

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.