

## **ACADEMIC RECOVERY PLAN FOR LORAIN CITY SCHOOLS**

The Lorain Academic Distress Commission (LADC) was established by the State Superintendent of Public Instruction in April of 2013, pursuant to Section 3302.10 of the Ohio Revised Code (ORC). The statute requires that the Superintendent establish an Academic Distress Commission for each school district that has been declared in academic emergency pursuant to Section 3302.03 of the ORC and has failed to make adequate yearly progress for four or more consecutive years. The ORC further requires that the LADC develop an Academic Recovery Plan (ARP) and submit the ARP for the State Superintendent of Public Instruction's approval within 120 days of the creation of the LADC.

The LADC adopted this ARP on August 19, 2013, meeting its statutory obligation to adopt an ARP that addresses academic problems at both the district and school levels and includes:

- Short-term and long-term actions to be taken to improve the district's academic performance leading to state standards;
- Sequence and timing of the actions and the persons responsible for executing the actions.
- Resources that will be applied toward the improvement efforts;
- Procedures for monitoring and assessing the improvement efforts; and
- Requisites of reporting results to the commission and the district board of education on the status of improvement efforts.

The LADC will monitor regularly the implementation of this plan and will modify the plan based upon the district's progress toward achieving the goals and using identified progress measures. The ultimate goal of the LADC is to improve academic achievement for the students of the Lorain City School District (LCSD) to such an extent so as to create the situation that per the ORC the ADC will cease to exist. And per the ORC, the LADC shall cease to exist when the LCD receives a grade of "C" or better for both the performance index score and the value-added progress dimension for two of the three prior school years, as outlined in section 3302.03 of the ORC.

The LADC believes that it is the primary responsibility of every school district to teach students in a manner that will allow them to individually become the very best that they can become. However, given the reality of the LADC's mission, as prescribed by the ORC, while the LADC realizes that all academic and extra-curricular activities enrich the lives and academic experience of students, the LADC has confined the majority of the Academic Recovery Plan to the areas of Reading and Mathematics (Math) as they make up the vast majority of the Local Report Card (LRC) and are the primary determinants related to a school district's achievement on the Performance Index and Value Added Measures.

However, the LADC also recognizes the tremendous importance that academic subjects, other than reading and math, contribute to the success of a student. The LADC recognizes that many students are supported in their development of reading and math skills through other academic subjects. The LADC also recognizes the significant importance that extra-curricular and co-curricular activities play in the lives of students and the important support those extra-curricular

and co-curricular activities provide for the learning of reading and math. Therefore, while the LADC has focused the majority of the ARP on the achievement of Reading and Math, the LADC strongly encourages the LCSD to ensure that all student academic and non-academic activities support reading and math and support the development of the entire child.

The LADC had hoped to include achievement data from the 2012-13 school year in this report, as the LADC believes that academic achievement progress has been made during the most recent school year as a result of the efforts of Superintendent and the LCSD team. However, the timing required for the adoption of the ARP and the timing of the release of LRC achievement data by the Ohio Department of Education (ODE) precluded the LADC from including 2013 academic achievement data, as these data will not be released until after the ARP is required to be submitted to the State Superintendent of Public Instruction. As such, the historical achievement data referenced in the ARP are data from the 2011-12 LRC.

The LADC utilized data provided through the ODE's website, as well as, the 'Summary of Findings & Areas of Concern Report' compiled from the Spring 2013 ODE assessment audit of the LCSD as the basis for the development of the ARP. These data and reports are included as an appendix. (See Appendix A) The LADC also followed a purposeful and strategic process in the development of the ARP. This process took the LADC through an in-depth learning process related to the Ohio Accountability System, the Ohio Academic Content Standards and the ORC, as it pertains to the LADC. The writing process involved all members of the LADC, members of the ODE staff and members of the LCSD.

For the purpose of the writing of the ARP the LADC utilized 2011-12 LRC achievement data, as indicated above. Further, the LADC was limited to the use of only district wide data, as the configuration of schools and grade levels of students attending schools has changed significantly. This has occurred due to changes in school configurations related to Ohio School Facility Commission projects and attempts within the school district to increase academic achievement through school reorganization efforts.

Beginning with the annual updates to the ARP, the 2012-2013 LRC data for individual school sites, will be used as an additional baseline data set to measure growth. This will become possible as the school configurations have been stabilized based upon the 2012-13 school year configurations. Therefore, in developing the ARP, the ADC was able to only make realistic district-wide longitudinal grade level comparisons of achievement.

As previously indicated, the LADC relied heavily on the 'Summary of Findings & Areas of Concern Report' from the ODE Assessment of the LCSD performance including Areas of High Performance, Comparative Financial and Cost per Pupil Information, and Areas of Low Performance and Concern. These data are based upon LRC data, staff surveys and onsite school observations. A synopsis of the summary of findings is listed below:

### **Summary of ODE Findings and Areas of Concern:**

- Alignment of curriculum (program & content), instruction, and assessment to Ohio Standards, including Common Core, is critically needed throughout the school district.
- Development of a Strategic Focus & Direction, including mission, vision, and planning that highlights effective leadership and the professional responsibility of all staff for overcoming barriers and increasing student achievement.
- Identification and implementation of high quality criteria for administrators and teachers, to ensure the hiring and placement of high quality staff in the most effective positions to ensure increases in student achievement.
- Implement programming and high expectations to eliminate the Culture of Low Expectations which currently exists among professional staff, employees and the community.
- Implement Leadership Initiatives to reduce and ultimately eliminate the resistance to change which exists among a significant segment of the LCSD employee population (related to previous concern).

### **Long Term Goals:**

Based upon these findings and an analysis of the 2011-12 LRC, the LADC developed the following Long Term Goals for the LCSD. The LADC recognizes that the LCSD has made progress since the 2011-12 school year and intends the ARP to further enhance the work and the efforts of the LCSD. The Annual Goals and the five Priority areas will assist in achieving the Long Term Goals of the ARP.

- By the end of the 2015 - 2016 school year the Lorain City School District will achieve a Performance Index score of 84 = "C" for 2 consecutive years.
- By the end of the 2015- 2016 school year the Lorain City School District will achieve a Value-added score of "C" for 2 consecutive years.

### **Annual Goals:**

The LADC further developed Annual Goals to supplement the Long Term Goals. The Annual Goals were developed to create annual benchmarks toward the achievement of the Long Term Goals. The LADC recognizes that the Annual Goals are ambitious and will be somewhat difficult to obtain. However, the LADC also recognizes the fact that every year, which occurs, before the LCSD achieves the Long Term Goals is another year of lower than acceptable academic achievement in the lives of the students of the LCSD. Therefore, the LADC is committed to the achievement of the Annual Goals, believes that these goals are ambitious and yet realistic, and is pleased to have the opportunity to assist the LCSD in the achievement of these goals.

- Improve the climate and culture of the individual schools and the school district as measured by school climate needs assessment and other assessment measures utilizing surveys completed by students, staff, parent/guardian beginning in 2013-14 school year.
- Increase the percent of students proficient in mathematics by 11% per year and in reading by 10% per year in each subgroup as measured by the Ohio Achievement Assessments

(OAA) and the Ohio Graduation Tests (OGT) using the 2011-2012 LRC results as the baseline measure.

- Raise the district Performance Index Score by 3.5% per year using the 2011-2012 district LRC results as the baseline year.
- Increase Four Year Graduation Rate by 13% per year using the 2011-2012 LRC results as the baseline measure.
- Increase the percent of students reading at the proficient or higher level on the 3rd grade reading OAA by 15% per year using the 2011-12 LRC as the baseline year.
- Achieve a composite district value added rating of “met expected growth” on the LRC in two of the next three years (2013-14, 2014-15 and 2015-2016).
- Reduce Achievement Gaps between the LCSD subgroups and the State of Ohio subgroup AMO by 10% per year as measured by state assessments using the 2011-2012 LRC results as the baseline measure.
- Increase Student Attendance to 95% in the Elementary Schools, 94% in the Middle school, 92% in the High School and 85% in the Alternative School.
- Increase Professional Staff Attendance rates to 95% and Support Staff Attendance Rates to 95%.
- Increase the LCSD’s positive interaction with parent/guardian and community as reflected in an annual survey.

### **Quarterly Progress Assessments:**

The LADC included Quarterly Progress Assessments in the ARP as an additional supplement to Annual Goals and the Long Term Goals. The Quarterly Progress Assessments were included to create quarterly benchmarks toward the achievement of the Annual and Long Term Goals. The LADC recognizes that the Quarterly Progress Assessments are ambitious. However, the LADC recognizes the benefit for staff to have quarterly benchmarks to properly evaluate their progress and the progress of their students. The Quarterly Progress Assessments will be based upon Vendor/District developed assessments. The LADC intends to further augment these Quarterly Progress Assessments with Short Cycle Common Assessments aligned to Partnership for Assessment of Readiness for College and Careers (PARCC) which will be developed by LCSD staff. This development will be aided by the LCSD staff participating in ODE PARCC Pilot Programming. These Short Cycle Common Assessments will be administered to students on a weekly or biweekly basis.

- Increase the percent of high school students on track for successful course completion as measured by course grades.
- Increase the percent of high school students on track for successfully completing graduation requirements as measured by number of credits recovered or earned.
- Increase the percent of students in grades K-3 reading at or above grade level as measured by quarterly reading assessments closely aligned to the Ohio Academic Content Standards.
- Increase the percent of elementary and middle grade students making progress toward grade level content standards as measured by Short-Cycle Common Assessments in reading and math.
- Increase the percent of students with attendance rates of 95% or greater as measured by ODE’s Educational Management Information System (EMIS) attendance records.

- Decrease the percent of students suspended out of school or expelled as measured by EMIS discipline reports.
- Increase the number of students enrolled as measured by EMIS enrollment data.
- Increase the attendance of students and staff as measured by EMIS and LCSD.
- Increase the participation rates of students in school-sponsored Extended Learning Opportunities that support academic and non-academic achievement, and promote positive youth development as measured by activity enrollment reported by school buildings.
- Increase the provision of services to gifted students as measured by EMIS gifted data.
- Increase the number of teachers, administrators and staff involved in professional development and extended learning opportunities, promoting youth development as measured by district Professional Development data.
- Increase the LCSD's interaction with the parent/guardian and community as reflected in an annual survey.

### **Ohio Improvement Process:**

The LADC recognizes that only through the use of the Ohio Improvement Process (OIP) and regular assessments, data analysis and adjustments in the instruction can increased academic achievement occur on a system wide basis. The LCSD has created the position of the Instructional Coach to assist teachers with the data analysis of these various assessments. The Superintendent will monitor this data via the development of school data notebooks which will be administered by school administrative staff. This data will also be the central focus of Teacher Based Teams (TBT), Building Leadership Teams (BLT), and the District Leadership Team (DLT). The LADC will also monitor this data, obtained from these assessments, on a monthly basis.

### **Priorities/Strategies/Measurement:**

The LADC understands the importance of the robust implementation and intense monitoring of the (ARP). The LADC recognizes the significance of high quality Instruction, high quality Professional Staff and the need for financial and non-financial resources in support of the Instructional Process to ensure the increase in Student Academic Achievement.

To ensure the implementation of the ARP, the LADC will depend upon the Superintendent and staff, to monitor the academic process of instruction and assessment, and to provide the LADC with regular reports of progress, based upon a schedule determined by the LADC.

The LADC recognizes the importance of a positive school climate, a culture of high expectations for student achievement and a culture of high levels of staff support for student achievement. The LADC believes that increasing student achievement levels must become the responsibility of the professional and support staff of the school district. The LADC believes that it is the responsibility of the professional staff of the school district to ensure that significant increases in student achievement occurs by creating high expectations for student achievement and providing high levels of academic and non-academic support for students.

This high level of support must include:

- On grade level, standards based instruction.
- Relevant and innovative teaching methods.
- Academic and Non-Academic support.
- Wrap- around social service support.
- Extend academic and non-academic learning activities and support.
- Regular and positive communication with student families.
- An understanding and appreciation for the diversity of individual students.
- Families, the student body and greater community.

This high level of support must include a universal staff belief that **we all** have the greatest opportunity to impact student achievement. This high level of support must include each professional staff member accepting the responsibility for student learning and increasing student achievement.

### **Priorities:**

The following Five Priorities and their related Strategies and Measurements have been identified by the LADC as those areas of focus which will have the greatest impact upon increasing academic achievement throughout the school district. (The numbering system does not reflect the importance of each priority).

#### **Priority 1: School Climate and Culture**

Create a climate and culture of learning that systemically embraces high expectations and provides high levels of academic and non-academic support to enable success for all students.

### **Strategies:**

- Review the district Mission and Vision: utilizing the Strategic Planning Process, and make appropriate changes to ensure a positive school climate and culture, an appreciation for student and community diversity and strong communication with staff, students, families and the community.
- Create Partnerships: Partner with parents, community entities, organizations, businesses and foundations to provide support for district initiatives and collaborative assistance
- Continue to Research: similar-like districts, statewide and nationally, that have experienced sustained success in improving student success, review strategies that enabled the success, and explain adoption or rejection of identified strategies districts/initiatives reviewed.
- Monitor and promote School Safety: throughout the school district and community, through a School Safety Plan.
- Develop and implement a detailed Family Communication Plan: that will increase positive communication by teachers and principals to the home. The Plan will include

communication that is positive, meaningful and consistent. Communication will begin during the first few weeks of school and will grow to involve communication regarding academic progress and celebrations of non-academic successes. K-6 teachers, during the first 4 weeks of school will complete one positive personalized contact with the family of each student for whom they are responsible. Secondary teachers will initiate contact with parents during the first four weeks of school.

- The family of all K-6 students will receive at least 3 additional positive classroom teacher communications throughout the remainder of the school year, and each K-6 family will receive one positive phone call from the principal during the academic year.
- The family of all at risk 7 – 12 students will receive regular communications.
- Increase the presence and visibility of administrative staff throughout classrooms, school district and community.
- Coordinate and deploy a comprehensive system of outreach and support for families and non-academic experiences for students by leveraging community agencies, resources, and activities.
- Implement strategies to engage and support parents and families to recapture district enrollment.
- Increase use of electronic programs to monitor student academic progress (i.e., Power School) by stakeholders including parents.
- Establish High Academic and Non-Academic Expectations: for students and provide High Levels of Support to ensure that students have the means to meet the high expectations. Staff will ensure that high expectations and high levels of support exist within the classroom and throughout the district.
- Celebrate the Ethnic Diversity and Multi-cultural: richness of students, the community and staff. Provide all staff professional development on the value of diversity/multi-culturalism and the understanding and appreciation for all students. (i.e., components will include importance and appreciation for the demographic diversity of the classroom; communication practices; instructional practices; relevant content and classroom management techniques that work best with a diverse population of students related to race, ethnicity, culture, socio-economic status and ability; a focus on an appreciation for the diversity of race, ethnicity and culture.
- Continue to promote and expand a district-wide Student Recognition Plan: to enable each school and the district to reward student academic and non-academic performance in areas to include but not be limited to citizenship, effort, attendance, and improvement. The Plan will include Recognition Ceremonies/activities which will embrace and maximize family participation in the events.
- Continue to implement a Staff Recognition Plan: that will recognize and celebrate staff for achievement and performance including Leadership excellence at all levels of the organization.
- Develop Professional Learning Communities: (PLCs) within each school utilizing the (OIP) and the use of TBTs, and BLTs. These PLCs will promote staff modeling of appropriate professional behaviors that promote student achievement and promote the value of diversity within the school community. These PLCs will recognize the diversity of student cultures, backgrounds and styles of learning and will understand the value in

this diversity, as evidenced in classroom instruction, school activities, school guidance counseling and social services.

