

LIMA CITY SCHOOLS DISTRICT ONE PLAN 2023-2024, 2024-2025, 2025-2026

Goal 1: ELA

Root Cause: Based on the root cause analysis conducted with building administrators and instructional coaches, the underlying root causes identified that if addressed would result in a positive impact are: 1) strengthening the multi-tiered system of supports with a defined literacy intervention flow chart that addresses individual reading deficits, 2) cultivating a culturally relevant curriculum that includes explicit instruction on foundational literacy skills, as well as vocabulary, background knowledge, and writing, 3) providing professional development that addresses the use of evidence-based practices adopted by the district, and 4) ensuring those practices are embedded in ELA instruction.

SMART Goal: By the end of the 2025-26 school year, we will improve the performance of all students including students with disabilities in grades 3-8 and grade 10 by 9% on the English Language Arts Ohio State Tests and End of Course Tests. There will be a 3% increase yearly.

Student Progress Measures:

- During the 2023-24 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all K-8 students, including students with disabilities, within the Lima City School district will be monitored by teachers as well as the by the DLT and BLT, with 25% of students meeting annual stretch growth targets by the end of the school year.
- During the 2024-25 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all K-8 students, including students with disabilities, within the Lima City School district will be monitored by DLT and BLT, with 27% of students meeting annual stretch growth targets by the end of the school year.

- During the 2025-26 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all K-8 students, including students with disabilities, within the Lima City School district will be monitored by DLT and BLT, with 30% of students meeting annual stretch growth targets by the end of the school year.
- During the 2023-24 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all grades 9-12 students, including students with disabilities, within the Lima City School district will be monitored teachers as well as the by the DLT and BLT, with the total percentage of students scoring at or above grade level will increase by 3%.
- During the 2024-25 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all grades 9-12 students, including students with disabilities, within the Lima City School district will be monitored by DLT and BLT, with the total percentage of students scoring at or above grade level will increase by 4%.
- During the 2025-26 school year, every i-Ready Reading Diagnostic (Fall, Winter, Spring), the performance of all grades 9-12 students, including students with disabilities, within the Lima City School district will be monitored by DLT and BLT, with the total percentage of students scoring at or above grade level will increase by 5%.
- Each year within the three year plan, on the ESGI preschool students will know 18 capital letters and 15 lowercase letters at the end of a student's preschool year to be considered kindergarten ready.

Strategies and Actions:

Strategy #1.1 Level: 1

Strategy #1.1:

The District will utilize the District Literacy Framework (evidence based components) to serve as a guide for literacy instruction in grades PreK-12. This framework includes the use of district created practice profiles that encompasses the 6 components of literacy as outlined in the Ohio Department of Education's Plan to Raise Literacy Achievement. These components will be addressed at the elementary level (PreK-6): 1) phonemic awareness, 2) phonics, 3) fluency, 4) vocabulary, 5) comprehension, 6) writing. These components will be addressed at the secondary level (7-12): 1) word study, 2) engagement, 3) vocabulary, 4) comprehension, 5) writing. The Ohio's Department of Education's research will serve as the model for the district framework. Their work is based on The Science of Reading, the Simple View of Reading and other models to promote child statewide literacy. (11 District Objective 1)

Action Steps:

1.1) Teachers who provide instruction in ELA will receive embedded professional development as defined by the Local Literacy Plan, including the evidence based practice of LETRS, Multi-Tiered Systems of Support and in Universal Design for Learning, that allow them to engage in systematic and explicit instruction including phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.

1.2) All students in grades K-10 will be screened using the i-Ready Diagnostic to identify the root cause of potential reading problems at the beginning of the school year, again in the middle of the year, and again in the Spring. This will also include resource rooms and self-contained special education students in grades 11-12. The data from each diagnostic will be shared with families and reviewed at TBTs, BLTs and at the DLT level to determine next steps.

1.3) Based on the results of the screener teachers will use the District created Intervention Flowchart, tiered instruction, which includes differentiated instruction, to provide interventions to at-risk students. The teachers will track the interventions implemented, student attendance and complete progress monitoring to determine the progress and next steps for the at-risk students.

