Little Miami Local (050443) - Warren County - 2019

# Plan Overview

| Plan Item |
|---|

**G** 1) Career Technical Education

Description:

Students will be prepared with the academic and technical skills needed to be successful in postsecondary education and the workplace; all students will be provided the career knowledge needed to make informed career-decisions.

Performance Measure:

1.1 The percentage of students who are at or above academic and technical proficiency. 1.2 The percentage of career-technical students who continue their education and/or enter the workplace. 1.3 The percentage of students who have access to and utilize career-development resources to support their education and career transitions.

Fiscal Resources

| Grant | Notes | 2018 | 2019 |
|---|---|---|---|
| **Career-Technical and Adult Education** | | | |
| High Schools That Work - Sites | | $11,000 | $10,000 |
| **Career-Technical and Adult Education Total:** | | **$11,000** | **$10,000** |
| **Grand Total:** | | **$11,000** | **$10,000** |

**S** 1.1) Prof Develop - Assessment Plans

Description:

Provide ongoing, high quality professional development for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Address issues dealing with MMGM-HSTW Assessment to select a random group of students at each level, prepare the staff for the surveys and use recent data for school improvement.

Estimated Cost

$10,000.00

**AS** 1.1.1) HSTW Task Force

Description:

Work with identified Task Force members to prepare the high school and middle school for the HSTW and MMGM assessment by meeting with the members throughout the year, identifying needed professional development for the staffs and assisting in the selection process of students to be assessed.

Benchmark Indicator

80 % of staff i will indicate on the survey an awareness of the buildings' goals

| Grant |
|---|

**Career-Technical and Adult Education**

High Schools That Work - Sites

**AS** 1.1.2) HSTW Regional Activities

Description:

Partner with HSTW-SW to enable the district to participate in regional professional development activities and provide opportunities for consultative work.

Benchmark Indicator

Percent of staff participating in regional activities

**Grant**

**Career-Technical and Adult Education**

High Schools That Work - Sites

**S** 1.2) Align middle school and secondary curriculum to state academic and technical standards

Description:

Engage middle school and secondary faculty and staff in alignment of courses across the curriculum.

**AS** 1.2.1) Task Force Activities

Description:

Create a Task Force, representative of staff and parents from the middle school and high school, to evaluate transition issues to better prepare students for freshmen year.

Benchmark Indicator

Less than 30% of freshmen receiving D's and F's at the end of the year

**Grant**

**Career-Technical and Adult Education**

High Schools That Work - Sites

**G** 2) Increase Student Achievement

Description:

By 2020, the district will close the achievement gaps between high/low performing groups in all content areas through access to high-quality learning opportunities by highly qualified teachers and support staff.

Performance Measure:

90% of all grade levels and subgroups will pass Reading and Math End of Course exams/ACT/AIR tests.

Fiscal Resources

| Grant | Notes | 2018 | 2019 |
|---|---|---|---|
| **Consolidated** | | | |
| Title I-A Improving Basic Programs | | $276,114 | $256,190 |
| Title II-A Supporting Effective Instruction | | $75,848 | $79,406 |
| IDEA-B Special Education | | $715,239 | $919,487 |
| IDEA Early Childhood Special Education | | $26,410 | $27,391 |
| **Consolidated Total:** | | **$1,093,611** | **$1,282,474** |

**Grand Total:**                    $1,093,611   $1,282,474

**S** 2.1) Formative/Summative Assessment development, implementation, and monitoring

Description:

Make use of Title I Intervention Coaches to develop F/SAs with higher level thinking skills in direct correlation with higher level thinking tasks in the classrooms. Use Title I Intervention Coaches to assist teachers in monitoring consistent scoring, interpreting data, modeling sharing of data with students for their reflection, to enhance data driven intervention.

**AS** 2.1.1) Reading and Intervention

Description:

Provide specialized training for teachers to improve instructional strategies to enhance informational and technical reading and writing in the content areas, to focus on accuracy, fluency, and comprehension in grades K-4. The district will provide Title I Intervention Coaches to assist with training 30 minutes before the student day, to provide interevention to identified students, and to help improve teacher literacy strategies Emphasis to include DIBELS, Orton Gilliam, Ohio Writing Project , and the reading/ writing workshop model for before the student school day training.