- Ensure that Staff will work with students to create an environment around shared decision making and shared rule promulgation and will develop clearly defined and expressed student and staff expectations. Staff will immediately work to eliminate any vestige of 'hidden rules' and will support an orderly, organized, safe and uncluttered positive learning environment through their organized approach to lesson planning, instruction, classroom procedures and school procedures.
- Establish distributive leadership structures at the district, building, and teacher levels that foster collaboration, trust, and communication through the OIP Process of Teacher Based Teams (TBT) Building Leadership Teams (BLT) and District Leadership Teams (DLT).
- Establish and sustain a district leadership team with broad stakeholder representation to ensure the consistent, district-wide communication, implementation and monitoring of the Academic Recovery Plan with fidelity and distribute leadership, accountability, and ownership of specific components of the plan.
- Establish and sustain Building Leadership Teams (BLTs) in each school with broad stakeholder representation that ensure consistent communication, implementation and monitoring of components of the plan with fidelity throughout the school.
- Establish and sustain Teacher Leadership Teams (TBTs) by grade level and subject area to ensure consistent implementation of the plan at the classroom level, identify student needs, and determine appropriate strategies for assessment, instruction, intervention, and acceleration aligned to standards-based learning targets.
- Continue to refine a Marketing Plan: and Strategic Focus with emphasis on high expectations for retaining, promoting and recruiting students and families to return to the school district and continue to implement the Plan in January 2014 to increase enrollment in the 2014-15 school year. Regularly market the district successes and safety within the district/community/state. Increase the number of parents who would respond positively when asked if you would send your child to a particular district school.
- During the 2014-15 school year, create a Human Resource Plan: with criteria and processes for recruiting and retaining diverse, high quality teachers and administrators to foster increased student achievement. Implement the Human Resource Plan in May 2014.
- Continue to review Board Policies: to ensure compliance.

### **Measurement:**

- Review Mission and Vision by the end of the 2013-2014 school year.
- Review Partnership development monthly.

- By the Fall of 2013, administer a School Staff Climate Survey, and re-administered annually. Seek data that will display: increased belief in students' ability to learn; recognition that students and families are the clients; use of data to individualize/differentiate instruction.
- By the Fall of 2013, administer a School Student and Family Climate Survey, and re-administered annually. Seek data that will display: increases in student feelings of support for staff, increases in students and families feeling welcome and supported in school, increase the number of parents responding positively to sending a child to a particular school, increase in community support/partnering.
- Review, on a quarterly basis, Safety Planning and School Safety Reports.
- Review, on a monthly basis, the Communication Plan and Principal reports to the Superintendent that provide the types and examples of communication by teachers and principals to the home.
- Review, on a monthly basis, the Professional Development Plan and Principal reports related to staff professional development related to diversity, student support and student expectations.
- Review, on a monthly basis, reports regarding the increased use and training of Power School for accessibility by parents.
- Review, on a monthly basis, data detailing classroom, school and system wide examples of High Expectations and High Levels of Support.
- Review, on a quarterly basis, the Recognition Program and reports related to student and staff recognition.
- Review, on a monthly basis, student achievement data, instructional rounds and OIP PLC reports related to work of the TBT, BLT and DLT.
- Review, on a quarterly basis through, the progress of the development of retention, recruitment and promotion. Beginning in January 2014, review the implementation of the Marketing Plan to families of current students and potential students with the ultimate goal of increasing LCSD enrollment and increasing community pride in the LCSD.
- Review, on a quarterly basis, the progress of developing a Human Resource Plan. Beginning in January 2014, review the implementation of the Human Resource Plan on a quarterly basis.
- Continue to review Board Policy implementation December 2013 and June 2014.

### **Priority 2: Pre-K-3 Literacy**

Increase K-3 literacy performance to ensure all students will be successful on the Ohio Third-Grade Reading Assessment.

#### **Strategies:**

- Implement a Human Resource Plan: to provide high quality reading instruction by reassigning teachers who meet the legislated qualifications. Partner with higher education institutions to provide on-site graduate credit courses for teachers to earn certification for the Reading Endorsement to expand the cadre of teachers who meet the legislated qualifications. Recruit and select (upon receipt of grant funding) pre-school teachers who demonstrate knowledge, skills, and competencies aligned to the Ohio Standards for Early Learning and School Readiness.

- Implement an Instructional Plan: with the redesigned Scope & Sequence that aligns to the English Language Common Core State Standards, including pacing guides with timelines. Review class sizes in the primary grades and eliminate split regular general education classrooms. Schedule English Language Arts (ELA) as a 90 minute core reading block and a 30 minute intervention block in the Master Schedule. Implement Pearson School Net to support instruction.
- Develop and implement a in-depth Professional Development Plan: that is on-going, comprehensive and extends the Summer 2013 offerings for teachers, administrators and support staff and includes topics specifically correlated with Reading Instruction, Alignment to Standards, Balanced Assessment System, Battelle Formative Instructional Practices (FIP), Pearson School Net, Wilson Reading Orientation, McGraw Hill Wonders Core Reading Program and supplemental materials/programs.
- Implement a Balanced Assessment Plan: for continuous progress monitoring that includes Diagnostics, Daily Common Formative Assessments, Interim Quarterly Short Cycle Assessments and Quarterly Benchmark Assessments. Develop Common Weekly Short Cycle Assessments and implement in 2013- 2014. Begin the implementation of the Pearson School Net for assessment and instructional improvement solution, for implementation in March 2014.
- Implement the ORC mandated Reading Improvement Monitoring Plan RIMP: Intervention process by identifying annually (by September 30th) K-3 students behind in reading by using an ODE vendor approved reading diagnostic (e.g., NWEA-MAPP Primary Grades), develop a RIMP for identified student and provide assistance and support according to the RIMP to ensure identified students are on track and performing at grade level.
- Develop and implement an Instructional Rounds Process: which will include Principals and Central Office Administrators and will document the completion of Instructional Rounds. Ensure that Principals conduct daily Classroom Instructional Rounds to note alignment to standards, instructional practices, student engagement and participation, time on task and assessment pieces. Ensure that Central Office Administrators conduct weekly Classroom Instructional Rounds to note alignment to standards, instructional practices, student engagement and participation, time on task and assessment pieces. Ensure that Principals average 1 visit to each classroom every day and that a Central Office Administrator visits 1 building per week.
- Implement the Ohio Improvement Process: (OIP) for TBT, BLT and DLT. Conduct weekly Teacher Based Team (TBT) Meetings, with Instructional Coaches providing support, where teachers will develop, analyze and dissect common formative assessments to plan instructional delivery and differentiate learning. Ensure that BLT monthly meetings continue dialogue through TBT reports to BLT. Ensure that DLT monthly meetings continue dialogue through BLT reports to DLT.
- Explore the Partnership: feasibility with local foundations.
- Review and revise the Kindergarten screening program: In the area of Pre-school education, continue to foster the long standing collaboration with Head Start. Enhance communication with Head Start and other Pre-School/Day Care/Home Care providers to ensure district expectations and coordination with the newly adopted reading program. Ensure that all providers are aware of the revised kindergarten screening program and the performance standards related to the entering kindergarten students in the new school

year. Implement the LCSD Pre-school program in coordination with newly adopted reading program (Developmental Learning Measure).

**Measurement:**

- Review, on a quarterly basis, the implementation of the Human Resource Plan.
- Review, on a monthly basis, the implementation of the Instructional Plan.
- Review, on a monthly basis, the implementation of the Professional Development Plan, through December 2013 and then Quarterly thereafter.
- Review, on a monthly basis, the implementation of the Assessment Plan, through December 2013 and then Quarterly thereafter.
- Review, on a quarterly basis, the implementation of the RIMP Plan.
- Review, on a quarterly basis, the implementation of the Academic Support Plan.
- Review, on a monthly basis, the implementation of the Instructional Rounds Plan.
- Review, quarterly, the potential of a Community Partnership.
- Review, on a quarterly basis, the revisions to the Kindergarten Screening Program and the coordination with community preschools, Head Start and the LCSD Preschool Program.

**Priority 3: Rigorous, Relevant Curriculum and Instruction**

**Implement a rigorous curriculum by using data driven instructional strategies that engage students in relevant learning opportunities from pre-school through graduation.**

**Strategies:**

- Implement an Instructional Plan: that includes the redesigned Scope & Sequence that aligns with all the State Standards, including related pacing guides with timelines.
  - Reviewing feasibility of eliminating split regular general education classrooms.
  - Expand the use of PowerSchool and Implement Pearson School Net to support instruction.
  - Require on grade level instruction and continuous progress of each student through data review, content and instructional rigor, FLEX credit, and intervention plans that promote student advancement.
  - Use differentiated, innovative, relevant instructional strategies to motivate students. Use instructional technology regularly to enhance student achievement.
  - Investigate the potential of implementing Distance Learning Courses in 2014.
  - Establish a district-wide system of intervention and acceleration to meet the academic and behavioral needs of individual students including gifted and talented students, students with disabilities and Limited English Proficient students.
  - Implement a program to expand the identification and service of Gifted Students.

- Encourage collaboration with non-core teachers to enable interdisciplinary instruction.
  - Implement the district's Primary Reading Plan to provide K-3 diagnostic assessment, individual student evaluation and intensive reading intervention(s) for students who are not reading at a level to be on track to pass the 3rd Grade State reading assessment (HB 555).
- Develop and implement an in-depth Professional Development Plan: that is on-going, multiple year, comprehensive and that extends the summer 2013 offerings for teachers, counselors, instructional coaches, administrators and support staff.
  - The program needs to include a resident educator program, a focus on the teaching – learning process for high quality instruction, the use of technology in instruction and college readiness expectations.
  - The program needs to include an understanding, appreciation and celebration of student and community diversity.
  - The program further needs to include topics specifically correlated with Reading Instruction, Alignment to Standards, Balanced Assessment System, Advancement Via Individual Determination (AVID) College Readiness Program, Battelle Formative Instructional Practices (FIP), Pearson School Net, Reading Program.
- Implement a Balanced Assessment System: for continuous progress monitoring that includes Diagnostics, Daily Common Formative Assessments, Interim Quarterly Short Cycle Assessments and Quarterly Benchmark Assessments. Develop Common Weekly Short Cycle Assessments and implement in 2014. Begin the implementation of the Pearson School Net for assessment and instructional improvement solution, for implementation in March 2014. Use PARCC diagnostics when available and participate in the State's field – testing of diagnostics, if invited.
- Develop and implement an Instructional Rounds Process: which will include Principals and Central Office Administrators and will document the completion of Instructional Rounds.
  - Ensure that Principals conduct daily Classroom Instructional Rounds (average 1 visit to each classroom every day) to note alignment to standards, instructional practices, student engagement and participation, time on task and assessment pieces.
  - Ensure that Central Office Administrators conduct weekly Classroom Instructional Rounds (average 1 building visit per week) to note alignment to standards, instructional practices, student engagement and participation, time on task and assessment pieces.
- Implement the Ohio Improvement Process: (OIP) for TBT, BLT and DLT. Conduct weekly Teacher Based Team (TBT) Meetings, with Instructional Coaches providing support, where teachers will develop, analyze and dissect common formative assessments to plan instructional delivery and differentiate learning. Ensure that BLT monthly meetings continue dialogue through TBT reports to BLT. Ensure that DLT monthly meetings continue dialogue through BLT reports to DLT.
  - Continue to review Student Performance Data by school site data teams (TBTs and BLTs), led by Instructional Academic Coaches and School Principals, and identify trends by grade level to determine, by performance

bands to determine characteristics of students not meeting success.  
Provide DLT with monthly reports of achievement trends and data via  
Data Notebooks.

- Expand the Prepared For Success Program: and design a comprehensive plan for 2014-2015 implementations to provide students, and families with early and continuous College/Career Readiness activities including ODE College Admission Test, Dual Enrollment Credits, Industry Credentials, Honors Diplomas, Advanced Placement and International Baccalaureate Program.
  - Review the potential 2013 implementation of Advancement Via Individual Determination (AVID ) College Readiness Program at the High School and Middle School (including Cornell Notes, Academic Binders, Tutoring and all other program details). Review Human Resource support to ensure fidelity of implementation.
  - Prepare for the expansion of the Middle School and High School AVID College Readiness Program in 2014, including summer Professional Development. Expand the number of students accessing Titan College, Early College, Honors/Advanced Placement Courses, Dual Enrollment and Tech Prep.
  - Develop partnerships with area colleges for support of the tutoring and finances of the AVID College Readiness Program.
  - Investigate the expansion of the AVID College Readiness Program to the Elementary Schools for the 2015 – 2016 school year. (e.g. EXPLORE, PLAN, OVIS, PSAT )
  - Develop and implement a detailed plan with a parent component that begins in the elementary grades with College Fairs, in Middle School with local College Field Trips, in High School with state wide College Field Trips and parent Free Application for Federal Student Aid (FAFSA) Seminars and electronic field trips.
  - Review the Career Tech Readiness Program for alignment with Ohio College Career Pathways and articulation with area colleges. Review options for improving Career Tech Offerings, Career Tech Articulation Agreements, Career Tech Internships and Partnerships, and expanding Career Tech enrollment.
  - Review the Comprehensive Guidance Plan and institute improvements in support of sending more students to college and career.
- Implement a Human Resource Plan: to provide high quality instruction by reassigning teachers and administrators to best utilize professional staff skills to increase student achievement. Partner with higher education institutions to provide on-site graduate credit courses for teachers to improve student learning and create more high school staff eligible to teach Dual Credit Classes. Develop criteria to recruit and select high quality professional staff who demonstrates knowledge, skills, and competencies aligned to educational best practices and the Ohio Standards.
  - Implement the Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES).

- Monitor the Alternative School Program: and the re-designed New Beginnings program for further improvements and enhancements to ensure students are on target to graduate from high school and obtain the potential to attend college.
- Implement an Academic Support Plan: to include Wrap around Social Services and an enhanced Counseling Program.
  - Review options for additional Extended Day Academic and Non-academic Learning opportunities and additional Extra-curricular and Co-curricular opportunities.
  - Review the School Breakfast and School Lunch Program to determine improvements that would expand the participation rates and further encourage full student participation.
- Ensure all Board of Education Policies: reflect current law and mandates and that appropriate policies are in place to enhance the learning experience for all students. Follow the District established practices and procedures as outlined in Appendix B.

### **Measurement:**

- Review, on a monthly basis, the implementation of the Instructional Plan.
- Review, on a monthly basis, the implementation of the Professional Development Plan, through December 2013 and then Quarterly thereafter.
- Review, on a monthly basis, the implementation of the Assessment Plan, through December 2013 and then Quarterly thereafter.
- Review, on a monthly basis, the implementation of the Instructional Rounds Plan.
- Review, on a monthly basis, the implementation of the Ohio Improvement Process Plan.
- Review, on a monthly basis, the implementation of the Student Performance Data Plan.
- Review, on a quarterly basis, the implementation of the College Readiness Plan.
- Review, on a quarterly basis, the implementation of the Human Resource Plan.
- Review, on a quarterly basis, the implementation of the Alternative School Plan.
- Review, on a quarterly basis, the implementation of the Career Tech Plan.
- Review, on a quarterly basis, the implementation of the Academic Support Plan.
- Review, semi-annually, the Board Policy Implementation.

### **Priority 4: Student and Staff Attendance**

**Implement programming that will support, encourage and reward the increase in student attendance and employee attendance.**

### **Strategies:**

- Review and update the LCSD Attendance Policy and Procedures: to ensure reasonableness of consequences and appropriate communication and support. Provide clear communication of expectations to all stakeholders, including students, families, and staff. Review Board attendance policy.
  - Incorporate a Student Incentive Plan into the Attendance Policy to include attendance incentives and weekly, monthly, quarterly, semester recognition of students.
  - Incorporate attendance into the School District Recognition Program.

- Implement school specific attendance procedures.
- Utilize Classroom Instructional Rounds to monitor Attendance Procedures and support student and staff attendance.
- Implement a phone call tracking process to include a daily documentation format.
- Contact parents, per the LCSD policy and procedures. Develop and utilize uniform letters and mail uniform mailing procedures
- Review weekly student attendance and determine attendance patterns, and contact the home per the attendance Policy. Determine reasons for frequent and chronic absences. Provide support for families and students who are frequently absent.
- Collaborate with the Lorain County Court System to improve student school attendance and monitor Court reports on a monthly basis.
- Review Transportation Supports: including procedures to determine if additional transportation might increase attendance rates and extracurricular activities involvement to increase attendance rates, as funding permits.
- Monitor Staff Attendance: regarding the reason and frequency for absences and for being away from the contracted assignment (e.g., type of leave, professional development, day of week, etc.).
  - Review of individual staff attendance to identify absence trends and intervene as necessary in order to increase daily staff attendance. Provide appropriate feedback to staff to ensure awareness and handle extreme issues per the COB and LCSD Policy.

