

Plan Overview

Plan Item

G 1) Increase Student Achievement

SMART Goal:

By 2023, Little Miami will close the achievement gaps between high and low performing students (including diverse learners) through teachers' participating in professional development and coaching. Ninety percent (90%) of Little Miami K-4 students will read on or above grade level and ninety percent (90%) of Little Miami 4-12 grade students will show at least one year of growth on local and state assessments by the year 2023.

Student Measure:

All students, including diverse learners, will be progress monitored utilizing Benchmark Assessment System (F&P) in grades K-3, Measurement of Academic Progress (MAP)/state assessments in grades 4-8, and department assessments/state assessments in grades 9-12. Progress monitoring will occur no less than three times per year (fall, winter, spring) - but may occur more if needed. The district will measure % of students meeting benchmark of 90% three times per year on assessments.

Adult Implementation Measure:

One hundred percent of teachers will progress monitor students at least three times per year and will implement rigorous, standards based lessons in the classroom. Classroom walkthroughs and coaching logs will determine progress of implementation.

Fiscal Resources

Grant	Notes	2021	2022	2023
Consolidated				
Title I-A Improving Basic Programs		\$270,000	\$290,000	\$310,000
Title II-A Supporting Effective Instruction		\$78,000	\$83,000	\$88,000
Title III Language Instruction for English Learners		\$7,000	\$8,000	\$9,000
Title IV-A Student Support and Academic Enrichment		\$20,000	\$20,000	\$20,000
IDEA-B Special Education		\$950,000	\$970,000	\$990,000
IDEA Early Childhood Special Education		\$90,000	\$95,000	\$100,000
Consolidated Total:		\$1,415,000	\$1,466,000	\$1,517,000
Grand Total:		\$1,415,000	\$1,466,000	\$1,517,000

S 1.1) Curriculum, Instruction and Assessment

Description:

Little Miami will provide ongoing professional development and coaching to all teachers/administrators K-12, increasing knowledge of best practice and strategies. They will attend PD, work collaboratively with coaches and implement changes in planning, instruction, data analysis, feedback, and reflection to ensure LM students are receiving quality researched based instruction. A focus on data analysis to improve instructional practice and meet the needs of all student subgroups will be implemented.

Link(s) to Needs Assessment:

Curriculum/Assessments

AS 1.1.1) Instructional Coaching Model K-12

Description:

In year 1, K-4 Literacy Coaches (may also serve as Reading Intervention part of the day) will meet with teachers during morning meetings (30 minutes prior to students arriving). Meetings will occur by grade-level and cross grade-level. Coaches are actively coaching in classrooms at least two coaching times per day (or 10 per week) which will serve approximately 500 students weekly through teacher coaching (of at least 45 minutes each). Student performance outcomes will increase when Literacy Coaches are assisting classroom teachers in implementing researched based practices around Reading/Writing Workshop, Fountas and Pinnel Benchmark Assessments, Orton Gillingham phonics practices, Level Literacy Intervention, guided reading in small groups, creating individualized instruction to meet the needs of all students in their classrooms and create instructional alignment with the content and rigor of our Ohio standards. Grades 5-8 will be served by contracted instructional literacy coaches through an educational service center (1 coach for grades 5-6, 1 coach for grades 7-8). They will provide professional development and coaching to teachers throughout the year. Teachers and coaches will meet during morning meetings (30 minutes prior to students arriving), during in-service days, and during the student day when coaching in classrooms occurs. Coaching teachers will increase student performance outcomes by teachers implementing best instructional practice, increased rigor, better alignment to standards, and increased individualize instruction. Grades 9-12 will be served by contracted instructional coaches through an educational service center. They will meet during in-service days to discuss alignment to standards and best practices. In year 2, K-8 will reflect and tweak the model as needed - but basic model will remain the same. Grades 9-12 will move into more of a PD/coaching model where contracted instructional coaches through an educational service center (1 coach per core area) will provide professional development and coaching to teachers throughout the year. Teachers and coaches will meet during morning meetings (30 minutes prior to students arriving), during in-service days, and during the student day when coaching in classrooms occurs. In year 3, K-12 PD/Coaching model will be in place. At this time, we will continue instructional and add a formative and summative assessments focus. Although assessments will be touched on in previous years - revamping our district assessment system will begin to occur.