Benchmark Indicator

AIR & F/SAs; DIBELS; MAP; F&P; SLOs

**AS** 2.1.2) Mentor Teachers

Description:

New teachers are provided a mentor teacher to assist with curriculum delivery.

Benchmark Indicator

Retention of teachers

**S** 2.2) Use of Data

Description:

Engage in PD to better interpret data. Share outcomes with students to engage them in reflective practices. Use the data to share in reflective practices with colleagues in Professional Learning Communities. Use the data to drive the need for further PD and for planning future instructional practices to meet the students' needs as presented in the data.

**AS** 2.2.1) Monitoring Data

Description:

Teachers will monitor and share data with students for their reflection, and use it to drive instructional choices. Administrators will monitor teachers' data and instructional practices.

Benchmark Indicator

AIR/SLO/DIBELS/MAP/F&P scores and Administrators Growth Goals

**Grant**

**Consolidated**

Title I-A Improving Basic Programs

**S** 2.3) Increase Teacher Support

Description:

Increase teacher support through Title I Intervention Coach support. Title 1 Intervention Coaches will coach teachers two periods per day in title classrooms - effecting 150 students per day (3 coaches, 25 students in each classroom). Five periods per day, Title 1 Intervention Coaches will work directly with student intervention groups (3 coaches, 90 students per day) Teacher support will be in areas of train the trainer; participation in Professional Learning Communities focused on academic improvement; increased access to digital space, technology, and research based software for intervening and

monitoring student progress, etc.

**AS** 2.3.1) Assist with funding for Title I Intervention Coaches to assist in implementing Reading/Writing Workshop, F & P, LLI Reading Intervention, and assisting teachers in improving teaching strategies for reading and writing.

Description:

Title 1 Intervention Coaches will work with K-4 on teaching strategies, implementing those strategies with Title I students, implementation and evaluation of Fountas and Pinnell reading, LLI Intervention, Orton Gilliam, Ohio Writer's Project, and implementation of reading and writing workshop for curricular alignment to state standards and rigor of assessment. Teacher instruction occurs in meetings 30 minutes before the student day and implementation of strategies with Title students occurs during the student day.

Benchmark Indicator

AIR; F & P; Benchmark reading, and writing results

**S** 2.4) Support Increased Student Performance

Description:

Increases student performance through research based intervention practices: Orton Gilliam, Ohio Writing Project, DIBELS, F & P; LLI and technology. Implementing Reading/Writing Workshop to promote added rigor to Reading instruction.

**AS** 2.4.1) Use a rigorous intervention tool, Fountas and Pinnell, and its Leveled Literacy Intervention module, as well as train teachers in use of these materials. The Ohio Writing Project will be used to assist with consistent writing techniques and learning goals, while allowing integration with writer's workshop. Title I Intervention Coaches will assist with training for Orton Gilliam phonics techniques, and DIBELS phonemic awareness during the daily meeting before student arrival.

Description:

Teachers trained in the system implement the screening and interventions prescribed for indicated student deficiencies. Teachers offer consistent writing instructional strategies to reach consistent defined writing goals.

**AS** 2.4.2) Identify students needing services.

Description:

Students are rank ordered based on: scores on the DIBELS, MAP, and F&P testing along with teacher recommendation and parent support. Students with the greatest need are given direct services from the LLI intervention model and also work with reading and writing workshop leveled groups. Those classrooms are part of the Title I Intervention Coach program for intervention support, instructing, and working one on one and in Title I groups to meet the needs of these students.

**AS** 2.4.3) Serving ESL students

Description:

ESL funding is in conjunction with the HCESC. Students are served in district with a pull out system. ESL teacher provides support to classroom teachers. Teacher assists with parent involvement, needed technology and translation.

**AS** 2.4.4) Homeless Students

Description:

Homeless students receive identical services and opportunities afforded Little Miami students.

**S** 2.5) Continue implementation of Sp. Ed. co-teaching classrooms.

Description:

Teacher will assist as co-teacher in classrooms while maintaining small group, skill focused pull out groups. Teacher will assist students and teachers of low income and academically at risk students with intervention needs.

S 2.6) Preschool Services

Description:

Provide psychological services to referred preschool children so appropriate assessments and interventions can be provided in a timely manner. All students transitioning from HMG will be evaluated prior to their third birthday to determine an appropriate service model.

