



## CCS District One Plan FY26 - FY28 Goals and Strategies At-a-Glance



### LITERACY

#### Goals

##### SMART Goal:

Using the **State Report Card**, All Students in **all tested grade levels** attending Columbus City Schools will **increase 2 percentage points annually** from SY2023-24 in **Reading OST Proficiency** by 06/30/2028. Specific focus on strengthening reading proficiency will be measured by the percentage of **3rd grade** students proficient on the **Reading OST** increasing to **44.5%** by June 2028. [Board Goal 1]

##### Student Measures:

1. Every Semester, **Reading iReady diagnostic proficiency and mid-year progress toward stretch growth** for **Kindergarten** students will be monitored by DLT, to increase 7 percentage points to a target of **44%** by the end of the plan. (2027-28) [Board Goal 1; Interim Goal 1.1]
2. Every Semester, **Reading iReady diagnostic proficiency and mid-year progress toward stretch growth** for **1st grade** students will be monitored by DLT, to increase 7 percentage points to a target of **42%** by the end of the plan. (2027-28) [Board Goal 1; Interim Goal 1.2]
3. Every Semester, **Reading iReady diagnostic proficiency and mid-year progress toward stretch growth** for **2nd grade** students will be monitored by DLT, to increase 8 percentage points to a target of **50%** by the end of the plan. (2027-28) [Board Goal 1; Interim Goal 1.3]

##### Adult Implementation Measures:

1. **Reading/Literacy Teachers** will be monitored for implementation of **Explicit & Systematic Phonics & Phonemic Awareness Instruction** using **Learning Walks with district aligned Look Fors** every Quarter by DLT with an overall increase of 22 percentage points to a target of **95%** by end of the plan. (2027-28)
2. **Reading/Literacy Teachers** will be monitored for implementation of **Tier 1 instruction aligned to district approved resources and standard aligned instruction** using **Learning Walks with district aligned Look Fors** every Quarter by DLT with an overall increase of 17 percentage points to a target of **95%** by end of the plan. (2027-28)

#### Strategies

1. **Tier 1 Implementation** using **high quality ODEW approved curriculum**, aligned with the **Science of Reading**, incorporating **explicit and systematic instruction** to ensure all students, including English Language Learners and Students with Disabilities, are on track for graduation– Ensure teachers deliver lessons utilizing district approved curriculum to fidelity
2. **Explicit & Systematic Phonics & Phonemic Awareness Instruction** – Ensure teachers deliver structured literacy lessons with clear objectives, modeling, guided practice, and independent application during intervention.



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### MATH

#### Goals

##### SMART Goal:

Using the **State Report Card**, All Students in **all tested grade levels** attending Columbus City Schools will increase **2 percentage points annually** from SY2023-24 in **Math OST Proficiency** by 06/30/2028. Specific focus on strengthening math proficiency will be measured by the percentage of **7th grade** students proficient on the **Math OST** increasing to **23.45%** by June 2028. [Board Goal 2]

##### Student Measures:

1. Every Semester, **Math iReady diagnostic proficiency and mid-year progress toward stretch growth** for **4th grade** students will be monitored by DLT, to increase 6 percentage points to a target of **34%** by the end of the plan. (2027-28) [Board Goal 2; Interim Goal 2.1]
2. Every Semester, **Math iReady diagnostic proficiency and mid-year progress toward stretch growth** for **5th grade** students will be monitored by DLT, to increase 6.8 percentage points to a target of **35%** by the end of the plan. (2027-28) [Board Goal 2; Interim Goal 2.2]
3. Every Semester, **Math iReady diagnostic proficiency and mid-year progress toward stretch growth** for **6th grade** students will be monitored by DLT, to increase 5 percentage points to a target of **41%** by the end of the plan. (2027-28) [Board Goal 2; Interim Goal 2.3]