Grant

Consolidated

Title I-A Improving Basic Programs

AS 1.1.2) Develop service model for students with disabilities PK-12

Description:

Year 1, PK psychology services contracted through WCESC. Students referred will be assessed by Psychologist and appropriate interventions determined in a timely manner by the team. Students transitioning from Help Me Grow will be evaluated prior to the student's third birthday to determine best service model. Grades K-12 will implement a co-teaching model to provide services to students with disabilities. Services will be high quality and will meet the needs of all students with disabilities and at-risk students. Needed information will be provided to other stakeholders involved in the process of intervention to promote and provide quality conditions for achievement. Special Education Director and Coordinator will provide professional development and collaboration meetings throughout the school year. Years 2-3, Special Education Department collaborate and reflect on student progress prior to end of year 1. Tweak model to continue to improve growth of students with disabilities.

Grant

Consolidated

IDEA-B Special Education

IDEA Early Childhood Special Education

AS 1.1.3) Develop leadership capacity to monitor instruction

Description:

Year 1, Building Leadership will attend professional development provided by Coaches. Year 2, Curriculum Director, LMTA President, Building leaders, and Coaches work collaboratively on developing a walk-through tool that aids in identifying best practices. Year 3, Coaches will accompany building leadership on walk-throughs to help identify instructional best practices implemented due to PD/coaching and best practices in general.

AS 1.1.4) Data Analysis PK-12

Description:

Year 1. Data discussions will occur three times per year. Discussions will begin with basic conversation around data and how to meet the needs of individual students. Data discussions may be 1:1 with Building Leader and teacher at this time. Building leaders will help teachers with what data to collect and how to organize. Year 2, Data discussions will continue to occur three times per year, but will move into a team format. Data for the team will be discussed as a group and collaboration around why movement occurred and how to best meet the individual needs of students. Building leaders will continue to help with what data to collect and how to bring data to the meeting. Year 3, Departments/grade-levels will meet three times per year to discuss their data. An analysis of the data and notes of conversation will be provided to building leaders. Building leaders will attend some, but not all data meetings.

S 1.2) Targeted Intervention K-3

Description:

Little Miami will provide literacy support to students in grades K-3, including diverse learners, utilizing researched based strategies. Literacy support will be in small groups of students with similar literacy skills.

Link(s) to Needs Assessment:

Effective Instruction, Curriculum/Assessments, Supportive Learning Environment

AS 1.2.1) Pull out Small Group Intervention

Description:

Year 1, Our three Reading Intervention Teachers (two serve a portion of the day as Literacy Coaches) will provide targeted literacy intervention using either a pull-out model or an additional small group within the classroom. Students are grouped by F&P level and reading deficiencies in groups of 4-7 students. Researched based strategies including Orton Gillingham and Leveled Literacy Intervention methods are utilized. Groups meet multiple times per week. Progress monitoring occurs every six weeks to ensure needs are met. Collaboration between Reading Intervention Teacher and Classroom Teacher occurs multiple times per week. Total approximate number served daily - 100 students. Years 2-3, Collaborate and reflect on student progress prior to end of year 1. Tweak model to continue to improve growth of students in program.

G 2) Safe and Healthy Schools

SMART Goal:

By 2023, Little Miami will support 100% of student mental health concerns, including those of diverse learners, through work with our mental health partners and district mental health employees.

Student Measure:

One hundred percent of LM students will know what supports are available, how to obtain supports, and will be seen by a mental health specialist when needed. Information will be provided to all students and families through building counselors.