**Measurement:**

- Review changes to the Attendance Policy and Procedures in October 2013.
- Review, on a monthly basis, Student Attendance Reports.
- Review, on a monthly basis, potential Transportation Supports.
- Review, on a monthly basis, Staff Attendance Reports.

**Priority 5: Financial Support of Academic Achievement**

**Align fiscal appropriations/budgets with goals of the Academic Distress Commission**

**Strategies:**

- Ensure that expenses align with the priorities of the ARP.
- Review Fiscal Reports, Annual Appropriations and the Five Year Forecast related to allocation/expenses/costs as they relate to student achievement.
- Ensure that the Board of Education, with cooperation of the District Treasurer, will comply with 100% fidelity recommendations of the Auditor of State as presented by the Fiscal Oversight Commission.

**Measurement:**

- Review monthly Fiscal Reports, Annual Appropriations and the Five Year Forecast as presented by The LCSD Treasurer, to ensure that they support and align with the priorities of the ARP.
- Review quarterly, Financial Distress Commission reports presented by the ODE Fiscal Monitor, beginning October 2013 and ensure that LCSD expenditures support and are aligned with the ARP.

# APPENDIX A

## **Governance & Processes related to Board of Education**

1. Decision-making & problem solving: a model is not used; in general the board looks to the superintendent for leadership & listens to his reasoning and recommendations; they will take responsibility for decisions.
2. Process for review & update of Board policy: bad for last several years - a mess, numerous policies are not updated. Currently working with OSBA bringing policies up to date – will be a year-long process. There is no board policy committee in a working condition, but ready to put into place. Board is not policy driven as a general rule.
3. Administrative guidelines: dated, similar status as policy; process is now in place to update over next year
4. Board involvement in issues: personnel, review all contracts (a lack of trust was mentioned in this area), any purchases over \$3000 are reviewed, interested in policy, interested in following a process for involvement
5. Typical communication from superintendent to board: phone calls, sometimes the board requests a meeting
6. Communication process/protocol between the board & superintendent: typically meet 2 times/month, pre-meeting with president, board packets Friday prior to Tuesday meeting
7. Board's knowledge level of academic & curricular performance & issues: depends on individual member, not in-depth as a general rule

8. How are roles, responsibilities, duties of the board members defined?: president & others understand w/exception of 1, OSBA has provided training, there are various board committees
  
9. Induction process for new members: fairly stable, OSBA training, haven't gone to capital conference for years until this year
  
10. Frequency of financial statements review: informed monthly with board packets – typically occurs on 2nd meeting of each month
  
11. Board level of involvement in district mission, vision, goals, strategic planning: very interested, contract with OSBA funded by local foundation b/c it has not been updated for the past decade, on hold b/c of ADC

## **ODE Curriculum and Assessment for the ADC for Lorain City School District**

### **Onsite Review:**

#### Focus:

The task was to gain an understanding of the district's current status as it relates to the implementation of Ohio's New Learning Standards and an aligned curriculum, the use of any programs of study, and district assessments both formal and informal (with a specific look at the use of formative assessments).

#### Approach:

The approach that was taken to collect information from Lorain City School was to conduct interviews at the district administration (2), building administration (3) and teacher levels (2). Parallel questions were used at each level of interview that related to the three areas of focus (curriculum, programs of study and assessment) for this site visit. This approach identified both commonalities and areas of disjointedness.

#### Summary:

##### *Curriculum/ Ohio's New Learning Standards*

The overwhelming sentiment is that for the last three to five years, nothing around standards and curriculum alignment has occurred in LCS. This lack of vision and planning for the current standards (let alone for the transition to a new curriculum aligned to Ohio's New Learning Standards) has been the norm over these years, creating an atmosphere in which "every person is fending for him/herself" throughout the district and at all levels. This was reinforced by the comments made by district-level administration and staff describing what they have witnessed during building and classroom visits over the last few months. The content and level of expectation varied from classroom to classroom and building to building. Based on the interviews, there appears to be pockets of collaboration at the building level and indication of an attempt to do cross grade-level communication and curriculum work, but the support and provision of time to do this work was sporadic.

However, with the recent change in the district's upper-level leadership for curriculum and instruction there seems to be an atmosphere of anticipation: an anticipation that a positive change is coming and will pull the district together and give direction where there has not been direction previously.

District Leadership has a well-developed and detailed plan for transitioning to a new curriculum that will be aligned with Ohio's New Learning Standards. Both short term and long-range goals are identified, as well as actions required to meet the goals. This plan focuses on six critical areas: Alignment with Standards; Instructional Practices; Environment/Climate; Systems of Leadership; Job-Embedded Professional Development; and Data Driven Decisions. District and building-level professional development has begun or is planned for the next couple of months and over the next academic school year. Additionally, the district has been working with Harvey Silver and his "Strategic Teacher" program over the last year in an effort to improve instructional practices and administrative support and monitoring. This specific professional development and support was a positive statement made at all levels.

## **ODE Curriculum and Assessment for the ADC for Lorain City School District**

Multiple methods of communicating this plan are being implemented including monthly meetings with the District Leadership Team, building administrators, and the selecting of teachers to serve as curriculum, instruction and assessment leaders for the district. The implementation is still at the beginning stages and will need to be evaluated constantly to determine the level of success and areas of needed improvement and attention. Professional development is still at the awareness level, but will need to be ramped up quickly over the next year to meet the needs of the teachers.

A high level of frustration and concern about the implementation of the transition plan exists at all levels in spite of the steps taken thus far. Concerns include, but are not limited to: dissemination of information; opportunities to provide comments/feedback; understanding the vision; clarity of the timeline for implementation; and, a perception of incompetence of district personnel. Several factors seem to contribute to these issues, including the lack of vision and guidance by previous leadership, the lines of communication to all district staff, and the opportunity to provide meaningful feedback (or that it would be considered in any decisions), and the change in staff and leadership.

### *Program of Study*

Much like the district's curriculum, interview questions regarding the programs of study also revealed that there was little thought put into the selection or development of any programs. Frequent turnover of district administration caused change in programs that were being used without understanding or buy-in for change, and at some levels no program exists or has been developed in the past. Additionally, if an alignment of any program to the Ohio Academic Content Standard or the district curriculum was ever performed, there was no knowledge of this alignment among the general staff. No district-wide scope and sequence or pacing guides were developed for any grades or courses at the high school. Building-level scope and sequences or pacing guides were rarely developed but not consistently used or followed if they had been developed.

Over the last couple of years the middle and elementary schools have attempted to implement the FSA program for English Language Arts and the Springboard program for mathematics. However, the scope of these programs and the limited use with specific subgroups of students did not allow for district-wide implementation. Adjustments to the programs have been random, and no district-wide processes have been in place to refine and adjust a program based on data or feedback from the teachers implementing these programs. Small pockets of success are being seen with these programs primarily due to teams of teachers' collaboration, as well as the support of the Race to the Top (RttT) coaches to implement, adjust and supplement these programs as needed.

The new district plan includes the implementation of several new programs and to maintain the use of the FSA program. The process for selecting the programs includes the development of a district level curriculum team to review and make recommendations for the selection of any new programs for the district. A lingering question that is being raised revolves around the capacity of the district's leadership to effectively lead the district through this needed change. Because of past practice key questions include: will the teachers receive the support and materials needed?; do the principals have capacity to

## **ODE Curriculum and Assessment for the ADC for Lorain City School District**

lead the transition?; and, will district leadership remain consistent and follow through with what is started?

The high school system has seen the least amount of programmatic implementation, support or alignment to the standards and district curriculum. However, over the last year the RttT coordinator has been working with the high school to begin the process. They are at the beginning stages of implementation and awareness and have not started any detailed work of going deeper into the standards and alignment of curriculum and programs of study.

### *Assessment*

There has been little in the way of formal (short cycle and benchmark) or informal assessments used throughout the district, although, there has been an attempt over the last year or two to use the FSA (foresight for ELA and SRI-quarterly assessment for mathematics) assessments. Nevertheless, it is not clear that these assessments align to the current or new curriculum and standards. Additionally, the data is disseminated beyond the time of usefulness for the teachers. Teachers do not receive quality analysis and have not been trained to analyze the data in a way to impact instruction. Finally, the data has not been used to monitor and evaluate the effectiveness of the programs of study.

The shining light in the assessment realm seems to be the work that the district is doing with Dr. Snodgrass from Cleveland State University and the Formative Assessment Support Team (FAST) training for formative assessment/instruction. Many teachers and administration have had the opportunity to be trained in this process, creating common understanding, language and practice of formative assessment within the buildings and across the district. The level of use and fidelity of these formative assessment practices with the classroom is unclear.

### Conclusions/Recommendations:

The creation of the district implementation plan for an aligned curriculum, program of study and district assessment was a critical first step on the road to improvement for Lorain City Schools. The next big hurdle is effectively communicating this plan and how it fits within the overall vision for the district. It is critical for the district to do so strategically and thoughtfully in order for the plan to be implemented in a systemic manner.

A key component of this plan is bringing together a team of teacher leaders to provide expertise and guidance in the selection of future programs of study and district assessments. District leadership should be encouraged to view any new programs of study and assessment as fluid rather than static. Giving the programs time to succeed, while also allowing for adjustments and improvements based on real data and feedback will provide opportunity for success. Assessments, both vendor and district developed, must be of high quality and broad enough to evaluate multiple levels of students. District staff used in the development of any assessments should be professionally trained in the writing, scoring and analysis of assessments. Most importantly of all, data must be used appropriately to monitor students' understanding and progress, to impact and validate curriculum and instructional practices, and to evaluate the effectiveness of programs in order to make needed change.

## **ODE Curriculum and Assessment for the ADC for Lorain City School District**

The current partnership with Cleveland State University appears to be one of value and is making an impact on classroom instructional practices. Strengthening current partnerships and investigating others with institutes of higher education, educational service centers, and businesses should be a priority. The transition of students to both post-secondary education and the workforce should be a major focus of current and future partnerships.

Communication throughout the district appears to be a significant issue and negatively impacts the process of making effective changes in regards to curriculum, instruction, assessment and programs. Multiple methods of communication should be explored and implemented to create a deep understanding and common language around vision, mission and implementation plan.

Finally, concerns were raised about staffing issues specifically regarding consistency and placement of staff within buildings. Capacity of central office staff and building administrators to carry out needed change was also raised as a concern. Movement/placement of teachers and staff at the building level should be made using educationally sound data and information. District and building administration need to be held accountable for building teacher capacity and communicating vision and implementation planning. The district is in dire need of a thorough, aligned, systemic approach to curriculum and assessment planning and implementation.

HR/Personnel Report  
Matt Lutz Ed.D  
Director, Office of Equity & Talent

### **Staffing Levels & Personnel Data:**

Lorain City Schools staffing has fluctuated greatly during the past five years due to funding issues, over-staffing and enrollment. Attached is the Reduction in Force (RIF) timeline from 2006-2007 through 2011-2012 along with the 2012-2013 staffing levels. Due to contractual obligations almost all open positions are filled through internal transfers and recalling staff from the RIF list. This pattern of staffing has reduced the Human Resources department into a compliance and contract driven office that is limited in the ability to acquire the human capital necessary to move the district forward academically. Further exasperating the hiring issue is language that requires that a bargaining unit member who is qualified to teach is placed in the position based upon seniority when they apply. This has a domino effect within the district and creates a continual atmosphere of instability. In rare cases when new hires have been employed the building principals haven't been part of the process.

The MET study and the recent TNTP report: Keeping the Irreplacables in D.C. Public Schools were shared with district administration

### **Licensure System:**

Lorain City Schools has five teachers who weren't Highly Qualified Teachers (HQT). A plan has been submitted for each of the teachers. One of teachers was coded incorrectly and meets requirements. While Lorain City Schools haven't had 100% compliance with HQT requirements, they have had an extremely small number of teachers (less than 5%) in non-compliance.

LCS is prepared to move to the new on-line licensure system. They have completed all requirements with the exception of having their LPDC registered.

### **Teacher & Principal Evaluation System:**

32 staff members have participated and completed credentialing for the Ohio Teacher Evaluation System (OTES). 12 staff members have participated and completed the Ohio Principal Evaluation Training (OPES). The district will be transitioning from a simplified (checklist with some opportunities for evidence) evaluation form to the Ohio evaluation framework. They are on a tight timeline to draft their board policy by July 1, 2013. They are aware of the changes in OTES & OPES from Senate Bill 316 and House Bill 555. According to district leadership, administrators are working in conjunction with teaching staff to implement the new evaluation system with fidelity. Decisions need to be made around the use of OPES and assistant principals.

LCS is in the process of understanding Student Growth Measures (SGM's) and the implications for evaluation. They haven't convened a committee to discuss the weight of SGM's. They have been working with other LEA's and Northpoint ESC on the development of Student Learning Outcomes (SLO's). They are confident that their preparation with SLO's will allow for a smooth transition in implementing SGM's for non-tested areas. They have completed an inventory of assessments within the

district and are working towards creating common assessments when possible. They haven't examined their student performance data in the past.

### **Resident Educator**

LCS has embraced the Resident Educator (RE) program. They use Title I funding support and ongoing Professional Development for the mentors and mentees.

## Technology Assessment, Lorain CSD (IRN #044263)

**Scope of Work:** Assess the current state/condition of technology infrastructure with the Lorain School District; assess and verify condition/state of preparedness for upcoming on-line (PARCC) assessment initiative; report progress and efforts toward goals and strategies identified in District Technology Plan

**Supporting Data:** District Technology Plan, PARCC Technology Readiness Tool, District Network Diagram, April 30, 2013 interview and building visitations with Mr. Marc Evans, Chief Information Officer, Lorain City Schools, on-site observations

**PARCC Network Indicators:** Lorain CSD has constructed a fiber optic-based Gigabit Ethernet network that provides all buildings with connectivity. Internet connectivity is provided by NWOCA (ITC). Current internet bandwidth to buildings is per the following:

- High School: 500mbps (upgradable on demand)
- Middle Schools: 250mbps (upgradable on demand)
- Elementary Schools: 100mbps (upgradable on demand)

Buildings all have multiple wireless access points to support wireless device connectivity

The PARCC Network Indicators Assessment concludes that: *"100% of the schools are in the Top Quartile of Network Readiness based on Recommended Requirements"*

The district is currently working with CenturyLink to update existing fiber network circuits and transition from a dark fiber system to managed lit fiber system. The district has leveraged its E-rate for year 15 and over the summer 2013 CenturyLink and district employees will install new equipment, fiber and cabling. The system will provide software keys that can be changed to increase bandwidth as needed with minimal downtime.

Wireless access is available in all district buildings with varying degrees of access. The district has applied for E-rate funding for year 16 to redesign its wireless network. Approval will afford the district with the funding resources for a proposed million dollar expansion/redesign of its wireless network to provide one wireless access point per classroom space. Completion of the project will yield a wireless saturated campus that will allow all devices to roam from one WAP to another.

**PARCC Device Indicators:** Lorain CSD has made significant investment in device resources that will ensure that students-to-device ratios will enable the district to complete upcoming on-line assessments during the defined testing windows. In addition to the 2207 devices already in classrooms which meet or exceed PARCC's minimum device specifications, observed was an inventory of 603 Mac Air laptops being configured for distribution to 32 middle school language arts classrooms. Also observed was a partial shipment of new iPads that, when complete, will provide more than 2000 additional devices for student use. New devices all meet or exceed PARCC's recommended device requirements. The district stated that it will be participating in the on-line assessment pilot initiative (May 6-May 31, 2013). The school district has purchased multiple "class sets" of wireless keyboards in preparation for this and future on-line assessments.

**PARCC Staff & Personnel Indicators:** The district has acknowledged that it has sufficient numbers of test administrators to support on-line testing. Each building has one or more teaching staff who have been identified as having the necessary skills to provide technical support for test administration efforts.

In addition, all elementary schools have paraprofessional staff assigned to support students and staff in the computer laboratory environments. As a means of providing additional support to staff involved in test administration efforts, the district has installed centralized device management software (JAMF / Casper Suite) that will facilitate the configuration of all Mac OS X and iOS devices to comply with PARCC hardware, software, and security testing requirements.