Estimated Cost

$90,000.00

AS 2.6.1) Contract With WCESC

Description:

Contract with WCESC to provide psychological support to ensure all needs of the preschool students with disabilities are met in a timely, effective manner. Provide support with the transitioning process with students from Help Me Grow (HMG) to ensure all have an appropriate IEP by their third birthday.

**Grant**

**Consolidated**

IDEA Early Childhood Special Education

AS 2.6.2) HMG Transitions Services

Description:

Little Miami will collaborate with the HMG system to ensure a smooth transition of children suspected of having a disability from HMG to pre-school special education.

Benchmark Indicator

Percent of 3 year olds entering preschool with an IEP

**Grant**

**Consolidated**

IDEA Early Childhood Special Education

S 2.7) PK- Collaborative

Description:

Collaborate with on-site preschool teachers to offer services that support our district curriculum.

**Component** | **Item Name**

Partnership Agreement | Partnership Agreement Activities

S 2.8) Class-Size Reduction

Description:

Upon examination of data gathered from class ratio longitudinal studies, a Student to Teacher ratio of 25:1 is more effective. First grade was chosen because the district felt that this was the grade level that needed the most support.

S 2.9) Service Model for SWD

Description:

Provide necessary, high quality services and instruction to meet the physical, mental, social and educational needs of the students with disabilities and those at risk. To provide all other stakeholders, who are involved in the process of intervention, and providing services the information needed to promote and provide quality conditions for achievement for all youth.

Estimated Cost

$919,487.00

AS 2.9.1) Contracted Services With WCESC

Description:

Contract with WCESC to provide psychological, physical and occupational therapy and other related services to meet the needs of at-risk population and those students identified as having disabilities.

**Grant**

**Consolidated**

IDEA-B Special Education

AS 2.9.2) Special Education Staff and Supervisors

Description:

Retain the special education highly qualified staff to serve identified students. Retain the services of the special education supervisor to address legal, educational, program and community issues regarding special education. Retain the services of a preschool supervisor to address legal, educational, program and community issues regarding preschool special education.

**Grant**

**Consolidated**

IDEA-B Special Education

AS 2.9.3) Children with disabilities will participate in statewide assessments with or without accommodations.

Description:

Students with disabilities will have IEP goals and measures aligned with the academic content and will be participating in statewide assessments with or without accommodations.

S 2.10) Promote effective parental involvement

Description:

Communicate learning standard expectations to parents. District staff will meet monthly with the District PTO/Parent Academic Advisory Council to share academic issues and ways for parents to be involved. The District Business Advisory Committee and curriculum department share input into the process as well.

S 2.11) Highly Qualified Teacher status is documented

Description:

The Human Resource Director is the single point-of-contact for Little Miami and works with the district LPDC, building administrators, EMIS coordinator, the WCESC and the ODE staff on all HQT issues. The district provides annual orientation to all staff at the beginning of each school year to counsel teachers about HQT requirements. Forms provided by ODE are used to document and update the HQT status of all teachers of core academic subjects, including new teachers and teachers working in programs supported by Title I funds, both public and non-public. Title I Principal and District Attestation forms are used in accordance with the Title I assurances on the designated schedule. Title building posts HQT status on its web page. Specific activities and plans are identified for those teachers who need to become highly qualified. The EMIS Coordinator and Human Resource Director provide source documentation and records. All teachers are provided a binder to maintain an individual record of professional development activities as well as documentation of their goals for their license renewal.

| Component | Item Name |
|---|---|
| District Improvement | Address priorities to strengthen the core academic program |
| District Improvement | High quality professional development of instructional staff |

**S** 2.12) Fiscal and human resources are targeted to support HQT teachers

Description:

No gaps are apparent at this time. We will continue to monitor this. All personnel meet HQT. Priority is given to ensuring new hires meet HQT status. We are adding approximately 200-225 students per year, so we are hiring new teachers to meet this need, but they are all HQT. PD is offered by the district and ESC. PD funds are available as well as a tuition reimbursement process.