Adult Implementation Measure:

Little Miami will continue to create partnerships with mental health agencies, hire mental health support specialist, and provide training to teachers so they better recognize, understand, and support students with mental health concerns who are in their classrooms.

Fiscal Resources

There are no Fiscal Resources for this Goal.

S 2.1) School Climate and Supports

Description:

The number of students with and severity of mental health needs is increasing at a rate faster than we are adding supports. Although district support has been added, it continues to lag behind the need. Teachers are on the front lines, and probably have the least amount of PD/coaching around mental health. LM will provide teachers with more knowledge/coaching on how to best support mental health concerns in the classroom to aid in the mental health crisis in our buildings.

Link(s) to Needs Assessment:

Supportive Learning Environment, Systems and Supports

AS 2.1.1) Supporting Social Emotional Learning - SEL (PK-12)

Description:

Year 1, SEL Consultant from Montgomery County Educational Service Center will provide professional development to PK-12 staff including "More Calm / Less Chaos: Creating Integrated SEL/Trauma Informed Schools" and "Regulate Before You Educate: Self-Regulation and Implementation Supports." This PD will occur on in-service days throughout the 20-21 school year. The SEL Consultant will provide ongoing coaching in grades PK-4. Year 2, SEL Consultant from Montgomery County Educational Service Center will provide professional development to PK-12 staff including "Connect Before you Correct: Relationship Building and Restorative Practices" and "Weaving Social Emotional Learning into the Classroom Fabric." This PD will occur on in-service days throughout the 21-22 school year. The SEL Consultant will provide ongoing coaching in grades PK-8. Year 3, SEL Consultant from Montgomery County Educational Service Center will provide professional development to PK-12 staff including "Creating Safe Learning Environments: Physical Social, Emotional and Academic Safety." This PD will occur on in-service days throughout the 22-23 school year. The SEL Consultant will provide ongoing coaching in grades PK-12.

Grant

Consolidated

Title II-A Supporting Effective Instruction

Title IV-A Student Support and Academic Enrichment

AS 2.1.2) Mental Health Advisory Board

Description:

Years 1-3 The Little Miami Mental Health Advisory Board, comprised of Mental Health Specialists, Special Education Staff, School Counselors and Building Leaders will continue to meet monthly to engage stakeholders on current mental health supports provided by the district and collaborate on needed additional supports.

AS 2.1.3) Family Support for Safe and Healthy Schools

Description:

Year 1, LM will provide two informational sessions on identified needs for our LM community. Sessions will be advertised through our PR director and held in our Central Office Panther Room. Year 2, LM will provide three information session (Qtrs 1-3) on identified needs for our LM community. Sessions will be advertised through our PR director and held in our Central Office Panther Room. Year 3, LM will provide monthly (during the school year) informational sessions on identified needs for our LM community. Sessions will be advertised through our PR director and held in our Central Office Panther Room.

S 2.2) Cultural Competency

Description:

To ensure all students, including students of color, feel accepted, included, and welcome in all LM environments.

Link(s) to Needs Assessment:

Supportive Learning Environment, Systems and Supports

AS 2.2.1) Cultural Competency PD

Description:

Provide ongoing professional development for LM teachers and staff to ensure all students, including students of color, can learn in a safe and healthy environment.

G 3) College and Career Readiness

SMART Goal:

By 2023, 100% of LM seniors, including diverse learners, will be prepared to move from high school to college or career.

Student Measure:

By 2023, 100% of LM seniors, including diverse learners, will have a Student Success Plan in place that includes career field of interest, specific career of interest, education/license path to career, salary of career, job openings in career, job shadow/internship/apprenticeship experiences in career.

Adult Implementation Measure:

HS Counselors will work with 100% of senior students, including diverse learners, to provide the necessary support for students to complete the Student Success Plan and provide documentation on completion to the district.