1.4) To ensure that students with disabilities receive appropriate instruction in reading and writing based on their identified area(s) of need, special education teams will develop goals that are supported by data-driven present levels of performance and clearly defined specially designed instruction. Student Individualized Instructional Plans will be systematically reviewed, using the internal monitoring process, to support effectiveness and compliance.(11 District Objective 1)

1.5) Prek Staff (General Education and Special Education), will administer the PELI in September, January, and May. The staff will review the data looking for trends, areas of focus as well as areas of strength. PreK Staff will review the data, discuss strategies and materials to support learning during Preschool professional development days in October, February, and May.

1.6) The district will begin a pilot of the Core Knowledge Language Arts (CKLA) curriculum in select classrooms at grades K-5 in 2023-24. This will address gaps in student general (background) knowledge, as identified through an analysis of district assessment data.

1.7) Use data-based decision making that will be shared and communicated with students and parents to increase parent engagement at least quarterly.

Adult Measures:

Every quarter, English Language Arts Look Fors, will encompass instruction in at least one of the six domains of literacy instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing), of English Language Arts Teachers and Reading/Literacy Teachers will be monitored by the principal, instructional coach, and District ELA curriculum team leader, with an overall improvement of 80% by the end of the plan. (80% of the time teachers will be engaged in one of the above mentioned six domains during walkthroughs). The BLT and DLT teams follow the 5-step OIP process to analyze this data.

Building	Practices/Actions	Resources	Monitoring Timeline	Responsibilities	Evidence/Outcomes
Alternative					
Freedom					
Heritage					
Independence					
Liberty Arts					
North					

Senior High					
South Science	1.2 1.3				
West					
Unity					

Goal 2: Math

Root Cause: K-6 Based on the root cause analysis, a MTSS delivered with fidelity along with the implementation of the Performance Level Descriptors continuum would have a positive impact. Components of the MTSS to be addressed are differentiating embedded PD with planning and unwrapping standards, practice profile implementation, and standards alignment.

7-8 Based on the root cause analysis, the math workshop model and purposeful planning delivered with fidelity would create a positive impact. Differentiation, formative assessments and rigor need to be embedded in the lessons as daily tasks.

9-12 Based on this root cause analysis, we need professional development on differentiating content lessons to meet the needs of our Tier II and Tier III students that includes modeling and observing exemplary practices. Based on the root cause analysis conducted with building administrators, instructional coaches and a team of teachers, the underlying root causes identified that if addressed would result in a positive impact are: 1. There is a need for the implementation of a universal tier with fidelity. 2. There is a need for common professional development to support evidence-based strategies with consistent expectations across the district while also meeting the needs of individual buildings and the specific needs of our students at all tiers. 3. There is a need for teachers to use the diagnostic assessments results to help identify specific skills gaps for Tier II and Tier III interventions and address these skills gaps during math intervention time. 4. There is a need for specific Tier II and Tier III interventions 5. There is a need for math intervention time for grades 9-12.

SMART Goal: By the end of the 2025-26 school year, we will improve the performance of all students within the Lima City Schools including students with disabilities in grades 3-8 and grades 9-10 by 3% on the Mathematics Ohio State Tests and End of Course Tests.

Student Progress Measures:

- Year 1: By the end of the 2023-2024 school year, utilizing i-Ready math diagnostic data at the building level; stretch growth for grades K-8 and the total percentage of students scoring at or above grade level for grades 9-10 will increase by 3% for all students including students with disabilities.
- Year 2: By the end of the 2024-2025 school year, utilizing i-Ready math diagnostic data at the building level; stretch growth for grades K-8 and the total percentage of students scoring at or above grade level for grades 9-10 will increase by 4% for all students including students with disabilities.
- Year 3: By the end of the 2025-2026 school year, utilizing i-Ready math diagnostic data at the building level; stretch growth for grades K-8 and the total percentage of students scoring at or above grade level for grades 9-10 will increase by 5% for all students including students with disabilities.
- Each year within the three year plan, on the ESGI preschool students will know 11 shapes and be able to count to 20 at the end of a student's preschool year to be considered kindergarten ready.