**S** 2.13) Fiscal and human resources are targeted in the schools with lowest proportion of Highly Qualified Teachers.

Description:

The Little Miami School District coordinates and documents the use of the following resources to support those teachers not highly qualified to become highly qualified by the end of the 2015-16 school year: The Warren County Educational Service Center professional development opportunities, the HSTW regional professional development task force workshops, district professional development events, University of Cincinnati partnership offerings, and on-line courses are available training sources. Training funds are allocated via local PD funds. At this time all schools are being monitored as all staff members are HQ in the district, but the district continues to track each teacher for the following school year. The district works to provide quality professional development to all staff. Tuition reimbursement is part of the negotiated teacher contract and serves as an incentive for staff members to take advantage of course work offerings.

**AS** 2.13.1) The district works to provide quality professional development to all staff.

Description:

Title I funds and district funds assist in providing quality professional development. Title II A funds are not used for professional development at this time. They are used solely for reduction of class sizes.

**AS** 2.13.2) Tuition reimbursement is part of the negotiated teacher contract and serves as an incentive for staff members to take advantage of course work offerings.

Description:

The District supplies $60,000 to cover the cost of teacher professional development and to cover tuition costs for courses related to increasing teacher skills and knowledge.

**S** 2.14) 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in programs supported by Title I fund

Description:

Little Miami assists all teachers in maintaining their HQT status by assisting teachers in the development of an individual plan and by providing all teachers with a portfolio to track their professional development hours for future licensure renewal, The district schedules quality professional development opportunities to address teachers, building and district needs as identified by the district report card and local assessments as well as teacher interest in gaining HQ status in other core areas. Opportunities are sent to each teacher through their email. Substitutes are obtained so teachers can take advantage of these opportunities. The district professional development plan is evaluated and revised each year with input form a teacher survey. District funds are allocated to fund the professional development opportunities so teachers have easy and free access to the workshops for credit or continuous education units. The professional development has centered on several themes, including differentiated instruction, blended learning, reading strategies, math strategies, and writing across the curriculum. Professional development on differentiation and a co-teaching model to assist teachers when working with students on IEP's are in the least restrictive environment, and have full access to the curriculum. Title I Intervention Coaches help ensure that teachers have a clear understanding of differentiated instruction, common core standards, and SGMs with the goal that all students will meet local and state achievement standards.

**AS** 2.14.1) Special Education Aides are Highly Qualified

Description:

All Sp. Ed. Aides are Highly Qualified based on either completion of two years of college or passing a skill test.

**S** 2.15) Provide opportunities for College Credit Plus

Description:

College Credit Plus opportunites are provided to eligible students to assist with extended learning opportunites.

**G** 3) Improve AIR exam performance for SWD, ED, and LEP.

Description:

Implement strategies and models to improve subgroup performance.

Performance Measure:

All subgroups will score 80% on the AIR/ACT/State Required Tests

Fiscal Resources

There are no Fiscal Resources for this Goal.

**S** 3.1) Offer co-teaching, inclusion, and pull-out models in the general education classroom

Description:

Special Education services will be delivered through the co-teaching, inclusion and pull-out models in the classroom for Grades 1-12 to promote maximum exposure to grade level standards to improve academic performance, with small pull-out groups targeting skill development.

**S** 3.2) Use of Data

Description:

Monitoring and interpretation of data from F/SA; DIBELS; MAP; F & P; and LLI will be used to drive the instructional strategies in the co-teaching and pull-out settings.

| Component | Item Name |
|---|---|
| District Improvement | Address priorities to strengthen the core academic program |

**S** 3.3) Teacher support

Description:

Teachers instructional practices will be supported through in-class Co-Teacher/Intervention services, peer coaching, and in-house Professional Learning Communities. They will also be assisted with instructional intervention software (Think Central, Edgenuity, Brain Pop, etc.). PD services will also be brought in house as dictated by teacher and/or student need.

**G** 4) Improve Accountability Systems

Description:

Implement monitoring systems to improve student learning.

Performance Measure:

AIR/SLOs/ACT

Fiscal Resources

There are no Fiscal Resources for this Goal.

**S** 4.1) Interpreting Data

Description:

PD and collaborative time will be used for administrators and staff to interpret data and plan so the data can drive instruction and curriculum implementation.

**S** 4.2) Upgrade evaluation process

Description:

Implement systematic walk throughs and the OTES evaluation system to ensure that monitoring for best instructional practices is of high quality and to assist in the development of teacher growth plans.

[S] 4.3) Create and use HQ formative assessments

Description:

Upgrade literacy F/SAs . Use Title I Intervention Coach, external assistance, and teachers to ensure rich in-depth assessment creation, training, implementation, and monitoring for SGMs.