Fiscal Resources

There are no Fiscal Resources for this Goal.

S 3.1) Career Connections

Description:

It is not our desire to concentrate on any subgroup of careers, but to give our students a true picture of their opportunities. Currently, some LM students/parents continue to believe that college is the only path to success. Although going to college is a wonderful option for some, it is not the right path for everyone. Little Miami will create opportunities for students in grades K-12 to connect to careers needing varied amounts of education.

Link(s) to Needs Assessment:

Well-Rounded Education, Systems and Supports

AS 3.1.1) PK-12 Career Plan

Description:

Year 1, LM will update the PK-12 career plan to specifically include career connections and information to students on different types of career opportunities, including careers that do not need education after high school to careers that need doctorate degrees and all in-between. Year 2, LM will continue to provide career planning for students, but will also provide information and opportunities for parents to better familiarize themselves with career opportunities. Year 3, LM will continue to implement years 1-2, but add in job shadowing and school visit opportunities for parents to attend with their students in varied career fields.

AS 3.1.2) High School Apprenticeships

Description:

Year 1, LMHS Internship Facilitator, Principal, Career School Counselor and Curriculum Director will develop a class and specifics for students to participate in apprenticeships. Year 2, LM students will have the opportunity to sign-up and participate in apprenticeships through the HS. Students will first demonstrate they have the maturity to be successful in an apprenticeship by holding a job for a specified amount of time. Year 3, LM will increase participation in the apprenticeship program. Eventually the goal is for most seniors will graduate with a career experience.

Plan Function

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Stakeholders Involved in Development of Needs Assessment and Plan

- Certified Staff
- Administrators
- Parents
- Classified Staff
- Community Members
- Students
- Others

Needs Statements

Primary Improvement Area (Section): Professional Capital

No Needs Have Been Identified.

Primary Improvement Area (Section): Curriculum, Instruction, and Assessment

Priority Need (Group Name): English Language Arts

Root Cause(s): Little Miami is a high-growth district, enrolling between 150-300 new students per year. With this growth comes new teachers. We also have a higher turn-over rate partially due to a dual salary schedule. Our professional development is often in silos without much followup. In a high-growth district, professional development/coaching must be on-going to meet our teacher needs, which in-turn meets our student needs. To continue to increase student achievement and academic progress in the area of ELA, Little Miami needs to continue PD and coaching in grades K-4 to meet our goal of improving the number of students reading at or above grade-level. In grades 5-12, we need to develop an ongoing coaching/PD model to meet the individual needs of teachers which will increase the proficiency level and growth of all students as well as close gaps.

Additional Improvement Areas:

Primary Improvement Area (Section): Fiscal Management

No Needs Have Been Identified.

Primary Improvement Area (Section): Community and Family Engagement

No Needs Have Been Identified.

Primary Improvement Area (Section): College and Career Readiness

Priority Need (Group Name): Career Connections

Root Cause(s): Many LM students continue to believe that college is the only acceptable path for success. Many parents will not permit their student(s) to attend our career center or complete job shadows in non-college career paths. We need to change the perception of college is the only path to success - beginning in the younger grades and growing through HS. This "college is the only way" perception was not created overnight - it will take time to change.

Additional Improvement Areas:

Primary Improvement Area (Section): School Climate and Supports

Priority Need (Group Name): Safe and Healthy Schools

Root Cause(s): The number of students with mental health needs and the severity of mental health needs is increasing at a rate faster than we are adding supports. We have added supports in the area of student mental health, but it continues to lag behind the need. Teachers are on the front lines, and probably have the least amount of PD/coaching around mental health. Providing teachers with more knowledge/coaching on how to best support mental health concerns in the classroom could be a substantial gain in the area of mental health.

Additional Improvement Areas:

Primary Improvement Area (Section): Leadership/Administration/Governance

No Needs Have Been Identified.

Primary Improvement Area (Section): Operations

No Needs Have Been Identified.