**General Observations:** Visits to three schools and the district technology department yield the conclusion that district technology resources are equitably distributed throughout the district. Students and teachers have ready access to classroom workstations, computer laboratories, and portable devices. Smartboard and video projection display technologies were observed and in use by instructional staff. Students were observed working at classroom workstations and in computer laboratory classrooms. Observed instructional activities included teachers provided directed instruction and students engaged in individualized and small group computer-based activities and lessons. Additionally, students were observed receiving on-line instructional activities within the district's digital academy. The district is in the final stages of completion of an OSFC building project which has resulted in new network technology infrastructures in all buildings. Buildings that received analog video distribution systems (early in the OSFC project) are in the process of being converted to digital distribution technologies.

#### **District Technology Plan:**

**Vision:** To maximize current technologies through Professional Development and online resources. To use technology to increase student achievement. To work toward a paperless environment.

**Mission:** To increase the utilization of technology in the education of the students as we prepare the students to be successful in the 21st century

The following narrative was provided by the district and represents the current state of progress toward attainment of technology goals as defined in the current district technology plan for 2012-2015:

*"The following three goals are related and will be addressed together:*

***Goal – Technology resources aligned to core curriculum***

***Goal – Increase student learning and engagement through the use of technology***

***Goal – Meet the diverse needs of our students***

*We are currently looking at updating many district curriculum resources. This process involves researching the technology components and requirements of each program. This is very important that the technology is looked at from the onset to ensure that upon adoption by the Board of Education all components are ready to be implemented. Through collaboration with the department of Teaching and Learning we work to ensure that needed resources are available for classroom use. Technology needs to be integrated into daily lessons. It cannot be an "add on" or "time filler". To ensure that technology is integrated we are providing professional development. Working with our Educational Service Center and North2North we have provided professional development for staff on the implementation of the IVDL units that are within each building. The middle schools and the high school each have HD Polycom units to link with remote sites. The elementary buildings have a small portable robotic webcam setup that can be moved to any classroom and connected to the SmartBoard. North2North is following a train the trainer model to deliver these services. We have partnered with Apple Computers to provide Professional*

*Development in relation to the iPads and MacBook Air deployments. This year we have had an initial kick off PD with the 5<sup>th</sup> and 6<sup>th</sup> grade teachers. Two Apple trainers were on site for a full day in-service on the application of the new iPads to provide an instructional tool to help increase student achievement, cross-curricular, but with a primary focus in reading and math. Using grant funds that PD will be expanded into a year-long series of professional development for all staff members in grades 3-6. Some second grade teachers will also be included if their respective buildings have had an iPad cart purchased for them. It is desired that all students 1-6 will have access to the iPads and all staff will receive the appropriate training as additional deployments are released. Even though the fifth and sixth grade teachers have only had the devices for a short period of time many have redesigned lessons to incorporate student use of the iPads regularly.*

**Goal – Technology support and management**

*We have begun the process to streamline the policies for the Department of Information. The first major project was the implementation of a helpdesk system to track technology needs within the district. We have successfully implemented “HelpDesk”. The employees login to the HelpStar server using their standard login. They then enter a request they have for repairs or other needs that they have. The ticket is then routed to the appropriate building technician to complete the work necessary. This system has an extensive reporting system that we are just beginning to use. In the future by analyzing the reports that can be generated we will be able to better address the needs of the end-users. This process is working so well at this point that we are looking at expanding it to include operational and custodial requests.*

**Goal – Telecommunication restructuring transfer to VoIP**

*We are in process of transitioning from our aging PBX phone system to a new Hosted VoIP solution. This project will result in significant savings over our current communications expenses. To offset the initial expense of the new equipment and handsets we are trying to leverage our e-rate funding. We applied in year 15 for a hosted solution to meet our needs. This funding was not awarded due to some contractual terms. We have again applied for funding in year 16. After numerous conversations as to why the initial proposal was not awarded, we are confident that the funding will be approved for year 16 and we will be able to move forward with this project*

**Goal – Video on demand implementation**

*This project has been delayed and is slated to be revisited in the 2014-20015 school year. We are currently underway on a \$74 million construction project for a new high school. We feel that it is in the best interest to postpone the video on demand project until we can align the entire district under one system. Moving forward now with new systems in all district buildings may cause compatibility issues with the technology that will be installed in our state-of-the-art high school. We plan on making the New Lorain High School the network operations center for all district resources. By postponing we can ensure that we efficiently provide a stable cohesive system.”*

**Instructional Practices:** Standards based instruction, Inclusion (LRE), Differentiated Instruction, Technology to support curriculum, interventions strategies, collaborative planning, etc., are methods that promote student achievement performance.

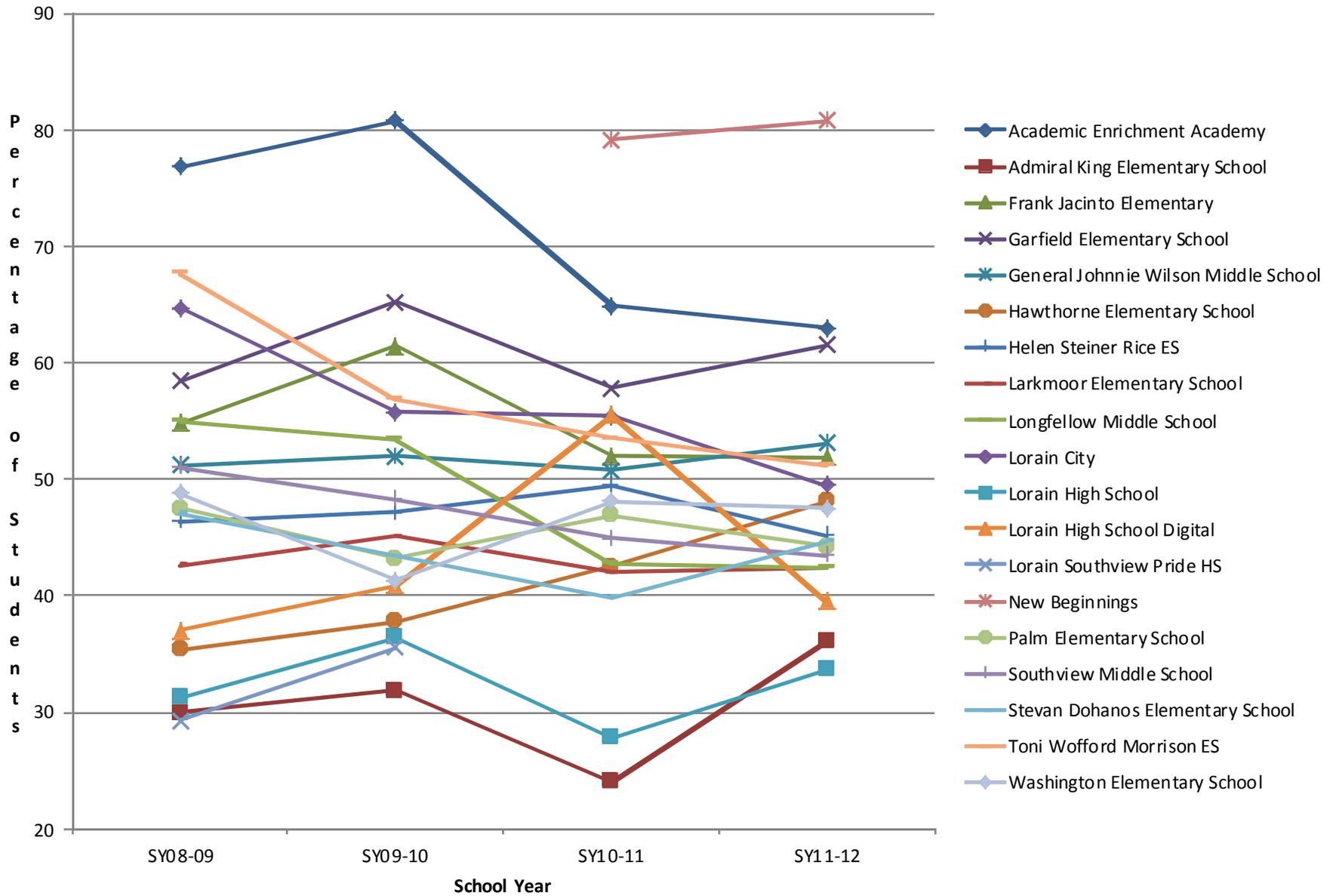
<p><b><i>School Improvement Diagnostic Review Indicators of Effective Practices / Examples of Evidence</i></b></p>	<p><b><i>Description of the <u>Lorain City School District's</u> Practices</i></b></p>
<p><b><u>Planning:</u></b> <i>Classroom practices are consistent with standards-based instruction.</i></p> <ul style="list-style-type: none"> <li>• Lessons relate to the Ohio's New Learning Standards. Lessons are clearly defined. Pacing is consistent. Displays of classroom goals for all learners are present.</li> <li>• Representation of content area is appropriate and links with student's knowledge and experiences.</li> <li>• Students can link lesson and activities to the learning goals and objectives.</li> <li>• Schedules are organized for grade level teams, with special education, gifted and ELL, and departments to collaborate on scope and sequence, thematic units and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• All classrooms K-12 had learning targets posted as "I can" statements.</li> <li>• Most teachers had lesson verification for entire week on their desks.</li> <li>• Most lesson plan formats were written as page numbers of texts with activity briefly described.</li> <li>• Some teachers had their plans organized in binders with previous week's lessons.</li> <li>• District developed curriculum maps and pacing guides were found with some lesson plans.</li> <li>• Pacing seemed to be consistent among grade levels and departments.</li> <li>• Planning seems to be inconsistent unless within assigned teams.</li> <li>• Rarely were special education teachers or ELL teachers formally participating in Grade level or team meetings.</li> </ul>
<p><b><u>Differentiated Instructional Strategies:</u></b> <i>Teachers use a variety of methods to meet the learning needs of all students.</i></p> <ul style="list-style-type: none"> <li>• Lesson plans include differentiated instruction that addresses the needs of all learners.</li> <li>• Instructional materials, resources, activities, and assignments are appropriate. All students are engaged.</li> <li>• Instructional groups are productive and appropriate to learning goals. Students take initiative to influence instructional groups to advance their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct/whole group instruction seems to be the primary method among the secondary education.</li> <li>• However, the middle school has some flexible grouping in core classes.</li> <li>• The reading series, Success for All, requires the students to be assigned to groups in according to reading abilities for student in grades 2-8.</li> <li>• Group and partner activities were observed in grades 2-8.</li> <li>• The district focuses on Active Listening Group Practices.</li> </ul>

<p><u><i>Instructional Supports:</i></u> <i>Technology is used to enhance student learning.</i></p> <ul style="list-style-type: none"> <li>• Students independently use technology for a variety of purposes.</li> <li>• Teacher lesson plans integrate technology in teaching and learning activities, where appropriate.</li> <li>• Computer centers are staffed and open to students before, during, and after school.</li> </ul>	<ul style="list-style-type: none"> <li>• The Computer Lab is one K-6 special that has not been eliminated. It is the only time many students use computer technology.</li> <li>• All classrooms are supported with a teacher computer and projector/smartboard. <ul style="list-style-type: none"> <li>◦ Many teachers observed using it to post goals, integrate pictures/internet sites/etc. into lessons, demonstrate items, and note-taking.</li> <li>◦ In some classes, students also used the smartboard to display work or assist teacher.</li> </ul> </li> <li>• Some buildings are designed for a tutor or computer area in an alcove between classrooms. These spaces either had the computers turned off or no computers.</li> <li>• Many classrooms had netbook lockers. One class was observed using them.</li> </ul>
<p><u><i>Instructional Supports:</i></u> <i>All students have access to the general education curriculum.</i></p> <ul style="list-style-type: none"> <li>• All students are actively engaged in learning activities and tasks.</li> <li>• All students can work cooperatively with one another across socio-cultural backgrounds and academic abilities</li> <li>• Special Education and English Language learners successfully participate in regular classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Lorain schools use a variety of instructional supports such as inclusion, pull-out, push-in and resource rooms' practices.</li> <li>• Push-in is most commonly used for Science and Social Studies instruction.</li> <li>• Active Group Learning allows students to meet a protocol of group engagement for a lesson.</li> <li>• The district has an equitable diverse population. All students are engaged and interact. English Language Learners receive support in varying methods. Push-in with ESL tutor was observed in two classes.</li> </ul>
<p><u><i>Instructional Supports:</i></u> <i>Regular and special education teachers work together to provide instruction to Students with Disabilities; Regular and gifted teachers work together to provide instruction to students with special talents; Regular and ESL teachers work together to provide instruction to Students with Limited English Proficiency.</i></p> <ul style="list-style-type: none"> <li>• Instructional collaboration and coordination are topics for regularly scheduled grade-level meetings.</li> <li>• Instructional collaboration and coordination are topics for regularly scheduled cross-grade level meetings.</li> <li>• Instructional collaboration and coordination are topics for regularly scheduled department meetings.</li> <li>• Bilingual and bicultural staff reflects the composition of the student population and provide support services to students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• No district or building scheduling has occurred to encourage this practice.</li> <li>• One school has initiated team teaching practices for the Intervention Specialist and General Education Teachers as part of their inclusion practices.</li> </ul>

