>❑ Establish monthly meetings with applicable stakeholders, including the development of internal procedures for clear and consistent reporting.</li> <li>❑ Quarterly, review the work with third-party providers to ensure it's meeting District needs regarding students in community schools and open enrollment.</li> </ul>
<p><i>Summary of Progress</i></p> <p>The new accounting system was fully implemented in the 2019-2020 school year for use by all departments. Documentation and in-person training were provided for all users and continued on an ongoing basis for new users. Reports were provided to budget administrators periodically throughout the year, with a budget review in the spring of 2020, and individual discussions with the Treasurer in the summer of 2020.</p> <p>In preparing the 5-year forecast, all sources of revenue and expenditures are considered. The forecast is reviewed with Euclid Teacher Association leadership prior to presentation to the Board, both in the fall and spring, so that they are able to ask any questions and to allow for open communication.</p> <p>In the late fall of 2020, Euclid Schools joined open checkbooks, as a way to increase transparency even further with community stakeholders. The District has also contracted with Forecast 5 to allow for better analytic reviews.</p> <p>To continue to improve internal communication and accountability for reporting areas, the EMIS Coordinator meets monthly with various departments, including Registration, Student Services, HR, Finance, and high school administration. During this collaboration, reporting</p>	

procedures and

*Next Steps*

- ❑ Meetings with budget administrators, beginning in February
- ❑ Prepare for negotiations

*Evidence Documents*

- ❑ 5-year Forecast documents
- ❑ SFPR Comparison Report
- ❑ Examples of training directions sent to current users

# Leadership, Governance, and Communication

## Progress & Evidence

### *Standard: Leadership, Governance, and Communication*

*Recommendation 1* (begin 2020-2021)

Build the instructional leadership skills of building administrators through a system of district supports that align to goals and expectations outlined in strategy 2 of *Each Child, Our Future*, Ohio's strategic plan for education.

*Action Steps*

- ❑ Develop a network of external resources to inform collaborative professional development planning efforts between district administrators and building administrators through educational leadership organizations.
- ❑ Allocate Title I and Title II Part A federal funds for principal professional development.

*Summary of Annual Progress*

There was a restructure of Title staff at the elementary buildings for this school year to allow for a greater focus on literacy. Pull-out tutors were eliminated. Instead, Title teachers have been paired with classroom teachers. The teachers receive professional development from SST members and through outside training opportunities, with the goal of increasing early

learner literacy skills.

Most administrators throughout the district attended OTES 2.0 training during the summer of 2020, often in collaborative cohorts. Though the district is still using OTES 1.0 this school year, with several individuals already trained on the next set of expectations, conversations and calibration can already begin.

Seven administrators are involved in the OLI 4 program this school year.

Next Steps:

- ❑ Continued partnership with ESC and SST
- ❑ OLi4

*Recommendation 2* (begin 2022-2023)

Increase the Board's oversight and accountability for ensuring policies and guidelines are followed and the district is appropriately allocating resources to support student achievement.

*Action Steps*

- ❑ Access Board performance diagnostics, best practices resources, and ongoing Board training and coaching services through external education firms focused on nonprofit governance and Board leadership.
- ❑ Exercise the option in BoE Policy Manual to establish committees of board members to conduct studies, make recommendations, and act in an advisory capacity.

*Recommendation 3* (begin 2022-2023)

Create systems and processes to advance effective improvement planning efforts and the tracking of progress through the development and monitoring of aligned district and school improvement plans.

*Action Steps*

- ❑ Identify and collaborate with external expertise to evaluate current systems and processes designed to support improvement planning and tracking of progress and support recommendations for necessary changes.
- ❑ Ensure resources are allocated to support improvement planning and policies and guidelines ensure focus and accountability at all levels of the organization.

# Human Resources and Professional Development

# Progress & Evidence

## Standard: Human Resources and Professional Development

### Recommendation 1 (begin 2021-2022)

Diversify educator recruitment and assignment practices to address current and future staffing needs.

### Action Steps

- ❑ Develop recruitment strategies and a new hiring process, including onboarding for new hires and transitions. Address any needed changes in board policy and develop a Workforce Planning strategy to better forecast staffing needs.
- ❑ Collaborate with ETA leadership to amend teacher assignment practices to best meet the needs of our students, based on the Ohio Department of Education Equitable Access to Excellent Educators measure.

### Summary of Progress

The Assistant Superintendent and the HR Director have done an analysis of the demographics of the district teaching staff, with a comparison to similar surrounding districts. The scholarly research suggests that a significant impact is made for Black students with even one Black teacher throughout their K-12 school career. The analysis included recommendations to the Superintendent

An outcome of this analysis is a plan to create our own CTE program in teaching professions.

### Next Steps

- ❑ Get approval as a pre-apprenticeship site
- ❑ Secure funding for the teaching position

### Recommendation 2 (begin 2022-2023)

Engage in collaborative PD planning based on Ohio's Learning Standards, Ohio Standards for Educators, and Ohio PD Standards that includes evaluation of professional development effectiveness and impact on student achievement.

### Action Steps

- ❑ Develop a process for determining the impact of professional development on student achievement.
- ❑ Establish a consistent planning process for providing professional development to address district needs and OH Standards.

### Recommendation 3 (begin 2022-2023)

Utilize the evaluation process to

### Action Steps

- ❑ Provide district evaluators with OTES and

establish responsibility for student learning by all educators.

OPES PD in an effort to calibrate evaluation practices and outcomes.

- ❑ Utilize resources on the ODE website for identifying best practices.
- ❑ Develop evaluation tools to include accountability for student learning and alignment to job responsibilities.
- ❑ non-etype administrators and certified staff.