##### Adult Implementation Measures:

1. **Math Teachers** will be monitored for implementing the evidence-based instructional practice of **facilitating meaningful mathematical discourse** using **Learning Walks with district aligned Look Fors** every Quarter by DLT with an overall increase of 20 percentage points to a target of **77%** by end of the plan. (2027-28)
2. **Math Teachers** will be monitored for implementation of **Tier 1 instruction aligned to district approved resources and standard aligned instruction** using **Learning Walks with district aligned Look Fors** every Quarter by DLT with an overall increase of 20 percentage points to a target of **95%** by end of the plan. (2027-28)

#### Strategies

1. Teachers implement **tier 1 instruction** aligned to Ohio Learning Standards, using **district-approved curriculum and High Quality Instructional Materials (HQIM)** to ensure all students, including English Language Learners and Students with Disabilities, are on track for graduation.
2. Implement the **MTSS Mathematics Instructional Framework** by fostering the evidence-based instructional practice of **facilitating meaningful mathematical discourse** and utilizing research-based **intervention strategies** to support all students' understanding, including English Language Learners and Students with Disabilities, problem-solving, and



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### MATH

#### Goals

##### SMART Goal:

Using the **State Report Card**, All Students in **all tested grade levels** attending Columbus City Schools will increase **2 percentage points annually** from SY2023-24 in **Math OST Proficiency** by 06/30/2028. Specific focus on strengthening math proficiency will be measured by the percentage of **7th grade** students proficient on the **Math OST** increasing to **23.45%** by June 2028. [Board Goal 2]

##### Student Measures:

1. Every Semester, **Math iReady diagnostic proficiency and mid-year progress toward stretch growth** for **4th grade** students will be monitored by DLT, to increase 6 percentage points to a target of **34%** by the end of the plan. (2027-28) [Board Goal 2; Interim Goal 2.1]
2. Every Semester, **Math iReady diagnostic proficiency and mid-year progress toward stretch growth** for **5th grade** students will be monitored by DLT, to increase 6.8 percentage points to a target of **35%** by the end of the plan. (2027-28) [Board Goal 2; Interim Goal 2.2]
3. Every Semester, **Math iReady diagnostic proficiency and mid-year progress toward stretch growth** for **6th grade** students will be monitored by DLT, to increase 5 percentage points to a target of **41%** by the end of the plan. (2027-28) [Board Goal 2; Interim Goal 2.3]

##### Adult Implementation Measures:

1. **Math Teachers** will be monitored for implementing the evidence-based instructional practice of **facilitating meaningful mathematical discourse** using **Learning Walks with district aligned Look Fors** every Quarter by DLT with an overall increase of 20 percentage points to a target of **77%** by end of the plan. (2027-28)
2. **Math Teachers** will be monitored for implementation of **Tier 1 instruction aligned to district approved resources and standard aligned instruction** using **Learning Walks with district aligned Look Fors** every Quarter by DLT with an overall increase of 20 percentage points to a target of **95%** by end of the plan. (2027-28)

equitable access to high-quality math instruction.



## CCS District One Plan FY26 - FY28 Goals and Strategies At-a-Glance



### ATTENDANCE / CLIMATE & CULTURE

#### Goals

##### SMART Goal:

Using the **District Attendance Dashboard**, All Students in **All Grades** attending Columbus City Schools will decrease 7.5 percentage points to a target of **43.5%** in **Chronic Absenteeism Rate** by 01/30/2028.

##### Student Measure:

**Chronic Absenteeism** reported in the **District Attendance Dashboard** will be monitored each **Quarter** by DLT, focusing on **Students with Disabilities** to decrease 7.5 percentage points to a target of **51.2%** by the end of the plan.