[S] 4.4) Use F/SAs to improve reading in the content areas

Description:

Improve informational and technical reading through implementation of effective reading strategies (ex: Close Reading) through F/SAs created for math, social studies, and science.

[S] 4.5) Assessment Grading

Description:

Provide PD to ensure consistent grading practices and ensure that achievement of learning standards rather than behaviors are graded. Implement a team to do some spot assessments to monitor for consistency of scoring and to determine whether additional scoring training is needed and if so, where.

[G] 5) Academic Progress and Attainment of English Proficiency

Description:

All limited English Proficient students will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Measure:

The state percentage of limited English proficient students who are at or above the proficient level in reading/language arts and mathematics on the State's annual assessments.

Fiscal Resources

There are no Fiscal Resources for this Goal.

[S] 5.1) Analyze OTELA and AIR performance scores

Description:

Use data to determine areas that require intervention.

| Component | Item Name |
|---|---|
| LEP Improvement | LEP student performance data |

[S] 5.2) Increase intervention

Description:

Analyzing factors that contribute to students not passing all objectives. (Our sub group is so small, that even one student can often prevent the district from meeting its goal.) Extra intervention is given to struggling students.

[S] 5.3) Increase ESL scores

Description:

Using the MAP interventions that relate to student needs in language arts and math.

s 5.4) MAP Interventions

Description:

Use MAP interventions to individually target student weaknesses in language arts and math.

s 5.5) Teacher Professional Development

Description:

When possible, teacher attends national/state/county professional development opportunities that focus on increasing student achievement.

s 5.6) Parent Outreach

Description:

Create a summer outreach program to involve students and parents to better understand culture, language, and school culture and environment as numbers warrant the offering.

G 6) Equitable Access to Excellent Educators

Description:

Develop a plaln to eliminate gaps for economic disadvantages and minority students.

Performance Measure:

Percentage of students with inexperienced teachers at Harlan Butlerville Primary will be cut in half as will the number of Sp. Ed. teachers leaving the district.

Fiscal Resources

There are no Fiscal Resources for this Goal.

s 6.1) Equitable Access Gap Identification (1 A) Description:

Description:

Our most concerning gap is inexperienced teachers in our highest economically disadvantaged student population at Harlan-Butlerville Primary (28% ED) versus the lowest at Hamilton-Maineville Primary (8.4% ED). HBP has 13.3% inexperienced teachers and HMP has 0%. We also wish to address retention of our Sp. Ed. teachers. Our district lost 5 for the 16-17 school year and 4 for the 17-18 school year. HBP teachers hired for the 2018-19 school year have an average of five year experience.

| Component | Item Name |
|---|---|
| Equitable Access to Excellent Educators | Analyze equitable access data to determine and document gaps. |

G 7) Identify most likely cause for gap(s) and root-cause analysis with stakeholder engagement description.

Description:

Stakeholders are identified and root-cause analysis is given.

Performance Measure:

Stakeholders are listed. Root-cause for gap is given.

Fiscal Resources

There are no Fiscal Resources for this Goal.

s 7.1) Root-Cause Analysis and Stakeholder Engagement (2 A & 2 B)

Description:

2. A. Root -cause We have district enrollment increases of 200 new students per year. We are hiring new staff, not experiencing a large staff turn-over nor replacing experienced staff with non-experienced

teachers. Due to fiscal emergency in 2012, we were restricted to hiring teachers with less experience. As our financial situation has improved, we are hiring more experienced teachers. Harlan-Butlerville Primary has a low poverty level and low minority population. It has 13.3% inexperienced staff members. Since it has 10 classroom teachers, having 13.3% without experience is deceiving. It really isn't a gap. However, we do want to make this an area of concern to keep an eye on and to actively address. The turn-over of our Sp. Ed. teachers is of a greater concern to us as we lost 5 in 16-17 and 4 in the 17-18 school years. Per a survey of those exiting teachers, the two driving factors were the large amount of paperwork and our new salary schedule. The challenge is to recruit experienced teachers, retain those experienced teachers, and reduce any negative effect of adding inexperienced teachers due to district rising enrollment. We also need to address the work load of our Sp. Ed. teachers to aid in retention of quality instructors. 2. B. Our planning process begins with individual building administrators and individual department planning meetings to address personnel needs for the upcoming year. Our Central Office staff: Superintendent, Asst. Superintendent of Curriculum and Instruction, Director of Student Services, Director of Support Operations, and Treasurer are part of each of these planning sessions. Several of these stakeholders are also parents of students in our district. Plans are made for how to best use personnel and to determine the new hires needed to meet the growing enrollment trend of approximately 200 new students per and to offer an excellent education and choice of classes to make this possible. Information from our personnel exit survey is checked for impact on hiring and retention concerns. Curriculum and professional development needs for personnel are also developed. From these planning session a unified district plan is developed. Our ESSA team: Superintendent, Asst. Superintendent, HR Director, and Student Services Director, utilized this information to analyze our ESSA data and to devise the strategies below that will be used to address staff experience and retention.