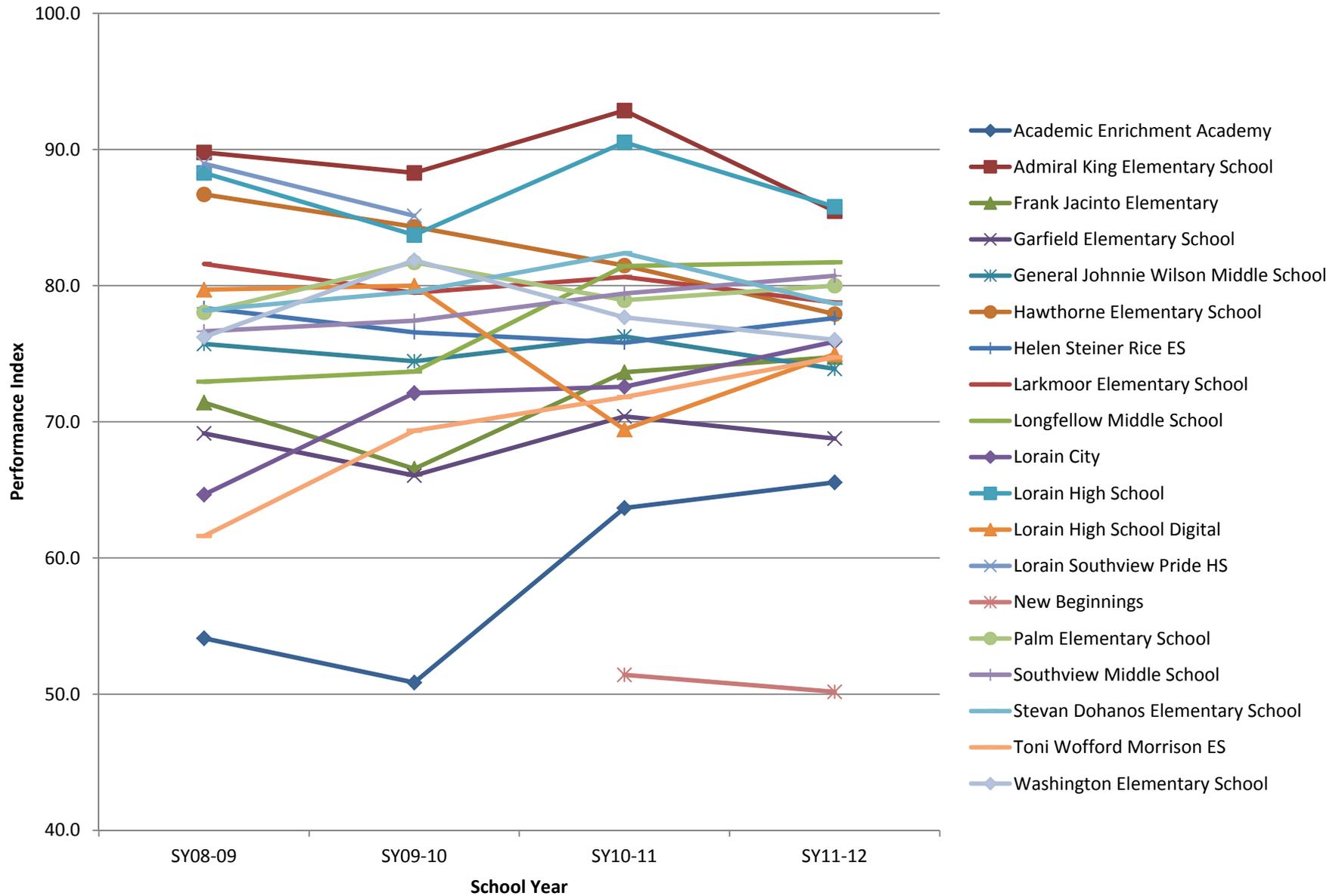
<p><u><i>Instructional Supports:</i></u> <i>School schedules maximize instructional time.</i></p> <ul style="list-style-type: none"> <li>• School provides time for teachers to work together.</li> <li>• Schedule shows uninterrupted blocks of time devoted to instruction.</li> <li>• Positive behavior programs reduce classroom management issues and value instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>• Block Schedules are the organization of the secondary schools. <ul style="list-style-type: none"> <li>○ Some classes were using time effectively.</li> <li>○ Excessive lag time affected student engagement.</li> </ul> </li> <li>• Teachers have varying tolerance for student chatter. Many secondary teachers shouted over the noise or ignored the talking. <ul style="list-style-type: none"> <li>○ Some students were observed texting or wearing headsets during classroom instruction.</li> </ul> </li> <li>• Elementary schools have both school wide and classroom incentive programs.</li> <li>• Initiating school-wide classroom routine and learner expectations criteria would reduce instructional disruptions and increase instructional time. <ul style="list-style-type: none"> <li>○ Some Elementary Schools have implemented these practices.</li> </ul> </li> </ul>
<p><u><i>Instructional Supports:</i></u> <i>Instructional practices are reviewed and revised on a regular basis.</i></p> <ul style="list-style-type: none"> <li>• Instructional collaboration and coordination are topics for regularly scheduled grade-level meetings.</li> <li>• Teachers use common formative and summative assessment data to drive instruction</li> <li>• Forms of professional support such as peer mentoring /observations, peer coaching, walk-through observations, etc. are used to focus on implementation of best instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher based teams are a new initiative this year for the elementary schools. <ul style="list-style-type: none"> <li>○ Data from assessments are the topics of discussion regarding student success.</li> <li>○ Individual student interventions the main focus.</li> <li>○ Curriculum gaps and lesson reflection are generally not addressed.</li> </ul> </li> <li>• Principals report varying levels of walk-through observation practices. <ul style="list-style-type: none"> <li>○ Feedback is minimal where mostly a quick note or comment back to the teacher in the near future.</li> <li>○ Walk-through data on initiatives for frequency or quality is not collected.</li> <li>○ Rarely are general building systemic practices discussed at faculty or teacher meetings.</li> </ul> </li> </ul>
<p><u><i>Data Driven Decisions:</i></u> <i>All students receive additional instruction when needed.</i></p> <ul style="list-style-type: none"> <li>• Learning outcomes for under-performing student groups are monitored.</li> <li>• A continuum of support options are provided by special area teachers based on student learning needs.</li> <li>• Before/after school, summer enrichment and parent resources are provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey reports nearly 75% of the teachers use assessments to determine the level of understanding and identifying students for intervention.</li> <li>• Special education learning supports are provided in all schools.</li> <li>• “The Club” is a Boys and Girls Club sponsored after-school program where social, physical and academic needs are addressed at the middle school level.</li> <li>• Individual teachers provide extra support and/or tutoring as needed during agreed upon times for teacher and student.</li> </ul>

<p><u>Data Driven Decisions:</u> <i>Students are responsible for achieving personal goals that are aligned to classroom goals.</i></p> <ul style="list-style-type: none"> <li>• Students can articulate the purpose of classroom goals.</li> <li>• Students use classroom goals to identify personal actions to become successful.</li> <li>• Students can monitor classroom goals and personal actions progress on charts, logs, or journals.</li> </ul>	<ul style="list-style-type: none"> <li>• When asked, most students were able to articulate the daily goal or activity.</li> <li>• Some class charts were posted in middle and elementary school classes to depict individual or team progress.</li> <li>• Elementary schools had behavior color cards, folders to hold work and journals.</li> <li>• Many elementary classes used folders to organize homework and graded work to communicate with parents.</li> </ul>
<p><u>Data Driven Decisions:</u> <i>Teachers use a variety of methods to assess academic progress.</i></p> <ul style="list-style-type: none"> <li>• Ongoing formative assessment is used through each lesson.</li> <li>• Teachers use common formative assessments.</li> <li>• Teachers use common summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• High school departments have created and initiated new common assessments this year.</li> <li>• Many elementary and middle school teachers were observed using common informal exit assessments to determine student understanding.</li> <li>• 4-point rubrics for math and writing assignments were posted in many 3-8 grade classrooms.</li> <li>• 75% teachers report in the survey consistently using quarterly assessment data to drive instruction.</li> <li>• Team collaboration, behavior points and homework graphs were displayed in the elementary classrooms and some middle school classrooms.</li> </ul>

# Percentage of Students Not Proficient



# Lorain City Building Performance Index Scores



## e Index - Building

Organization	Proficiency Level	School Year Metrics	2011-2012 School Year			2010-2011 School Year			2009-2010 School Year			2008-2009 School Year		
			Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index
Academic Enrichment Academy	010208	Untested	1.5	0.0	0.0	1.4	0.0	0.0	8.2	0.0	0.0	2.1	0.0	0.0
Academic Enrichment Academy	010208	Below Basic	30.6	0.3	9.2	33	0.3	9.9	40.5	0.3	12.2	46.3	0.3	13.9
Academic Enrichment Academy	010208	Basic	30.9	0.6	18.6	30.5	0.6	18.3	32.1	0.6	19.2	28.4	0.6	17.1
Academic Enrichment Academy	010208	Proficient	30	1.0	30.0	32.1	1.0	32.1	16.3	1.0	16.3	23.2	1.0	23.2
Academic Enrichment Academy	010208	Accelerated	5.9	1.1	6.5	2.7	1.1	3.0	2.9	1.1	3.2			
Academic Enrichment Academy	010208	Advanced	1.1	1.2	1.3	0.3	1.2	0.4						
Academic Enrichment Academy	010208	<b>Performance Index</b>	--	--	<b>65.6</b>	--	--	<b>63.7</b>	--	--	<b>50.8</b>	--	--	<b>54.1</b>
Admiral King Elementary School	019646	Below Basic	13.9	0.3	4.2	8.8	0.3	2.6	11	0.3	3.3	10	0.3	3.0
Admiral King Elementary School	019646	Basic	22.2	0.6	13.3	15.2	0.6	9.1	20.9	0.6	12.5	20	0.6	12.0
Admiral King Elementary School	019646	Proficient	33.9	1.0	33.9	39	1.0	39.0	37.6	1.0	37.6	33.5	1.0	33.5
Admiral King Elementary School	019646	Accelerated	19.3	1.1	21.2	23	1.1	25.3	17.4	1.1	19.1	25.2	1.1	27.7
Admiral King Elementary School	019646	Advanced	10.8	1.2	12.9	14	1.2	16.8	13.1	1.2	15.7	11.3	1.2	13.6
Admiral King Elementary School	019646	<b>Performance Index</b>	--	--	<b>85.5</b>	--	--	<b>92.9</b>	--	--	<b>88.3</b>	--	--	<b>89.8</b>
Frank Jacinto Elementary	000676	Below Basic	22.5	0.3	6.8	26	0.3	7.8	35.6	0.3	10.7	30	0.3	9.0
Frank Jacinto Elementary	000676	Basic	29.4	0.6	17.6	26	0.6	15.6	25.8	0.6	15.5	24.8	0.6	14.9
Frank Jacinto Elementary	000676	Proficient	31.4	1.0	31.4	30.7	1.0	30.7	25	1.0	25.0	27.6	1.0	27.6
Frank Jacinto Elementary	000676	Accelerated	10.3	1.1	11.3	11.5	1.1	12.6	9.5	1.1	10.4	12	1.1	13.2
Frank Jacinto Elementary	000676	Advanced	6.4	1.2	7.6	5.7	1.2	6.9	4.2	1.2	5.0	5.7	1.2	6.8
Frank Jacinto Elementary	000676	<b>Performance Index</b>	--	--	<b>74.8</b>	--	--	<b>73.6</b>	--	--	<b>66.6</b>	--	--	<b>71.4</b>
Garfield Elementary School	012963	Below Basic	27.3	0.3	8.2	25.7	0.3	7.7	31	0.3	9.3	29.6	0.3	8.9
Garfield Elementary School	012963	Basic	34.2	0.6	20.5	32.1	0.6	19.3	34.2	0.6	20.5	28.8	0.6	17.3
Garfield Elementary School	012963	Proficient	26.2	1.0	26.2	32.1	1.0	32.1	23.2	1.0	23.2	30.4	1.0	30.4
Garfield Elementary School	012963	Accelerated	8.8	1.1	9.7	7.6	1.1	8.4	9.2	1.1	10.1	8.5	1.1	9.4
Garfield Elementary School	012963	Advanced	3.5	1.2	4.2	2.4	1.2	2.9	2.5	1.2	3.0	2.7	1.2	3.2
Garfield Elementary School	012963	<b>Performance Index</b>	--	--	<b>68.8</b>	--	--	<b>70.4</b>	--	--	<b>66.1</b>	--	--	<b>69.1</b>
General Johnnie Wilson Middle School	000840	Untested	0.4	0.0	0.0	0.2	0.0	0.0	1	0.0	0.0	1	0.0	0.0
General Johnnie Wilson Middle School	000840	Below Basic	20.4	0.3	6.1	16.3	0.3	4.9	20.1	0.3	6.0	16.7	0.3	5.0
General Johnnie Wilson Middle School	000840	Basic	32.3	0.6	19.4	34.3	0.6	20.6	30.9	0.6	18.5	33.5	0.6	20.1
General Johnnie Wilson Middle School	000840	Proficient	35.5	1.0	35.5	36.6	1.0	36.6	34.4	1.0	34.4	35.2	1.0	35.2
General Johnnie Wilson Middle School	000840	Accelerated	7.7	1.1	8.4	9.3	1.1	10.2	8.7	1.1	9.6	9.3	1.1	10.3
General Johnnie Wilson Middle School	000840	Advanced	3.7	1.2	4.4	3.3	1.2	4.0	4.9	1.2	5.9	4.3	1.2	5.1
General Johnnie Wilson Middle School	000840	<b>Performance Index</b>	--	--	<b>73.9</b>	--	--	<b>76.3</b>	--	--	<b>74.4</b>	--	--	<b>75.7</b>
Hawthorne Elementary School	017509	Below Basic	22.8	0.3	6.8	20.8	0.3	6.3	19.2	0.3	5.8	14.7	0.3	4.4
Hawthorne Elementary School	017509	Basic	25.3	0.6	15.2	21.7	0.6	13.0	18.6	0.6	11.1	20.7	0.6	12.4
Hawthorne Elementary School	017509	Proficient	25.6	1.0	25.6	26.4	1.0	26.4	27.6	1.0	27.6	26.8	1.0	26.8
Hawthorne Elementary School	017509	Accelerated	13.1	1.1	14.4	15	1.1	16.5	17.6	1.1	19.3	22.5	1.1	24.8
Hawthorne Elementary School	017509	Advanced	13.3	1.2	16.0	16.1	1.2	19.3	17.1	1.2	20.6	15.2	1.2	18.3
Hawthorne Elementary School	017509	<b>Performance Index</b>	--	--	<b>77.9</b>	--	--	<b>81.5</b>	--	--	<b>84.3</b>	--	--	<b>86.7</b>
Helen Steiner Rice ES	009222	Below Basic	25.9	0.3	7.8	23.4	0.3	7.0	22.9	0.3	6.9	19.8	0.3	5.9
Helen Steiner Rice ES	009222	Basic	19.3	0.6	11.6	26.1	0.6	15.7	24.3	0.6	14.6	26.6	0.6	15.9
Helen Steiner Rice ES	009222	Proficient	28.9	1.0	28.9	29.9	1.0	29.9	36	1.0	36.0	32.6	1.0	32.6
Helen Steiner Rice ES	009222	Accelerated	17	1.1	18.7	15	1.1	16.5	10.9	1.1	12.0	13.9	1.1	15.3
Helen Steiner Rice ES	009222	Advanced	8.9	1.2	10.6	5.6	1.2	6.7	6	1.2	7.2	7.2	1.2	8.6

## e Index - Building

Organization	Proficiency Level	School Year Metrics	2011-2012 School Year			2010-2011 School Year			2009-2010 School Year			2008-2009 School Year		
			Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index
Helen Steiner Rice ES	009222	<b>Performance Index</b>	--	--	<b>77.6</b>	--	--	<b>75.8</b>	--	--	<b>76.6</b>	--	--	<b>78.4</b>
Larkmoor Elementary School	019851	Untested	0.7	0.0	0.0									
Larkmoor Elementary School	019851	Below Basic	20.2	0.3	6.1	17.1	0.3	5.1	17.5	0.3	5.3	12.4	0.3	3.7
Larkmoor Elementary School	019851	Basic	21.5	0.6	12.9	24.9	0.6	14.9	27.6	0.6	16.5	30.2	0.6	18.1
Larkmoor Elementary School	019851	Proficient	40	1.0	40.0	37.3	1.0	37.3	34.8	1.0	34.8	38.3	1.0	38.3
Larkmoor Elementary School	019851	Accelerated	12.3	1.1	13.6	15.5	1.1	17.0	12.7	1.1	13.9	14.8	1.1	16.3
Larkmoor Elementary School	019851	Advanced	5.2	1.2	6.2	5.2	1.2	6.2	7.4	1.2	8.9	4.3	1.2	5.1
Larkmoor Elementary School	019851	<b>Performance Index</b>	--	--	<b>78.8</b>	--	--	<b>80.6</b>	--	--	<b>79.5</b>	--	--	<b>81.6</b>
Longfellow Middle School	000841	Untested				0.2	0.0	0.0				0.6	0.0	0.0
Longfellow Middle School	000841	Below Basic	14.1	0.3	4.2	13	0.3	3.9	23	0.3	6.9	21.3	0.3	6.4
Longfellow Middle School	000841	Basic	28.3	0.6	17.0	29.6	0.6	17.7	30.4	0.6	18.2	33.1	0.6	19.8
Longfellow Middle School	000841	Proficient	35.9	1.0	35.9	38	1.0	38.0	31.8	1.0	31.8	31.4	1.0	31.4
Longfellow Middle School	000841	Accelerated	14.3	1.1	15.7	13	1.1	14.3	10	1.1	11.0	10.7	1.1	11.8
Longfellow Middle School	000841	Advanced	7.4	1.2	8.9	6.3	1.2	7.5	4.8	1.2	5.8	2.9	1.2	3.5
Longfellow Middle School	000841	<b>Performance Index</b>	--	--	<b>81.7</b>	--	--	<b>81.4</b>	--	--	<b>73.7</b>	--	--	<b>72.9</b>
Lorain City	044263	Untested				1.4	0.0	0.0	3	0.0	0.0	5.9	0.0	0.0
Lorain City	044263	Below Basic	27	0.3	8.1	23.8	0.3	7.1	23	0.3	6.9	28	0.3	8.4
Lorain City	044263	Basic	22.5	0.6	13.5	30.2	0.6	18.1	29.8	0.6	17.9	30.8	0.6	18.5
Lorain City	044263	Proficient	26.4	1.0	26.4	27.4	1.0	27.4	23.8	1.0	23.8	20.8	1.0	20.8
Lorain City	044263	Accelerated	10.3	1.1	11.3	7.1	1.1	7.8	9.1	1.1	10.0	4.3	1.1	4.7
Lorain City	044263	Advanced	13.8	1.2	16.6	10.1	1.2	12.2	11.3	1.2	13.6	10.2	1.2	12.2
Lorain City	044263	<b>Performance Index</b>	--	--	<b>75.9</b>	--	--	<b>72.6</b>	--	--	<b>72.1</b>	--	--	<b>64.7</b>
Lorain High School	008309	Untested	0.9	0.0	0.0	0.1	0.0	0.0	2	0.0	0.0	0.3	0.0	0.0
Lorain High School	008309	Below Basic	14.7	0.3	4.4	11.6	0.3	3.5	13.6	0.3	4.1	12.4	0.3	3.7
Lorain High School	008309	Basic	18.1	0.6	10.9	16.1	0.6	9.7	20.8	0.6	12.5	18.6	0.6	11.2
Lorain High School	008309	Proficient	35.5	1.0	35.5	33	1.0	33.0	37.8	1.0	37.8	34.7	1.0	34.7
Lorain High School	008309	Accelerated	18.6	1.1	20.5	26.2	1.1	28.8	15.9	1.1	17.5	21.2	1.1	23.3
Lorain High School	008309	Advanced	12.1	1.2	14.5	13	1.2	15.6	9.8	1.2	11.8	12.9	1.2	15.4
Lorain High School	008309	<b>Performance Index</b>	--	--	<b>85.8</b>	--	--	<b>90.5</b>	--	--	<b>83.7</b>	--	--	<b>88.3</b>
Lorain High School Digital	151142	Untested	8.6	0.0	0.0	6.9	0.0	0.0	2.6	0.0	0.0	8.1	0.0	0.0
Lorain High School Digital	151142	Below Basic	20.6	0.3	6.2	16.7	0.3	5.0	13.7	0.3	4.1	9.6	0.3	2.9
Lorain High School Digital	151142	Basic	10.3	0.6	6.2	31.9	0.6	19.2	24.6	0.6	14.7	19.3	0.6	11.6
Lorain High School Digital	151142	Proficient	41.1	1.0	41.1	37.5	1.0	37.5	42.8	1.0	42.8	45.9	1.0	45.9
Lorain High School Digital	151142	Accelerated	18.3	1.1	20.1	5.6	1.1	6.1	12.4	1.1	13.6	11.1	1.1	12.2
Lorain High School Digital	151142	Advanced	1.1	1.2	1.4	1.4	1.2	1.7	3.9	1.2	4.7	5.9	1.2	7.1
Lorain High School Digital	151142	<b>Performance Index</b>	--	--	<b>75.0</b>	--	--	<b>69.4</b>	--	--	<b>80.0</b>	--	--	<b>79.7</b>
Lorain Southview Pride HS	008312	Untested							0.9	0.0	0.0	0.4	0.0	0.0
Lorain Southview Pride HS	008312	Below Basic							13.4	0.3	4.0	13	0.3	3.9
Lorain Southview Pride HS	008312	Basic							21.3	0.6	12.8	15.9	0.6	9.6
Lorain Southview Pride HS	008312	Proficient							36.6	1.0	36.6	34.7	1.0	34.7
Lorain Southview Pride HS	008312	Accelerated							17	1.1	18.7	23.4	1.1	25.8
Lorain Southview Pride HS	008312	Advanced							10.9	1.2	13.0	12.5	1.2	15.0
Lorain Southview Pride HS	008312	<b>Performance Index</b>							--	--	<b>85.1</b>	--	--	<b>89.0</b>