##### Adult Implementation Measures:

1. Every Semester, **PBIS Implementation** will be monitored by DLT using **Tiered Fidelity Inventory 2.1 tools and rubrics for Tier 1** with at least **85% of schools scoring 70% or higher** by the end of the plan.
2. Every Semester, **PBIS Implementation** will be monitored by DLT using **Tiered Fidelity Inventory 2.1 tools and rubrics for Tier 2** with at least **70% of schools scoring 70% or higher** by the end of the plan.
3. Every Quarter, **Restorative Practices observational implementation data** of all trained staff will be monitored by DLT, with **evidence of tier 1 implementation among 75% of staff** by the end of the plan.

#### Strategies

1. Ensure district and school level assigned personnel and teams are developing and implementing **PBIS tiered interventions, strategies, and supports** to decrease chronic absenteeism and increase overall attendance while maintaining a **welcoming, safe, and positive school environment**. Research shows that implementing PBIS with fidelity and integrating attendance-focused strategies leads to a culture of accountability. Research also indicates that PBIS practices, when supported by comprehensive professional learning opportunities and a collaborative school culture, are effective in reducing chronic attendance.
2. The district will use **social and emotional learning (SEL)** and **restorative practices (RP)** to help improve climate and culture within the PBIS framework. Both SEL and RP aim to foster **positive relationships**. Research shows that when they are combined and embedded within the PBIS framework, these three approaches together create a comprehensive system that addresses the social, emotional, and behavioral needs of students
3. The district will utilize the **CCS Framework for Strong Home-School Partnerships** (developed using the evidence based **National Network of Partnerships Schools model**) as the guiding framework to implement and provide a comprehensive system of professional learning in family engagement, designed to enhance evidence-based knowledge and skills for supporting family engagement in student learning.



## CCS District One Plan FY26 - FY28 Goals and Strategies At-a-Glance



### GRADUATION

#### Goals

##### SMART Goal:

Using the **State Report Card - Graduation Rate**, All Students in **Twelfth Grade, 4-year graduation cohort** attending Columbus City Schools will increase to a target of **82.2%** for **Graduation Cohort 2027** by 06/30/2028. [Board Goal 3]

##### Student Measures:

1. Every Quarter, **Graduation - on-track criteria** of **9th grade cohort** students will be monitored by DLT to increase 3 percentage points to a target of **73%** by the end of the plan. (2027-28)  
[Board Goal 3; Interim Goal 3.1]
2. Every Quarter, **Graduation - on-track criteria** of **10th grade cohort** students will be monitored by DLT to increase 4.7 percentage points to a target of **64%** by the end of the plan. (2027-28)  
[Board Goal 3; Interim Goal 3.2]
3. Every Quarter, **Graduation - on-track criteria** of **11th grade cohort** students will be monitored by DLT to increase 7.6 percentage points to a target of **63%** at the end of the plan. (2027-28)  
[Board Goal 3; Interim Goal 3.3]

##### Adult Implementation Measure:

**Matriculation teams** will be monitored for reviewing the **percent of off-track students** with documented Tier I or II intervention in RtI and providing interventions using the **Infinite Campus RTI module & EWI flags** every Quarter by DLT to increase to a target of **90%** by end of the plan.

#### Strategies

1. Implement a district-wide **Early Warning Indicator (EWI) system** to identify students who are off track to graduation at each grade level/cohort in high school. Middle and high school buildings have matriculation teams composed of administrators, school counselors, CCRC, APEX Coordinator, teachers, etc. that work collaboratively to analyze student data and provide interventions and support to ensure that students successfully matriculate and graduate on time.
2. Utilize **observation and effective feedback for Tier 1 instruction** aligned to Ohio Learning Standards, using **district-approved curriculum and High Quality Instructional Materials (HQIM)** to ensure all students, including English Language Learners and Students with Disabilities, are on track for graduation.
3. Implement the **National Career Academy Coalition model** which combines **academic learning, career and technical education (CTE), and work-based learning**. Group students and teachers into small learning communities focused on specific career pathways and utilizing project based learning. Research on the career academy model highlights its impact on



## **CCS District One Plan FY26 - FY28 Goals and Strategies At-a-Glance**



academic achievement, workforce readiness, and social-emotional development.