

Please pay particular attention to **Goal 3: Climate**, highlighted in yellow below. This section is especially germane to our goals with the LAC Mentoring Network.

Lima City Schools District Plan

2014-2015

Goal 1: Reading Improvement

Strategy 1.1: Monitor Teacher-Based Teams with the 5-step process to guide core instruction and interventions.

Adult Implementation Indicator: 100% of teaching staff will actively implement and participate in Teacher-Based Teams as embedded professional development.

Student Implementation Indicator: 80% of K-12 students will meet benchmark on district-wide Reading assessments: AIMSweb for K-2, SRI for grades 3-8, SLO Pretest for Grades 9-12. Students on Alternate Assessment will be exempt.

Action Steps:

- 1.1.1) Each school will implement and document highly effective instructional strategies.**
- 1.1.2) Use short-cycle assessment data to guide instruction and interventions.**
- 1.1.3) The BLT will monitor TBT meetings through the collection and review of minutes**

Strategy 1.2: The Implementation and Monitoring of Pacing Charts.

Adult Implementation Indicator: 100% of teaching staff will implement the pacing chart utilizing the board approved textbook and SBR resources aligned with Ohio's new Learning Standards as evidenced through lesson planning and classroom walkthrough data.

Student Implementation Indicator: 80% of students will be proficient on common quarterly assessments including students on alternate assessment. Assessments for AA students should be specific to their instruction and will be teacher created. K-6 will use textbook assessments aligned to the pacing calendar, grade 7-12 district/department created according to the pacing calendar and reflective of PARCC rigor. First quarter assessment will also be the SLO pretest. Third quarter will be the SLO post test.

Action Steps:

1.2.1) Professional development for administrators and teachers will be provided on the use of the new Wonders textbook and the Orton Gillingham phonics program.

**1.2.2) Professional development will continue in the area of
of
priority standards, unwrapping the standards, and curriculum pacing.**

1.2.3) Implement, support, and monitor Scholastic Intervention

Programs using mid-year and end year data reviews and subgroup data for Read 180/System 44 and TGRG students.

1.2.4) Implement, support and monitor the Orton Gillingham approach to phonics instruction K-2 through lesson planning and classroom walkthrough data.

Strategy 1.3: Review common quarterly, short-cycle assessment data utilizing the 5-step process.

Adult Implementation Indicator: Leadership teams will complete the 5-step process review of quarterly assessment data.

Student Implementation Indicator: 80% of student will be proficient on common quarterly assessments.

Action Steps:

1.3.1) Revise common quarterly assessments.

1.3.2) Administer common quarterly assessments.

1.3.3) Determine percent proficient and plan next steps according to the results.

Goal 2: Mathematics Improvement

Strategy 2.1: Monitor Teacher-Based Teams with the 5-step process to guide core instruction and interventions.

Adult Implementation Indicator: 100% of teaching staff will actively implement and participate in Teacher-Based Teams as embedded professional development.

Student Implementation Indicator: 80% of K-12 students will meet benchmark (3 times a year) on district-wide Math assessments. Students on Alternate Assessment may be exempt according to IEP. K-1 use TENS, Grades 2-8 use SMI, grades 9-12 use their common benchmark test.

Action Steps:

2.1.1) Each school will implement and document highly effective instructional strategies through TBT notes, principal walkthrough, and pre and post assessment data.

2.1.2) Use of short-cycle assessment data to guide instruction and interventions.

2.1.3) The BLT will monitor TBT meetings through the collection and review of minutes

Strategy 2.2: The implementation and Monitoring of Pacing Charts.

Adult Implementation Indicator: 100% of teaching staff will develop and implement the pacing chart utilizing the board approved textbook and SBR resources aligned with Ohio's New Learning Standards as evidenced through lesson planning and classroom walkthrough data.

Student Implementation Indicator: 80% of students will be proficient on common quarterly assessments. (Grades K-8

will use My Math and Glencoe Math to create common assessments, grades 9-12 will use common assessments created by the math department that will be specific for each course and reflective of PARCC's rigor while utilizing the pacing calendars. Teachers of students who take an Alternative Assessment will create the quarterly assessments using the extended standards.)

Action Steps:

2.2.1) To continue to provide professional development for administrators and teachers on Pacing Charts.

**2.2.2) Professional development will continue in the area of
of
priority standards and unwrapping standards.**

2.2.3) Implement, support, and monitor Scholastic Intervention Program. Each building will create a plan and goal for Tier 2 and Tier 3 (including Math 180) students to monitor their building usage and submit it to the DLT. Buildings will bring intervention data to support their usage goal to BLT meetings once a month.

Strategy 2.3: Full implementation of Math Solutions

Adult implementation indicator: 100% of the math teachers, building administrators and building coaches will have an understanding of the Math Solutions strategies.

Student Implementation Indicator: 80% of the students will be proficient on math quarterly assessments.

Action Steps:

2.3.1) Utilize rigorous math tasks and experiences based upon Ohio's New Learning Standards for Mathematics and the Mathematical Practices as evidenced through walkthroughs, lesson plans and TBT minutes.

2.3.2) Utilize elevated classroom mathematics discourse that includes talking, thinking, reflecting, and writing in a variety of student grouping formats as evidenced through classroom walkthroughs and TBT minutes.

Strategy 2.4: Review common quarterly, short-cycle assessment data utilizing the 5-step process.

Adult Implementation Indicator: Leadership teams will complete the 5-step process review of quarterly assessment data.

Student Implementation Indicator: 80% of student will be proficient on common quarterly assessments.

Action Steps:

2.4.1) Revise common quarterly assessments.

2.4.2) Administer common quarterly assessments.

2.4.3) Determine percent proficient and plan next steps according to the results.

Goal 3: Climate

Strategy 3.1: Implement Positive Behavior Supports.

Adult Implementation Indicator: 100% of staff will implement positive expectations for student behavior.

Student Implementation Indicator: SWIS data will show that 90% or more of students will have 2 or less behavior referrals.

Student Implementation Indicator: Each building will have a minimum of 93.1% attendance rate.

Actions Steps:

3.1.1) The PBIS or BLT will use the 5 step process to analyze SWIS data and walkthrough data to align strategies needed for improving classroom management.

3.1.2) Each building will identify and implement school wide SBR positive behavior supports.

3.1.3) Professional Development on the Keys to Successful School, Family and Community Partnerships.

3.1.4) Each building will increase School/Family/Community Partnerships.

Strategy 3.2: Implementation of Extensive Behavioral Interventions

Adult Implementation Indicator: 100% of Administrators, Social Workers and Guidance Counselors will participate in PD and ongoing meetings to assist staff in implementing intensive interventions.

Student Implementation Indicator: SWIS data will indicate that less than 10% of the students will have discipline referrals in a nine week period.

Action Steps

3.2.1) Training in Early Warning Indicators in grades 6-9 for School Social Workers, Guidance Counselors and Assistant Principals.

3.2.2) Ongoing professional development in the area of strategies for disruptive behavior and social-emotional difficulties in school settings.

3.2.3) Implementation of District Threat Assessment Team.

3.2.4) Each building will implement extensive behavioral interventions (ex: FBAs, CAST, Agency referrals).