# e Index - Building

Organization	Proficiency Level	School Year Metrics	2011-2012 School Year			2010-2011 School Year			2009-2010 School Year			2008-2009 School Year		
			Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index
New Beginnings	012335	Untested	2.2	0.0	0.0	5.8	0.0	0.0						
New Beginnings	012335	Below Basic	54.8	0.3	16.4	45	0.3	13.5						
New Beginnings	012335	Basic	23.8	0.6	14.3	28.3	0.6	17.0						
New Beginnings	012335	Proficient	17.1	1.0	17.1	20	1.0	20.0						
New Beginnings	012335	Accelerated	2.2	1.1	2.4	0.8	1.1	0.9						
New Beginnings	012335	<b>Performance Index</b>	--	--	<b>50.2</b>	--	--	<b>51.4</b>						
Palm Elementary School	000348	Below Basic	16.8	0.3	5.0	15.9	0.3	4.8	15.7	0.3	4.7	18.5	0.3	5.5
Palm Elementary School	000348	Basic	27.4	0.6	16.4	31	0.6	18.6	27.5	0.6	16.5	29	0.6	17.4
Palm Elementary School	000348	Proficient	35	1.0	35.0	33.2	1.0	33.2	30.9	1.0	30.9	32.2	1.0	32.2
Palm Elementary School	000348	Accelerated	15	1.1	16.5	14.6	1.1	16.0	14.9	1.1	16.4	15.2	1.1	16.8
Palm Elementary School	000348	Advanced	5.9	1.2	7.1	5.2	1.2	6.3	11	1.2	13.2	5.1	1.2	6.2
Palm Elementary School	000348	<b>Performance Index</b>	--	--	<b>80.0</b>	--	--	<b>78.9</b>	--	--	<b>81.7</b>	--	--	<b>78.0</b>
Southview Middle School	041087	Untested	0.1	0.0	0.0	0.1	0.0	0.0	0.5	0.0	0.0	0.3	0.0	0.0
Southview Middle School	041087	Below Basic	12.8	0.3	3.8	15.3	0.3	4.6	17	0.3	5.1	15.7	0.3	4.7
Southview Middle School	041087	Basic	30.6	0.6	18.4	29.5	0.6	17.7	30.8	0.6	18.5	35	0.6	21.0
Southview Middle School	041087	Proficient	40.1	1.0	40.1	38.5	1.0	38.5	35.1	1.0	35.1	32.9	1.0	32.9
Southview Middle School	041087	Accelerated	12.4	1.1	13.6	13.2	1.1	14.6	11.8	1.1	12.9	12.6	1.1	13.8
Southview Middle School	041087	Advanced	4	1.2	4.8	3.4	1.2	4.1	4.9	1.2	5.8	3.5	1.2	4.2
Southview Middle School	041087	<b>Performance Index</b>	--	--	<b>80.7</b>	--	--	<b>79.4</b>	--	--	<b>77.4</b>	--	--	<b>76.6</b>
Stevan Dohanos Elementary School	021659	Below Basic	21.3	0.3	6.4	17.1	0.3	5.1	19	0.3	5.7	18.1	0.3	5.4
Stevan Dohanos Elementary School	021659	Basic	23.4	0.6	14.0	22.8	0.6	13.7	24.4	0.6	14.7	29	0.6	17.4
Stevan Dohanos Elementary School	021659	Proficient	33.2	1.0	33.2	34.7	1.0	34.7	37.5	1.0	37.5	32.9	1.0	32.9
Stevan Dohanos Elementary School	021659	Accelerated	14.9	1.1	16.4	16.5	1.1	18.2	11.5	1.1	12.7	15.4	1.1	17.0
Stevan Dohanos Elementary School	021659	Advanced	7.2	1.2	8.6	8.9	1.2	10.7	7.5	1.2	9.0	4.6	1.2	5.5
Stevan Dohanos Elementary School	021659	<b>Performance Index</b>	--	--	<b>78.7</b>	--	--	<b>82.4</b>	--	--	<b>79.6</b>	--	--	<b>78.2</b>
Toni Wofford Morrison ES	009221	Untested										0.2	0.0	0.0
Toni Wofford Morrison ES	009221	Below Basic	24.9	0.3	7.5	30.5	0.3	9.1	32.6	0.3	9.8	40	0.3	12.0
Toni Wofford Morrison ES	009221	Basic	26.3	0.6	15.8	23	0.6	13.8	24.3	0.6	14.6	27.5	0.6	16.5
Toni Wofford Morrison ES	009221	Proficient	29.4	1.0	29.4	28.4	1.0	28.4	28.8	1.0	28.8	25.1	1.0	25.1
Toni Wofford Morrison ES	009221	Accelerated	11.8	1.1	12.9	12.4	1.1	13.7	9.2	1.1	10.1	6.3	1.1	6.9
Toni Wofford Morrison ES	009221	Advanced	7.6	1.2	9.1	5.7	1.2	6.8	5	1.2	6.1	0.9	1.2	1.1
Toni Wofford Morrison ES	009221	<b>Performance Index</b>	--	--	<b>74.7</b>	--	--	<b>71.8</b>	--	--	<b>69.3</b>	--	--	<b>61.6</b>
Washington Elementary School	039347	Untested	0.4	0.0	0.0									
Washington Elementary School	039347	Below Basic	24.6	0.3	7.4	18.9	0.3	5.7	14.7	0.3	4.4	20.3	0.3	6.1
Washington Elementary School	039347	Basic	22.5	0.6	13.5	29.2	0.6	17.5	26.6	0.6	15.9	28.5	0.6	17.1
Washington Elementary School	039347	Proficient	32	1.0	32.0	33.5	1.0	33.5	39	1.0	39.0	35.1	1.0	35.1
Washington Elementary School	039347	Accelerated	14.4	1.1	15.9	10.6	1.1	11.6	11.9	1.1	13.1	13.3	1.1	14.7
Washington Elementary School	039347	Advanced	6	1.2	7.2	7.8	1.2	9.3	7.9	1.2	9.5	2.7	1.2	3.2
Washington Elementary School	039347	<b>Performance Index</b>	--	--	<b>76.0</b>	--	--	<b>77.7</b>	--	--	<b>81.9</b>	--	--	<b>76.2</b>

					SY08-09	SY09-10	SY10-11	SY11-12
044263	Lorain City	Academic Enrichment Academy	010208	Performance Index	54.1	50.8	63.7	65.6
044263	Lorain City	Admiral King Elementary School	019646	Performance Index	89.8	88.3	92.9	85.5
044263	Lorain City	Frank Jacinto Elementary	000676	Performance Index	71.4	66.6	73.6	74.8
044263	Lorain City	Garfield Elementary School	012963	Performance Index	69.1	66.1	70.4	68.8
044263	Lorain City	General Johnnie Wilson Middle School	000840	Performance Index	75.7	74.4	76.3	73.9
044263	Lorain City	Hawthorne Elementary School	017509	Performance Index	86.7	84.3	81.5	77.9
044263	Lorain City	Helen Steiner Rice ES	009222	Performance Index	78.4	76.6	75.8	77.6
044263	Lorain City	Larkmoor Elementary School	019851	Performance Index	81.6	79.5	80.6	78.8
044263	Lorain City	Longfellow Middle School	000841	Performance Index	72.9	73.7	81.4	81.7
044263	Lorain City	Lorain City	044263	Performance Index	64.7	72.1	72.6	75.9
044263	Lorain City	Lorain High School	008309	Performance Index	88.3	83.7	90.5	85.8
044263	Lorain City	Lorain High School Digital	151142	Performance Index	79.7	80.0	69.4	75.0
044263	Lorain City	Lorain Southview Pride HS	008312	Performance Index	89.0	85.1		
044263	Lorain City	New Beginnings	012335	Performance Index			51.4	50.2
044263	Lorain City	Palm Elementary School	000348	Performance Index	78.0	81.7	78.9	80.0
044263	Lorain City	Southview Middle School	041087	Performance Index	76.6	77.4	79.4	80.7
044263	Lorain City	Stevan Dohanos Elementary School	021659	Performance Index	78.2	79.6	82.4	78.7
044263	Lorain City	Toni Wofford Morrison ES	009221	Performance Index	61.6	69.3	71.8	74.7
044263	Lorain City	Washington Elementary School	039347	Performance Index	76.2	81.9	77.7	76.0

					SY08-09	SY09-10	SY10-11	SY11-12
044263	Lorain City	Academic Enrichment Academy	010208	Percent Below Profi	76.8	80.8	64.9	63
044263	Lorain City	Admiral King Elementary School	019646	Percent Below Profi	30	31.9	24	36.1
044263	Lorain City	Frank Jacinto Elementary	000676	Percent Below Profi	54.8	61.4	52	51.9
044263	Lorain City	Garfield Elementary School	012963	Percent Below Profi	58.4	65.2	57.8	61.5
044263	Lorain City	General Johnnie Wilson Middle School	000840	Percent Below Profi	51.2	52	50.8	53.1
044263	Lorain City	Hawthorne Elementary School	017509	Percent Below Profi	35.4	37.8	42.5	48.1
044263	Lorain City	Helen Steiner Rice ES	009222	Percent Below Profi	46.4	47.2	49.5	45.2
044263	Lorain City	Larkmoor Elementary School	019851	Percent Below Profi	42.6	45.1	42	42.4
044263	Lorain City	Longfellow Middle School	000841	Percent Below Profi	55	53.4	42.8	42.4
044263	Lorain City	Lorain City	044263	Percent Below Profi	64.7	55.8	55.4	49.5
044263	Lorain City	Lorain High School	008309	Percent Below Profi	31.3	36.4	27.8	33.7
044263	Lorain City	Lorain High School Digital	151142	Percent Below Profi	37	40.9	55.5	39.5
044263	Lorain City	Lorain Southview Pride HS	008312	Percent Below Profi	29.3	35.6		
044263	Lorain City	New Beginnings	012335	Percent Below Profi			79.1	80.8
044263	Lorain City	Palm Elementary School	000348	Percent Below Profi	47.5	43.2	46.9	44.2
044263	Lorain City	Southview Middle School	041087	Percent Below Profi	51	48.3	44.9	43.5
044263	Lorain City	Stevan Dohanos Elementary School	021659	Percent Below Profi	47.1	43.4	39.9	44.7
044263	Lorain City	Toni Wofford Morrison ES	009221	Percent Below Profi	67.7	56.9	53.5	51.2
044263	Lorain City	Washington Elementary School	039347	Percent Below Profi	48.8	41.3	48.1	47.5

TO: Lorain Academic Distress Commission  
William Zelei, Chair

FROM: Barb Bechtel, ODE Fiscal Consultant

RE: Lorain City Schools Finances

The Lorain City School District was placed in fiscal caution by the Ohio Department of Education (ODE) in June of 2007 due to concerns over projected deficits shown on its five-year forecast at that time. ODE regularly monitors the finances of fiscal caution districts. As a fiscal caution district, Lorain is also required to submit a proposal to address the projected deficits which it has done regularly and thus far it has been able to avoid the more severe designations of fiscal watch or fiscal emergency.

#### Five Year Forecast

- All Ohio school districts are required to submit a five-year forecast to ODE each October and update that forecast in May. Attached is a document on how to read a five-year forecast.
- Also attached is the district's October forecast but this forecast is out of date and currently being updated. The Superintendent and Treasurer are scheduled to meet on May 9<sup>th</sup> to work on the forecast update and are expecting to have it approved at the May 28<sup>th</sup> Board meeting.
- The Treasurer stated that State Foundation funding and the number of students leaving the district through open enrollment are the two biggest unknowns in the forecast. The Governor's proposed budget and the House version of that budget project greatly different State funding amounts for Lorain City Schools for the next fiscal two years.
- Additional changes that will be included in the May forecast update are the November passage of the new operating levy and the borrowing of one full year of tax collections against that levy. This borrowing was necessary to remain solvent and should allow the district to close fiscal 2013 with a small positive balance.
- It is important to note that the five-year forecast only includes the general operating funds of the district and any portion of the Bond Retirement Fund used to retire General Fund debt. None of the Federal or State grants, Student Activity Funds or Lunchroom Funds are included in the forecast.

#### Monitor Reports

- Because of the district's designation of fiscal caution, ODE regularly monitored it. This fiscal monitoring includes a review of the Board of Education minutes, revenue and expenditures, employee counts, the reconciliation of month end balances, and a comparison of actual verses estimated revenue and expenditures. Included is the latest copy of the fiscal monitoring report.

#### Purchasing Procedures

According to the Treasurer, the following are the district's purchasing procedures. These procedures, if followed, will provide adequate controls over purchases.

- All requisitions for purchasing are submitted online and money must be available in the budget line item in order for the requisition to actually be entered. If there isn't any money available in the budget line item, the employee/department will not be able to submit a requisition.
- All requisitions that are submitted are then approved by the department supervisor or building principal and then forwarded online to the Director of Operations.
- Requisitions approved by the Director of Operations are then forwarded to the Treasurer's office.
- If approved by the Treasurer, the requisitions are converted to purchase orders and the orders are sent to the vendors for processing.
- All orders received are then approved for payment by the department supervisor or building principal and that paperwork is forwarded to the Treasurer's office.
- Invoices are not paid without authorization from the appropriate source.
- All expenses for the Superintendent and the Treasurer are approved by the Board of Education President.