Strategy #2.1 Level: 1

Strategy #2.1:

The Lima City Schools has adopted the Math Workshop Model that includes the 8 mathematical practices recommended by the National Council of Teachers of Mathematics and the Ohio Standards for Mathematical Practices. The Math Workshop Model includes Number Talks, the Content Lesson consisting of an Introduction, Exploration and Summarizing and Intervention/Extension. These practices promote reasoning and problem solving, using and connecting mathematical presentations, and supporting meaningful mathematical discourse.

Action Steps:

2.1) Instructional coach will guide teachers with the implementation of the Mathematics Practice Profile during TBTs or one on one coaching.

2.2) Pk-12 will utilize whole group instruction, differentiation, Number Talks and Station Rotation/Blended Learning in TBTs. The Performance Level Descriptors (continuum) will be utilized to guide whole group instruction, differentiation, Number Talks and Station Rotation/Blended Learning in grades 2-Geometry in TBTs. Prerequisite reports from i-Ready will be utilized to guide instructional groupings for differentiated instruction.

2.3) Parent engagement opportunities will be available and encouraged during the 2023-24 school year. Parents will be offered strategies and resources in mathematics to support their students.

2.4) Teachers will use [Data Chats](#) with students following every i-Ready diagnostic data time period to increase student engagement and promote student ownership of their own learning so students can reach mastery on grade level standards.

2.5) The District Math Curriculum Team Leader will provide differentiated professional development aligned to the Math Practice Profile to staff at all grade levels (Pre-K - 12th grade, General Ed and Special Ed) during the 2023-24 school year. (11 District Objective 3)

2.6) To ensure that students with disabilities receive appropriate instruction in math based on their identified educational needs, special education teams will develop goals that are supported by data-driven present levels of performance and clearly defined specially designed instruction. (11 District Objective 2)

2.7) The District will create a MTSS team. This team will participate in professional development to learn about MTSS and work on creating a more structured MTSS framework. (Year 1) (11 District Objective 5) The District MTSS team will create a professional development plan for Year 2 to train staff. The District will begin implementation of MTSS in Year 3 of the plan.

2.8) District representatives will participate in professional development to learn about Universal Design for Learning. District Blended Learning Coaches and Instructional Coaches along with Special Education Administration will begin to provide professional development to staff during the 2023-24 school year.

2.9) Enrichment classes will include a math component in every unit that aligns to mathematical standards according to mathematics pacing.

Adult Measures:

Every semester, walkthroughs focusing on the content lesson component of the Math workshop Model Template of K-12 math teachers will be monitored by the principal, instructional coach, and District Math Curriculum Leader, with an overall improvement of 70% by the end of the plan. (During a walkthrough, the goal is to see 70% of the content lesson components). The BLT and DLT teams follow the 5-step OIP process to analyze this data.

Building	Practices/Actions	Resources	Monitoring Timeline	Responsibilities	Evidence/Outcomes
Alternative					
Freedom					
Heritage					
Independence					
Liberty Arts					
North					
Senior High					

South Science	2.4				
West					
Unity					

Goal 3: Graduation

Root Cause: If the district/school had more community partnerships and resources available that would result in a positive impact. More frequent check-ins with students to review plans, goals and progress toward goals would result in a positive impact. If the district/school reviewed credit recovery procedures and effectiveness it would result in a positive impact.

SMART Goal: By 05/26/2026 we will improve the performance of all Students including students with disabilities (Twelfth Grade) to increase the graduation rate by 7.00% using the State Report Card - Graduation Rate. (SPP Indicator 1)

Student Progress Measures:

- Every 184 days, Graduation, Course Credits/Alternative Pathways of All Students will be monitored by the Principal and Guidance Counselors, with an overall plan improvement increase of 2.5%.
 - By 2026, increase the federal graduation rate for SWD from 21.62% to 31.62%
- Every 184 days, Graduation Course Credits/Alternative Pathways of students with disabilities will be monitored by the Principal and Guidance Counselors, with an overall plan improvement of 10%.
 - By 2026, increase the federal graduation rate for SWD from 21.62% to 31.62% by improving student engagement through the implementation of UDL, with a focus on the engagement principle. (Transition and Services through 21).

- Every 184 days, Dropout Rate, Course Credits/Alternative Pathways of All Students will be monitored by Principal, Guidance Counselors, with a decrease of 5.00 % by the end of the plan.
- Every 184 days, Dropout Rate - Course Credits/Alternative Pathways of students with disabilities will be monitored by Principal, Guidance Counselors, with a decrease of 5.00 % by the end of the plan.

