

Student Achievement - School Board Summary
GOALS & OBJECTIVES

5/11/26

- 1. Increase expectations for student responsibility as a requirement for graduation at Crosby-Ironton, fostering independence, ownership, and preparedness for post-secondary success.**
 - a. By the end of the 2026-2027 school year, implement a graduation requirement framework that includes measurable benchmarks for attendance (e.g., 95% or higher), assignment completion, and participation.
 - b. Increase the graduation requirements of students to include service and volunteerism.
 - c. Establish and monitor a student self-reflection or goal-setting process with 100% student participation.
- 2. Develop and promote a stronger culture of student leadership at Crosby-Ironton by increasing opportunities for students to lead, collaborate, and contribute meaningfully to the school community.**
 - a. Expand involvement in student council and school sponsored clubs by at least 20% by the end of the 2027-2028 school year, as measured by participation records.
 - b. Establish at least two new student-led programs or committees focused on school improvement, community service, or student voice, with regular meeting schedules and documented outcomes.
 - c. Create a system at Crosby-Ironton where student representatives are actively involved in at least 75% of school committees or decision-making groups (ie. PBIS, Staff Development Committee, Technology Committee, Safety Committee, etc.), with evidence of input reflected in meeting notes or action plans.
- 3. Create engaging, hands-on learning opportunities at Crosby-Ironton that actively motivate students and deepen understanding through real-world application.**
 - a. Inventory current C-I District course planning to see what percent of time on student learning is included as hands-on, project-based learning experience that connects to real-world applications.
 - b. The C-I School District will provide at least two professional development opportunities annually focused on designing and implementing hands-on, real-world learning experiences, with 95% staff participation.
- 4. Ensure a balanced approach to student success at Crosby-Ironton by providing comprehensive academic, behavioral, and mental health support for all learners.**
 - a. 90% of Crosby-Ironton students can identify available academic, behavioral, and mental health supports, as measured by an annual student survey.
 - b. Implement and/or refine the multi-tiered system of supports (MTSS) with 100% of identified students receiving targeted academic or behavioral interventions, while being monitored at least every eight weeks.
 - c. Reduce behavioral referrals District-Wide by 15%.
 - d. Increase the percentage of students meeting grade level academic benchmarks by 10%.
- 5. Establish classroom environments at Crosby-Ironton that support a healthy balance of structure, engagement, and inclusivity to maximize student growth.**
 - a. Ensure that 100% of classrooms establish and communicate clear routines, expectations, and behavioral norms, as verified through classroom walkthroughs and common behavior matrixes.
 - b. Provide at least two professional development opportunities annually focused on engagement strategies, inclusive practices, and classroom management, with evidence of implementation observed in at least 85% of classrooms during walkthroughs.

- 6. Foster a culture at Crosby-Ironton where both students and staff are consistently present, engaged, and actively participating in classroom learning.**
 - a. Increase average daily student attendance by at least 5% and reduce the rate of chronic absenteeism by 10%, as measured by attendance records.
 - b. Achieve a staff attendance rate of 95% or higher, while ensuring consistent instructional engagement as evidenced through administrative observations and walkthrough data.
 - c. Conduct quarterly classroom walkthroughs showing at least 85% of students actively engaged in learning tasks.
- 7. Encourage instructional practices at Crosby-Ironton that incorporate meaningful assignments, including those that do not rely solely on technology, to promote critical thinking and creativity.**
 - a. Ensure that at least 50% (one out of two) assignments across all content areas and grade levels include non-digital components (written work, discussions, debates, hands-on tasks), as measured through lesson plan reviews and classroom observations.
 - b. Improve student responses related to assignment quality, critical thinking, and creativity.
 - c. Provide at least two professional development sessions annually focused on creating meaningful, high-quality assignments that balance technology use with critical thinking and creativity, with implementation observed in at least 80% of classrooms.
- 8. Strategically reduce or abandon aspects of technology use at Crosby-Ironton during the instructional day to support focus, interaction, and varied learning abilities.**
 - a. Develop and implement school-wide instructional technology guidelines by the end of the 2026-2027 school year with 100% staff trained and using the expectations consistently in classrooms.
 - b. Decrease student screen time during instructional hours by at least 1 hour per day as measured through classroom observations, device usage reports, teacher and student reporting.
 - c. Ensure that at least 50% of weekly instructional activities across core subjects incorporate non-digital learning modalities (e.g., discussion, hands-on work, collaboration), as evidenced through lesson plan reviews and walkthrough data.
- 9. Continue to maintain and expand a diverse range of high-quality, state-of-the-art courses at Crosby-Ironton that meet evolving student interests and future demands.**
 - a. Ensure at least 80% of students are enrolled in at least one elective, advanced, CTE, or specialized course aligned to their academic or career interests each year.
 - b. Complete an annual review of all course offerings using enrollment data, student feedback, and market trends, resulting in updates or revisions to at least 10% of existing courses and curriculum each year.