#### Budgeting Procedures

- Per discussions with the Treasurer, all building principals and department supervisors submit a budget request each year. The requests are reviewed by the Treasurer, the Director of Operations and/or the Superintendent.

#### Audits

- All school districts are audited annually either by the Auditor of State or an Independent Auditing firm approved by the Auditor of State. Audit reports are available on the Auditor of State's website. ([www.auditor.state.oh.us/](http://www.auditor.state.oh.us/)) There is a link to search for audit reports at the top of the left hand column on the Auditor's home page.
- A review of the financial audit reports for the last two years do not indicate any issues with the district's financial reporting.
- A Performance Audit of the Lorain City Schools was completed in July 2008. That report is available on the Auditor's website as well. It may be worthwhile to ask district officials for the status of implementing the performance audit recommendations.

If members of the Commission have any questions or would like more information, please contact Dr. John Richard

## Lorain City Schools Assessment of Grants/CCIP/ Title Programs

### FACTS

Review- On January 15, 2013 and on April 17, 2013 a Program Audit and Compliance Tracking System (PACTS) form was used to review Title Programs in Lorain City Schools. The primary goal of the on-site visit was to provide technical assistance and guidance to the LCS so they may effectively support and accelerate student achievement in reading and mathematics.

The report identifies three non-compliance findings with which require a corrective action plan for each finding from LCS by June 17, 2013. In my discussion with the Grant Administrator the action plan for one finding is already in progress and the area of non-compliance will be corrected for the 2013-2014 school year. The PACTS review document and district letter are attached.

At this time all Federal grants both competitive and entitlement will experience at least a 5.5% reduction due to sequestration. LCS administration will continue to review resource allocations as the DLT and Strategic Plan are active in the 2013-2014 school year.

### Recommendation

LCS hired a new superintendent in August 2012. With the change in leadership there is evidence (see organizational chart) that a reorganization of administrative positions at Central Office needs to occur for the 2013-2014 school district. Specific to the federal and state grants, the current Grants Administrator is extremely knowledgeable about the each grant's fiscal allocations and federal requirements for all awarded Federal grants both competitive and entitlement. With a realignment of Central Office Administrative responsibilities and a review of job descriptions an administrator who is knowledgeable about the needs of educational programs would improve the exiting grant programs and to assist the Grants Administrator to maximize resource allocations.

The greatest area of need in LCS's grant programs is with implementation and evaluation of the program side/requirements of all grants. The Assistant Superintendent for School Improvement was hired in January 2013 and when interviewed during the audit, requested additional help on the program side of all grants. As stated previously, a realignment of central office administrative responsibilities would assist with meeting the identified needs in curriculum development (Common Core), instructional strategies implementation and formal assessment development linked to a data analysis process.

### Race to the Top (RttT)

LCS developed the district scope of work for Race to the Top with the help of an outside consultant who led the work through the Transformation Team. The LCS RttT Transformation Team has been meeting and reviewing all areas of the school district scope of work for the past two years and will be completing year three in September 2013. The staff assigned internally to monitor and implement all application areas of RttT have been working through the Professional Development Plan with the assistance of the RttT Specialist assigned to the school district. The district RttT staff has been working without the consultant during the 2012-2013 school year which was been a positive change for the

district. Through the leadership of the new superintendent, LCS RttT staff, and the RttT Specialist LCS scope of work has been implemented with greater fidelity. There are several challenges as LCS enters into its final year of implementation in the 2013-2014 school year.

**Challenges:**

- Implementing the OTES and OPES models. Negotiations are underway with the Teacher and principal unions to approve the changes needed to agreements for implementation with fidelity.
- The MOU with the LTA needs to be revised as the MOU restricts using the district funds in areas of greatest need. (see attached MOU) There is over \$700,000 of funds which will be carried over into the 2013-2014 school year in addition to the year 4 allocation (\$508,377.00)
- Decision in year 4 in Application Area C about which data system and assessments will be adopted for LCS.
- The Transformation Team evaluates progress of the RttT initiative and formalizes needs and sustainability of work completed by the district. The recommendations for sustaining the improvement efforts under way in the RttT plan need to be integrated into the district Strategic Planning Process in 2013-2014.
- During the 2013-2014 school year, the RttT Scope of Work and the Professional Development Plan need to be discussed integrated into the District Leadership monthly meetings. Progress reports and communications about the work to date need to be available to all LCS staff. The Transition team can make recommendations about the communications plan found in Application Area A of the Scope of Work.

## District Themes based on discussions with Senior Leadership

1. Resistance to change coupled with a culture focused on adult issues rather than student issues
  - No formal mechanism exists to solicit input/feedback from building admin & staff, partially as a result of meetings of operating “in crisis mode.”
  - Many people do not hold the belief that we can do better; most staff have been here for entire career - this can be a hindrance to new ideas and leads to a focus on past rather than current reality.
  - There is a culture of low expectations, according to numerous respondents.
  - A lack of understanding by the adults of the students’ culture in Lorain. This issue was mentioned by several persons.
  - Limitations exist in the negotiated agreement with teachers (Lorain Education Association) that are restrictive in several areas that could otherwise have the potential to positively affect student performance – this was mentioned by almost every administrator. There is a significant frustration with restrictions formally or informally that are not good for students.
2. A need to have the right people in the right positions
  - Very little has been done for recruitment of teachers, there have been a lot of layoffs, last round of true hiring has been 10-15 years ago.
  - Evidence is lacking of a focused hiring process as a result of turnover in HR. Personnel files not online, a need to further review this department.
  - A unified plan to retain irreplaceable teachers is not evident, nor is there an effort to systemically address ineffective teachers (2 teachers fired in last several decades, according to a few respondents). Several persons mentioned that principals are reluctant to address poor teachers.
  - Variance in leaders’ capacity was noted by several.
  -
3. Need for a district-wide focus including mission, vision, strategic leadership, planning, & management
  - The mission (why LCS exists) has not been formalized in a long-time; several people provided what they thought was the mission, but it is clear that if a formalized mission exists, senior leadership is not aware of it.
  - Currently, a vision (where LCS is headed) does not exist.
  - Currently, a strategic plan (how LCS gets to vision) does not exist (not addressed for nearly a decade). However, Superintendent Tucker and senior leadership are ready to begin this process in collaboration with the ADC.

- District goals are sporadic, some exist through the OIP, and some academic goals are in place. The goals are not monitored/measured, but leadership is putting a process in place to address this.
  - Decision-making depends on the level, a lack of trust exists among some key decision makers, variance in leaders, leadership capacity is inconsistent.
  - Superintendent is strong regarding use of data to inform decisions, introduction of APQC (American Productivity & Quality Center) has been a bright spot – it is a process improvement, performance & management tool.
  - Effectiveness of policies, practices, activities are not formally evaluated, but ready to move forward with strategic plan, & policy review.
  - Process for allocation of resources is evident at the senior leadership level, but building-level budgets need a system put into place with the impact on students at the forefront.
  -
4. Need for alignment of curriculum, instruction, and assessment with clarity
- Communication with various stakeholders occurs through Building Leadership Teams (BLTs); however, many were in name only, not functioning effectively.
  - Process for curriculum review, revision, & adoption has been lacking in the past several years, currently being revised & updated. Little or nothing in place prior to this year, with a focus on buying programs, but with no follow through. This is changing.
  - Use of data to inform decisions is beginning to occur.
  - Instructional focus across the district – Marzano research has been introduced, evidence of utilization is sporadic. The 5-step process for BLTs is in place, but appears to be implemented with various levels of fidelity (not evident in the District Leadership Team).
  - Best practices of instruction might be utilized, but is not monitored on a regular basis, evidence is lacking due to principals rarely going into classrooms.
  -
5. Culture of low expectations & a lack of belief in the students
- Several non-academic barriers exist in LCS (90% free & reduced lunch, attendance is a challenge - court support is inconsistent, urban issues with families). Attempts to address these barriers include 21st century grants, Gear-up grants. A few people mentioned union interference in addressing the challenges, but did not provide detail – need to ask more questions here.
  - A rich diversity exists, but there is a focus on the challenges, rather than the opportunities
  - There is a widespread culture of low expectations, according to numerous respondents.



## APPENDIX B



## Lorain City School District 3-Year Academic Recovery Plan Curriculum & Instruction



### Overarching Goals

Implement a district, building and community approach to address academic needs by closing gaps (performance, attendance, graduation) through a defined restructuring transformation plan for improving student performance for all learners – regular education, special education, English Language Learners, at-risk students, gifted education - in order to impact the outcomes and results of student achievement. Rigorous uniform curriculum (what is taught) → using high impact relevant best practices (what is delivered) → is aligned to Common Core New Learning Standards (what is written) → and tracking, analyzing and informing instruction (what is assessed).

### Accountability Components

Lorain City SD will reach a designation no lower than Continuous Improvement in the statewide accountability system as measured and calculated by the Ohio Achievement Assessment, Ohio Graduation Test, Attendance Rate, Graduation Rate and the Value Added Calculation.

- Ohio Achievement Assessment: All subgroups will meet Adequate Yearly Progress (AYP) in reading and math with a Performance Index Score of not lower than 80 points as measured by the OAA.
- Ohio Graduation Test: All subgroups will meet Adequate Yearly Progress (AYP) in reading and math with a Performance Index Score of not lower than 80 points as measured by the OGT.
- Attendance Rate: All subgroups will meet attendance (93%) as measured by the district and Local Report Cards.
- Graduation Rate: All subgroups will meet the graduation rate (90%) as measured by the district and Local Report Cards.
- Performance Index: The achievement of every student will increase to 85.0 points. (Our current Performance Index is 80.0.)
- Value Added Calculation: All subgroups will meet expected growth for Value Added as measured by the district and Local Report Cards. (The current overall composite is Below Expected Growth which indicates less than one year of progress has been achieved.)
- Student Enrollment: Student enrollment will increase by 200 students.
- Special Education: The percentage of students identified for special education services will decrease to meet the state average of 15%.

*Accountability Components will evolve with Ohio's Proposed Accountability System and Timeline.*

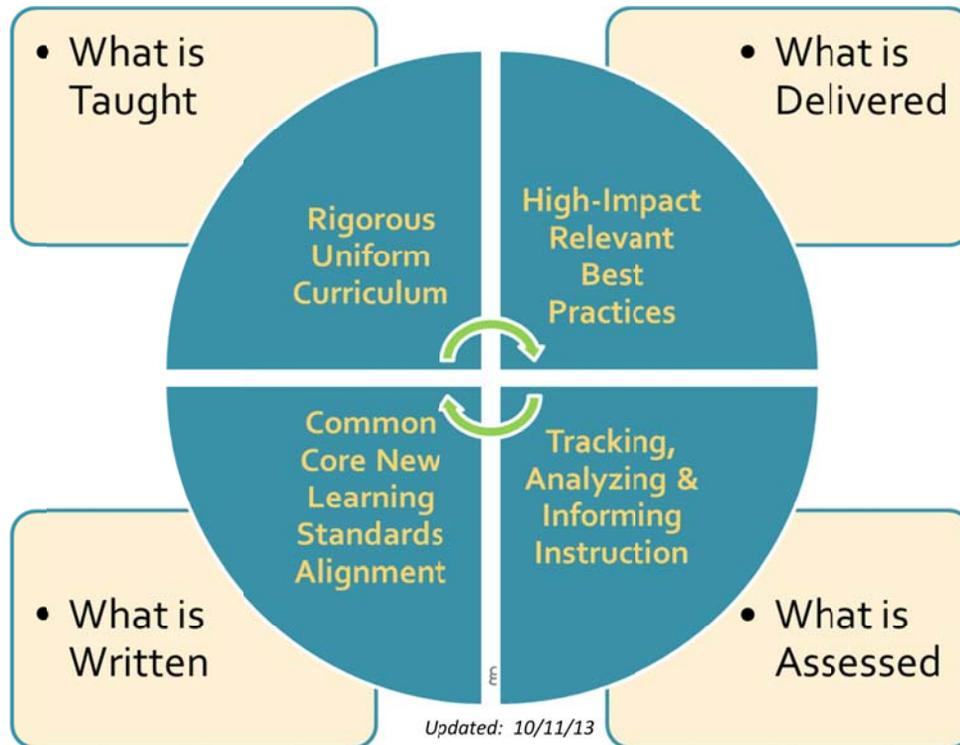
Critical Areas of Academic Focus	Strategies	Progression	Timeline Implementation
<b>Alignment of Standards</b> Create an inviting and motivating student-centered learning environment that is grade level/subject area relevant with purposeful and meaningful plans based on the Common Core State Standards (CCSS)	Daily Student Awareness: I Can Statements	In Progress	August 2013
	Scope & Sequence with Pacing Guides and Timelines	In Progress	August 2013
	CCSS Key Vocab Words	In Progress	August 2013
	CCSS Power Verbs	In Progress	August 2013
<b>Instructional Practices</b> Implementation of effective research based, high impact practices and resources that are rigorous, relevant, provide stretch and are challenging and attainable to meet the academic need of all performance levels of learners.	Project Based Performance Tasks integrated within the four content areas.	In Progress	August 2013
	Tight Weekly & Daily Instructional Schedule for ES /MS: English Language Arts Blocks, Math Language Arts Blocks, time allocated for Science and Social Studies.	In Progress	August 2013
	Higher Level Questioning with Higher Level Responses	Planning Stage	August 2013
	Instructional leveling of students	Planning Stage	August 2013
	KG-2 Summer Programming	In Progress	June 2013
	After School Tutoring Math & ELA	Completed	✓
	Skill Building Initiative	Completed	✓
	Intervention Labs for Reading & Math for Tier I, II, III students	Planning Stage	August 2013
	RttT Instructional Coaches Modeling & Coaching Practices: (1)Extended Responses/Short Answers, (2) Scoring Camp, (3) KG-2 Writing Standards	In Progress	Ongoing
	Student Work: Aligned, grade level appropriate, modeled for expectation, grades with rubrics and written feedback	Planning Stage	August 2013
	Visual Cues on Essential Content Standards (posted as introduced)	Planning Stage	August 2013