| Component | Item Name |
|---|---|
| Equitable Access to Excellent Educators | Identify the most likely cause of the gap(s) by conducting a root-cause analysis with stakeholder engagement description. |

[G] 8) Select a strategy to address documented gap(s) and root-causing finding, outline strategy implementation and progress measure.

Description:

A timeline is given for implementing strategies and procedures to address the gap.

Performance Measure:

Timeline is given. Following the timeline implementation is the performance measure.

Fiscal Resources

There are no Fiscal Resources for this Goal.

[S] 8.1) Selecting Stragtegies to Close the Gap(s) (3 A)

Description:

3. A. Strategies: Our district adds roughly 200 students a year. While we have several new teachers without experience, our strategy for lessening the number of inexperienced teachers revolves around recruiting and retaining the experienced teachers we have, offering PD, strategically placing our less experienced teachers, and minimizing the impact of less experienced teachers for our students. In an effort to retain experienced Sp. Ed. Teachers, we will hire an Assistant Sp. Ed. Director to assist staff with the efficiency of completing paperwork and meetings. We will examine our salary schedule. It begins higher than most districts, which is a positive, but climbs at a slower index level and results in less lifetime income. Teachers are beginning to point this, so it is time to begin reevaluating this pay structure.

| Component | Item Name |
|---|---|
| Equitable Access to Excellent Educators | Select a strategy to address documented gap(s) and root-cause finding: outline strategy implementation and progress measures. |

[S] 8.2) Strategies with Timeline of Implementation for Closing the Gap(s) (3 B)

Description:

3. B. Strategies and Time-line for implementation: a. October and November - District planning by building and department to determine personnel and professional development needs. Teacher placement for the next school year occurs. Inexperienced staff placed with a team of strong, experienced teachers to ensure success and lessen the impact on students. Examine avenues to assist Sp. Ed. Teachers in becoming more efficient with paperwork and meetings. b. December - Board of Education approves plan c. January - June - Recruit new hires to get an early jump on the hiring pool. Recruit internally, on-line, at college posting sites, and at job fairs d. Mid-January - June - Hire early while the pool is strong. In 2018-19, teachers hired at Harlan-Butlerville will have at least 3 years of experience. Hire an Assistant Sp. Ed. Director to assist Sp. Ed. staff to increase efficiency with paperwork and meetings. e. March - Look at the dual salary schedule. Staff hired after June 2007 begins at a higher rate for the first five years. Then the index increments narrow and teachers earn less than surrounding schools. This is a plus in attracting new staff, but a few teachers are leaving after the fifth year for higher paying districts. It is time to adjustment the scale to aide staff retention. f. May - Prepare class lists for next school year, ensuring students do not have two consecutive years with an inexperienced teacher. g. August - New personnel orientation h. August - June - Retention - New staff participate in our RE program. They participate in a book study, What Great Teachers Do Differently. PD developed in collaboration with building administrators, department heads, and results from a needs/request survey result in PD offerings on Ohio Writing Project, one-to-one devices, blended-learning, flipped classrooms, PAX for PBS, Rachel's Challenge (bullying, suicide prevention, drug, alcohol, etc.), and building book studies. Building level activities enhance social culture, to ensure staff feels connected and included, and to recognize the great things teachers and students are doing. The District honors our teachers with Christmas breakfast cooked and served by the District Office. At the end of the year District Office serves a formal

dinner honoring years of service, perfect attendance, Teachers of the Year, and retiring teachers. Teachers who feel connected, included, and recognized want to stay.