Student Achievement - Director / Principal Summary
GOALS & OBJECTIVES

- 1. Ensure all students demonstrate at least one year of academic growth in reading and math based on grade-level benchmarks.**
 - a. Implement consistent benchmark assessments to monitor student progress at regular intervals
 - b. Provide targeted small-group instruction based on data to address skill gaps.

- 2. Develop a structured academic intervention program at the high school to support struggling learners.**
 - a. Identify at-risk students using academic data and teacher referrals.
 - b. Provide scheduled intervention blocks focused on reading, math, and credit recovery.

- 3. Align PreK-12 systems to improve the quality and consistency of Tier I instruction in academics and behavior.**
 - a. Develop shared instructional expectations and curriculum alignment across grade levels.
 - b. Provide ongoing professional development focused on high-impact instructional strategies and classroom management.

- 4. Implement a fully functioning Multi-Tiered System of Supports (MTSS) with consistent implementation across all schools.**
 - a. Define clear processes for identifying and supporting students at Tier I, II, and III levels.
 - b. Conduct regular fidelity checks and data reviews to ensure consistent implementation.

- 5. Improve staff retention and recruit high-quality educators to strengthen classroom instruction.**
 - a. Develop a structured onboarding and mentoring program for new staff.
 - b. Increase staff satisfaction through support systems, recognition, and professional growth opportunities.

- 6. Create a peer-supported tutoring program that improves academic achievement across grade levels.**
 - a. Train upperclassmen to serve as peer tutors in core academic areas.
 - b. Schedule consistent tutoring sessions during or after school hours for targeted support.

- 7. Maximize advisory periods to support both academic growth and student mental health.**
 - a. Develop structured advisory lesson plans focused on academic skills and social-emotional learning.
 - b. Provide staff training on delivering effective advisory sessions.

- 8. Create and maintain consistent behavioral expectations to improve school climate.**
 - a. Develop a unified behavior matrix and communicate it clearly to students and staff.
 - b. Implement consistent consequences and reinforcement strategies across all classrooms.

- 9. Promote student ownership of physical, mental, and emotional health.**
 - a. Integrate health education and wellness activities into the school environment.
 - b. Provide student-led initiatives that promote healthy habits and decision-making.

- 10. Review and improve Level II and III programming at CRES to better meet student needs.**
 - a. Conduct a program audit using student outcome and placement data.
 - b. Revise interventions and placement criteria based on effectiveness and equity.

11. Strengthen teacher capacity to effectively manage student behavior in the classroom.

- a. Provide professional development on classroom management and restorative practices.
- b. Offer coaching and in-class support for teachers experiencing ongoing discipline challenges.

Recommended Goal & Objectives - 5/11/26

Goal:

Improve overall student achievement by implementing a cohesive, PreK-12 Multi-Tiered System of Supports (MTSS) that ensures consistent, high-quality Tier I instruction and effective Tier II and III interventions across all schools in both academics and behavior.

Objectives:

1. Strengthen Identification and Support Systems
Establish consistent processes across all schools to identify at-risk students using academic data and teacher input, ensuring timely placement into appropriate Tier II and Tier III interventions.
2. Implement Structured Intervention Programming
Develop and maintain a high school academic intervention program that includes dedicated time for targeted support in reading, math, and credit recovery, aligned with MTSS practices.
3. Enhance Tier I Instructional Quality and Alignment
Ensure PreK-12 alignment of curriculum, instructional expectations, and classroom management practices, supported by ongoing professional development in high-impact strategies.
4. Ensure Fidelity and Consistency of MTSS Implementation
Define and monitor clear Tier I, II, and III processes through regular data reviews and fidelity checks to guarantee consistent and effective implementation across all schools.