#	Associates Degree (earned through LCS following a direct pathway)	Planning Stage	August 2013
#	Career Tech Courses (restructuring programming to align with High School 60-minute periods)	Planning Stage	August 2013
#	Comprehensive Schools: <ul style="list-style-type: none"> <li>• Gifted Academy</li> <li>• Homogeneous Academy</li> <li>• STEM Academy</li> <li>• Arts Academy</li> </ul>	Planning Stage Discussion Stage Discussion Stage Discussion Stage	August 2013 August 2014 August 2015 August 2016
<b><u>Environment &amp; Climate</u></b> Creation of a district and safe school environment that is identified as a Professional Learning Community with rigorous relevant expectations.	School-wide Procedures	Planning Stage	August 2013
	Instructional Refocus Center	Planning Stage	August 2013
	Monthly Attendance Incentives	Planning Stage	
	Map Display (cafeteria): World, US, State, County	In Progress	July 2013
	Character Traits displayed in hallways and common areas.	Planning Stage	August 2013
	Learning Posters displayed near student water fountains/restrooms	Planning Stage	August 2013
	Early Warning System Program	Planning Stage	August 2013
<b><u>Systems of Leadership using OIP</u></b> Shared leadership to promote ownership and accountability from all stakeholders. Promote partnerships with families and the community to support student learning.	Daily Classroom Instructional Rounds followed with immediate feedback	In Progress	Ongoing
<b><u>Systems of Leadership</u></b> Using the Ohio Improvement Process, implement shared leadership to promote ownership and accountability from all	Leadership videos followed with discussion and feedback	Planning Stage	August 2013
	Leadership Book Club	Planning Stage	August 2013
	District Leadership Team	In Progress	Ongoing

stakeholders. Promote partnerships with families and the community to support student learning.	Building Leadership Team	In Progress	Ongoing
	Teacher Based Teams	In Progress	Ongoing
	Academic Instructional Coaches	Planning Stage	August 2013
	Academic Support Assistants	Planning Stage	August 2013
	Community Partnerships	In Progress	Ongoing
	Building Principal Leadership Binders	In Progress	August 2013
<b><u>Job-Embedded Professional Development</u></b> Investment in on-going Professional Development and Staff Training based on needs assessment, collected student data results, ODE Initiatives and staff horizontal articulation as well as vertical articulation.	Silver & Strong Modeling, Coaching (MS/HS)	In Progress	Ongoing
	CCSS Shift	In Progress	Ongoing
	Selected Reading Program	In Progress	May 31, 2013
	Scope & Sequence with Pacing Guides and Timelines	In Progress	August 2013
	CCSS I Can Statements, Power Verbs, Key Vocabulary	In Progress	August 2013
	Envision / Springboard Math	In Progress	August 2013
	Triumph Learning	In Progress	August 2013
	iPads	In Progress	August 2013
	Assessments: NWEA	In Progress	August 2013
	ODE Initiatives: CCSS, OTES, Third Grade Guarantee, SLO, OPES, eTPES, PARCC	In Progress	August 2013
	Formative Assessments / FIP Your School	Planning Stage	August 2013
	Computer: Study Island/PLATO, Keyboarding	In Progress	August 2013
	Instructional Shifts with Higher Level Thinking, Questioning and Responding (K-R-S-P Taxonomy) Knowledge, Reasoning, Skills, Practice	Planning Stage	August 2013
<b><u>Data Driven Decisions</u></b> Examination of student work and collected data to inform instructional delivery, determine	Data Room for viewing, reviewing and promoting creative dialogue with Data Charts	Planning Stage	August 2013

strategic decisions, plan professional development, adjust instructional practice, demonstrate progression and impacts on student growth.	Diagnostic Assessments (baseline ) → Formative Assessments (daily/weekly) → Short Cycle Assessments (4.5 weeks) → Benchmark Assessments (quarterly) → OAA/OGT High Stakes (yearly)	In Progress	Ongoing
	Individual Goal Setting (Student Folders)	In Progress	Ongoing
	Embed data dialogue at building, classroom, and district level).	In Progress	Ongoing
	Pearson School Net IIS	In Progress	August 2013
<b>Parent &amp; Community Engagement</b> Establish conditions that lead to and promote the involvement and engagement of community stakeholders.	Lorain County Community College	In Progress	Ongoing
	Stocker Foundation	In Progress	Ongoing
	North Point SLO Collaborative Project	In Progress	Ongoing
	District Leadership Team	In Progress	Ongoing
	Boys & Girls Club	In Progress	Ongoing
	Lorain County Early Childhood Group (Stocker Foundation)	In Progress	Ongoing
	Community/Parent Meetings	Planning Stage	August 2013

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## Focus #1: Alignment with Standards

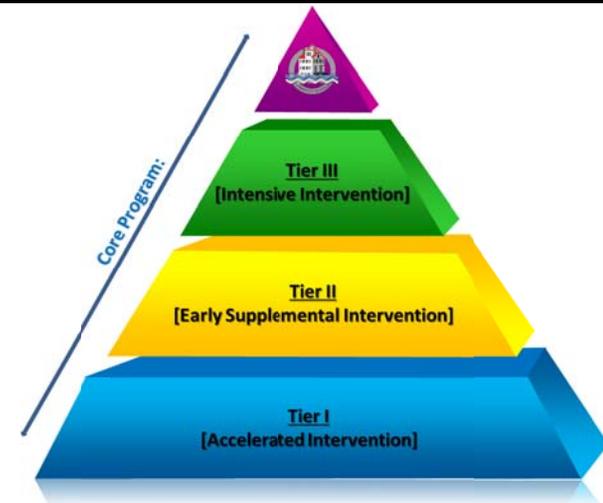
### Pacing Guidelines and Timelines

Quarter #1	Early First Quarter	<ul style="list-style-type: none"> <li>• OAA or OGT Vocabulary presented as objective is introduced.</li> <li>• I Can Statement displayed and introduced with the objective. Deconstructed into clear learning targets as objective is covered in detail</li> <li>• Short Cycle Assessment → End of the Early First, Early Second, Early Third, and Early Fourth Quarter.</li> <li>• Benchmark Assessment → End of the Late First, Late Second, Late Third, and Late Fourth Quarter</li> <li>• Professional Development</li> <li>• Instructional Coaches to support</li> </ul>
	Late First Quarter	
Quarter #2	Early Second Quarter	
	Late Second Quarter	
Quarter #3	Early Third Quarter	
	Late Third Quarter	
Quarter #4	Early Fourth Quarter	
	Late Fourth Quarter	

## Focus #2: Instructional Practices

### 1. Support Systems

- Academic Instructional Coaches
- Academic Support Assistants
- Computer Programs
- English Language Learner Programming (ELL)
- Gifted Education
- Instructional Refocus Center
- Intervention Assistance Team (IAT)
- Extended School Day
- (After School Tutoring, Title I Tutors, Coaches, Before School Tutoring)
- Pearson School Net IIS



## 2. **Balanced Assessment System**

- NWEA (Northwest Evaluation Association)
- Short Cycle
- Formative
- Diagnostic
- High Stakes
- District created assessments
  - vendor assessment banks: (reliable/valid)
    - Study Island
    - Pearson SchoolNet
    - Plato
    - Readiness (Triumph)

## 3. **Computer Technology**

- Study Island
- Plato
- Keyboarding
- Accelerated Reader
- Pearson School Net IIS

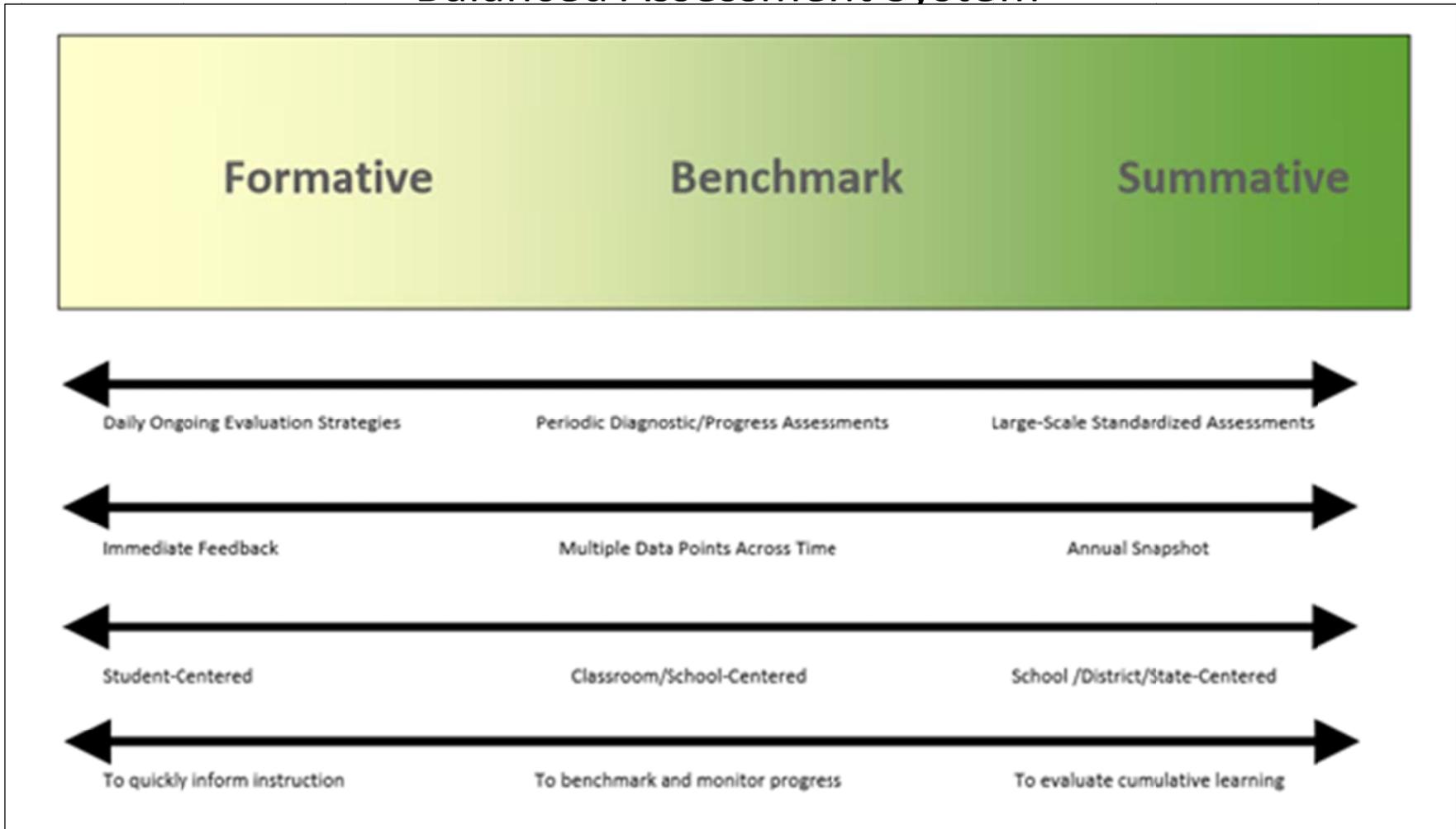
## 4. **Daily Common Planning Times (minimum 2x week)**

5. **AVID (Advancement Via Individual Determination)** is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance.

## 6. **Foundational Skills**

- Manuscript, Grades K-1 (60 minutes per week)
- Cursive, Grades 2-3 (60 minutes per week)

# Balanced Assessment System



## Focus #3: Environment & Climate

### 1. Attendance

- Incentives Weekly, Monthly, Quarterly, Semester
- Accountability
- Balance and Checks (AM, PM Sweep)
- Phone Calls
- Daily Documentation
- School Recognition 95%
- Attendance Walls
  - ❖ School Buildings by homeroom/grade level
  - ❖ Central Office by schools
- Uniformity of Attendance (Parent Letters)
- Juvenile Court System Involvement & Support

### 2. Safety & Behaviors

- School-wide Procedures and Safety Procedures
- Adherence to district policies, procedures and initiatives consistent amongst buildings with no exceptions (Dress Code, Electronic Usage, Student Code of Conduct).
- Instructional Refocus Center
- Character Trait Building to encourage and motivate students to learn

### 3. Building Focus Groups

- Academics
- Attendance
- Behavior Management

## Focus #4: Systems of Leadership

### 1. Academic Instructional Coaches

- Connect collected data to high-impact instructional strategies

- Testing Coordinators
- Create and Monitor Weekly Short Cycle Assessments (Math & Reading) that will serve as both formative (keeping track) and summative (making sure)
- Monitor Short Cycle Assessments, Quarterly Benchmark Assessments
- Interventions
- Create and Maintain a Data Wall in a Data Room
- Documentation of Score Results
- Instructional Differentiation
- Third Grade Guarantee

## **2. Academic Support Assistants**

- Attendance/Tardies/Early Dismissals: Tracking, Home Contact, Afternoon Sweep, Daily Report to the Principal
- Instructional Refocus Center
- Go Between
- Supervision during Arrival, Dismissal and Critical Times
- Provide Coverage During IAT Meetings
- Peer Mediations
- Create and maintain an Attendance Wall

## **3. Progress Monitoring and Instructional Oversight**

- Daily Teaching & Learning Instructional Classroom Rounds by principal
- School site visits approximately every 2-3weeks followed with immediate feedback by Curriculum Dept.
- Quarterly Review with Principals to discuss collected documentation
- Monthly Academic Leadership Meetings
- Survey Feedback Data to determine effectiveness of programming and levels of implementation
- Evaluate student progression through Comparison Data Trends

## **4. Procedures, Policies & Plans**

- Adoption of Board Policies related to impact with Academic Recovery Plan
- District-wide Strategic Plan

## **5. Collected Data Notebooks**

Binder #1

- Goals

- Seven Essentials of School Turnaround: Alignment with Standards, Instructional Practices, Environment & Climate, Systems of Leadership, Job-Embedded Professional Development, Data Driven Decisions, Parent & Community Engagement
- Content Areas: ELA, Math, Social Studies, Science, Writing, Fine Arts, Career Tech, Special Education
- ODE Initiatives, Non-Academic Attendance, Behavior Management, Board Policies, Budget

#### Binder #2

- Data Templates
- Quarter # 1 Assessment Data
- Quarter #2 Assessment Data
- Quarter #3 Assessment Data
- Quarter #4 Assessment Data
- OAA Trends / OGT Trends (three years)
- 30-Day Plan
- 90-Day Plan
- Samples of Student Work (Per grade level to tell a story)
- Instructional Rounds (Tracking logged/Feedback)

## Focus #5: Job Embedded Professional Development

### 1. August PD Master Calendar:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Modeling &amp; Coaching (MS/HS Level)</li> <li>▪ CCSS Instructional Shifts</li> <li>▪ Selected Core Reading Program</li> <li>▪ Scope &amp; Sequence with Pacing Guides and Timelines</li> <li>▪ CCSS I Can Statements, Power Verbs, Key Vocabulary</li> <li>▪ Envision / Springboard Math</li> <li>▪ Skill Building Readiness for Common Core</li> <li>▪ Ipads</li> <li>▪ Assessments: NWEA</li> <li>▪ ODE Initiatives:               <ul style="list-style-type: none"> <li>○ CCSS, OTES, TGRG, SLO, OTES, OPES,</li> </ul> </li> </ul> | <p>Silver &amp; Strong<br/>Align, Assess, Achieve<br/>Selected Rep<br/>Curriculum Writers<br/>Consultants for Academic Practical Strategies<br/>envision, Dee Filey Davis<br/>Triumph Learning, Rochelle Cohn<br/>Apple, Tech Dept.<br/>NWEA Kristy Smith<br/>Selected Rep</p> |
|---|--|

- eTPES, PARCC, Formative Assessments
- Computer: Study Island/PLATO,
- Keyboarding
- Accelerated Reader
- Higher Level Thinking, Questioning and Responding (KRSP)
- Pearson School Net IIS

Edmentum, Mary Miracle  
 Selected Rep  
 Renaissance Learning Rep  
 Align, Assess, Achieve  
 Pearson, John-Paul

**Focus #6: Data Driven Decisions**

Assessment Timelines (Quarter #1)	Reading	Math	Other
August – September 2013 (first 2 weeks)	ODE Diagnostic	KRA-L ODE Diagnostic	
August - October 2013	Daily Formative Assessments	Daily Formative Assessments	
September 2013 (End of Early First Quarter)	Short Cycle	Short Cycle	
October 2013 (End of Late First Quarter)	Benchmark	Benchmark	
Ohio Graduation Test	State	State	State Science, Social Studies, Writing
Assessment Timelines (Quarter #2)	Reading	Math	Other
November - January 2014	Daily Formative Assessments	Daily Formative Assessments	
November 2013	Short Cycle	Short Cycle	

(End of Early Second Quarter)			
January 2014 (End of Late Second Quarter)	Benchmark	Benchmark	
<b>Assessment Timelines (Quarter #3)</b>	<b>Reading</b>	<b>Math</b>	<b>Other</b>
February - April 2014	Daily Formative Assessment	Daily Formative Assessments	
March 2014 (End of Early Third Quarter)	Short Cycle	Short Cycle	
Ohio Graduation Test	State	State	State (Science, SS, Writing)
April 2014 (End of Late Third Quarter)	Benchmark	Benchmark	
<b>Assessment Timelines (Quarter #4)</b>	<b>Reading</b>	<b>Math</b>	<b>Other</b>
April → June 2014	Daily Formative Assessment	Daily Formative Assessment	
May 2014 (End of Early Fourth Quarter)	Short Cycle	Short Cycle	
Ohio Achievement Assessments	State	State	State Science
June 2014 (End of Late Fourth Quarter)	Benchmark	Benchmark	

## Focus #7: Parent & Community Support/ Engagement

1. Community/Parent Meetings
2. Partnerships with Local Businesses, Colleges, Agencies
3. Home Information Newsletters
4. Social-Emotional Support
5. Community Oriented Services
6. Teacher Adopt-a-Student
7. External Resources and Support for the Alternative Schools
8. Communication
  - Parent Newsletters/Notices
  - Positive Phone Calls/Postcards (Scheduling for one per student)
  - School Front Marquee (Parent Initiative)