| Component | Item Name |
|---|---|
| Equitable Access to Excellent Educators | Select a strategy to address documented gap(s) and root-cause finding; outline strategy implementation and progress measures. |

**S** 8.3) Progress Measures for Closing the Gap(s) 3 C

Description:

C. We anticipate meeting the goal in August. -Success will be demonstrated by the percentage of inexperienced teachers at Harlan-Butlerville dropping from 13.3% to 6 %.; inexperienced teachers being placed with strong teaching teams; and students not having consecutive years with an inexperienced teacher to lessen the compounded effect that having inexperienced teachers several years in a row. An Asst. Sp. Ed. Director has been added to assist with efficiency in that department; a continued reduction in the number of Sp. Ed. teachers leaving, from 17% in 2016-17 and 14% in 2017-18, to 7% for the 2018-19 school year and fewer giving their reason for leaving as the abundance of paperwork and lack of time to complete it.

| Component | Item Name |
|---|---|
| Equitable Access to Excellent Educators | Select a strategy to address documented gap(s) and root-cause finding; outline strategy implementation and progress measures. |

**G** 9) Describe Policies and procedures used to verify State certification and licensure status of teachers and paraprofessionals.

Description:

Hiring procedure to ensure proper certification.

Performance Measure:

Teachers and paraprofessionals have proper certification and licensure status.

Fiscal Resources

There are no Fiscal Resources for this Goal.

**S** 9.1) Describe Policies and Procedures to verify State certification and licensure stataus of teachers and paraprofessionals. (4 A)

Description:

4. A. License qualifications for all teachers and aides/paraprofessionals are checked on the ODE site prior to hiring. It is a requirement to have the mandated license for subjects/positions being taught/held in order to be an employee in the Little Miami School District. Adherence to this practice ensures quality in the classrooms and negates a need for an intervention plan.

| Component | Item Name |
|---|---|
| Equitable Access to Excellent Educators | Describe policies and procedures used to verify State certification and licensure status of teachers and paraprofessionals. |

**G** 10) Describe the steps that will be taken to address teacher and paraprofessionals who are not State certified and licensed.

Description:

All teachers and paraprofessionals have correct certification and licensure.

Performance Measure:

All teachers and paraprofessionals have correct certification and licensure.

Fiscal Resources

There are no Fiscal Resources for this Goal.

**S** 10.1) Steps Taken to Address Teacher and Paraprofessionals Who Are Not State Certified and Licensed. (5 A)

Description:

5. A. License/permits are checked on the ODE site before hire. Paras must have 2 years of college or pass a basic skills test in order to hold the position. Teachers must have a license in the field of their employment. Our LPDC and HR department run reports to check and verify that renewals of certifications and licensure occur within the required time frame. By doing this, we do not require an intervention plan. Adherence to this practice ensures quality in the classrooms and negates a need for an intervention plan.

| Component | Item Name |
|---|---|
| Equitable Access to Excellent Educators | Describe the steps that will be taken to address teachers and paraprofessionals who are not State certified and licensed. |

G 11) Activities to Support Safe and Healthy Students

Description:

We will work with mental health agencies to provide mental health support to our students in need.

Performance Measure:

Students will have access to mental health services, This is needed as we are having an increasing number of students dealing with family issues ranging from divorce, drug use, to death of parent or sibling, etc.. Building principal will see an increase in the number of students that are provided with mental and behavior supports. Building principal will see individual and group support services for students dealing with divorce, anger management, development of relationship skills, etc.

Fiscal Resources

| Grant | Notes | 2018 | 2019 |
|---|---|---|---|
| **Consolidated** | | | |
| Title IV-A Student Support and Academic Enrichment | | $10,000 | $26,992 |
| **Consolidated Total:** | | **$10,000** | **$26,992** |
| **Grand Total:** | | **$10,000** | **$26,992** |

S 11.1) Mental Health Supports

Description:

We will work with mental health services to provide mental health support for our students. They work in coordination with the building principal and the guidance counselor to meet the need for individual assistance and to conduct groups to build coping and relationship building skills. By providing conflict resolution, crisis management, and relationship building skills it is anticipated that students will become more adept at coping thus reducing feelings of hoplessness that contribute to suicidal thoughts, vulnerability that might prevent a child from reporting bullying or harrassment or abuse, and enablestudents to cope with divorce, drug use, and deaths that occur in their families. The relationship building should also reduce the need to be part of bullying as they learn to have a greater understanding of and consideration for those who may differ from us. Title IV funds will be used to pay for the contracted services of mental health counselors.

Little Miami Local (050443) - Warren County - 2019

## Decision Framework Export

Needs Assessment data exported from the Decision Framework:

### DATA CONCERN - End of Course exams (SWD) :
Physical Science

### Influence/s - OPES Assessment:
Instructional practices expect students to demonstrate a high level of understanding.

### OPES Assessment:

- Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school -wide students' performance data to determine under- and over-identification of students in gifted or special education.
- Principal models the use of data to inform and make decisions about student progress.

### DATA CONCERN - End of Course exams (SWD) :
Physical Science

### Influence/s - OPES Highly Effective Instruction:
Instructional practices expect students to demonstrate a high level of understanding.

### OPES Highly Effective Instruction:

- Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.
- Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds.

### DATA CONCERN - English Language Arts below proficient (SWD) :
Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

### Influence/s - OPES Assessment:
Formative assessments are aligned across the learning standards, grade levels and across subjects to promote a high level of student achievement.

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Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

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**DATA CONCERN - English Language Arts trend (SWD) :**
Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

**Influence/s - OPES Assessment:**
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**OPES Assessment:**

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**DATA CONCERN - English Language Arts trend (SWD) :**
Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

**Influence/s - OPES Assessment:**
Instructional practices expect students to demonstrate a high level of understanding.

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Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8

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## Needs Assessment Details

Based upon the information populated from the Decision Framework, what are your LEA's needs for core instructional support decisions and implementation of innovative programs (e.g. coherence, assessment, early intervention, professional development, school climate, community engagement, allocation of resources, barriers, innovative programs such as Early College High School, STEM, International Studies Asia Project, AVID, New Tech)?

Needs Assessment 18-19 Safety Net Data: 16 students had IEPs in place before age 3. Resource Construct: Grades K-4 and K-12 meet the 1:25 student to teacher ratio. Plan to two first grade teachers to reduce class size. Added one high school, two sixth grade, one third grade, two first grade, and two second grade classroom teachers to reduce class size. LMSD had 1 expulsions, 28 in-school suspensions and 37 out of school suspensions. The PBS/ISM/RtI behavior matrixes and procedures are in place in K-8. These behavior principles and procedures re the discipline guides. District parent conference average was 66%. Informational and Technical Reading A. Using Title I reading coaches to work with small intervention grous and to share literacy strategies with teachers. B. Having Administrators lend support to this focus Rigor of assessments and assignments A. Targeting this for building curriculum and collaborative work among teachers, department heads, and building coaches ensuring that resources, instructional strategies, and formative assessments are aligned across grade levels / content areas and fully cover the depth of rigor of the standards. B. Working with Fountas and Pinnell benchmark assessments as a progress monitoring tool in Grades K-4. C. Working with DIBELS benchmarking assessments phonemic skills inGrades K-1 D. Working with MAP benchmarking assessments in Grades 2-8. E. Using Fountas and Pinell's LLI for intervention and progress monitoring in Grades K-4. F. Using workshop strategies for Reading /Writing in grades K-4. G. Using SLOs and SGMs in Grades K-12 Alignment and Completeness of Materials A. Targeting reading to write and writing to read across the curricullum B. Targeting reading and writing in building curriculum and collaborative work among teachers, department heads, and building coaches C. Implementing Ohio Writing Project (OWP) in Grades K-12 D. Implementing training in and use of Orton Gilliam reading strategies in Grades K-2 E. Implementing DIBELS for phonemic awareness strategies for Grades K-1 F. Using 1:1 devices and digital curriculum to improve blended learning strategies in the High School Leadership A. Coaching of administration in Orton Gilliam, DIBELS, OWP, Reading/Writing Workshop, Schoology and 1:1 devices with digital learning at appropriate grade levels B. Continuing administrative led data teams to insure rich data is collected, interpreted, and used to drive instruction C. Continue administrative focus on formative assessments D. Continuing administrative use of the evaluation system as a way to mentor teachers E. Continuing to encourage administrators in reflecting teacher use of informational and technical reading strategies and skills in teacher

evaluations