Strategies and Actions:

Strategy #3.1 Level: 4

Strategy #3.1:

Lima City Schools will monitor progress toward the Ohio Department of Education graduation requirements for all students including students with disabilities. This will be done through completion of Graduation (8th-12th) [LCS Graduation Plan](#) and Student Success Plans (6th-12th grade) [Lima City School Student Success Plan](#) as tracking documents. These plans outline three areas required to graduate, including credits, competency and readiness seals. (SPP Indicator 1)

Action Steps:

3.1) The High School Building Principal and Director of Career tech will offer annual parent meetings which outline graduation requirements. (SPP Indicator 1)

3.2) In all high school classrooms, [How to Graduate from Lima Senior in 2023](#) will be displayed to make students aware of yearly expectations. Requirements will be reviewed with staff prior to the start of the 2023-24 school year during the Building Retreat in August and Opening Day (before students arrive).

3.3) All 8th grade students will meet with their high school counselor to discuss graduation requirements prior to the start of students' 9th grade year. This information will be used to develop an initial Graduation Plan prior to the conclusion of their 8th grade year. This Graduation Plan will be updated annually 9-12th grade with input from students, parents, and school personnel.

3.4) An Early Warning System (EWS) program will be established in grades 6-12. All LCS students will have a graduation plan started at the 8th Grade level. EWS will also be used to identify potential dropouts (SPP Indicator 2).

The MTSS team will meet monthly to review data, which will include tardies, absences, in-school suspensions, expulsion, and out of school suspensions. From these meetings, additional resources will be identified to support Tier II/III interventions.

3.5) Transition Services (SWD)- Transition support teams will meet quarterly with SST. The State Support team meets monthly with a district hired transition coordinator. Graduation requirements are discussed at all IEP meetings. Transition coordinator will attend all IEP meetings and coordinate all post secondary transitions. (11 District Objective 6) Services will be offered to SWD through the age of 21. (11 District Objective 8)

3.6) Upon approval of the Stronger Connections Grant funding a HUB Director position will be established to support “at risk” students at the high school level.

3.7) The District will conduct SEL surveys at the high school during the 2023-24 school year. (Year 1) The District will investigate and select a social/emotional curriculum for the secondary level in the 2024-25 school year. (Year 2)

3.8) The District will provide professional development in the UDL framework (11 District Objective 3 & 7) to staff with a focus on the Engagement Principle to support Graduation, Dropout and Transition/Services through age 21). (SPP Indicators 1 & 2).

Adult Measures:

Graduation/Success Plans - Completion of Task will be monitored each 45 days by Principal, Counselors and Social Workers, focusing on High School Staff with an overall improvement of 100.00% completion by the end of the plan.

Building	Practices/Actions	Resources	Monitoring Timeline	Responsibilities	Evidence/Outcomes
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Alternative					
Freedom					
Heritage					
Independence					
Liberty Arts					
North					
Senior High					
South Science	3.4				
West					
Unity					

Goal 4: Attendance

Root Cause: Underlying root causes identified by the district are transportation issues, school hours not being conducive for students (staggered start times across all buildings), poor relationships between staff and students, lack of culturally relevant engaging lessons and behavior supports.

Goal: By 5-26-26 we will improve the performance of all students including preschool and kindergarten students and increase attendance by 5% using Progressbook attendance reports.

Student Progress Measures

Yearly, all students including students with disabilities, homeless youth, foster children, English language learners and Immigrant/Migrant students will increase attendance 1.2% with an overall increase of 5% by the end of the three year plan. This will be monitored by Building Attendance Committees.

Strategies and Actions:

Strategy #4.1 Level: 4

Strategy #4.1:

A Multi-Tiered system of support (11 District Objective 5) will be utilized to address the root causes of attendance (academic and behavioral). The District will use the Absence Threshold Detail report from Progressbook for PreK-12 and the Early Warning System (EWS) will be utilized in grades 3-12 to identify students (includes students with disabilities) in Tiers II and III who need support. The District has created a list of interventions at each Tier (I, II and III) for Attendance, Behavior and Course Performance. Data will be monitored via the district monitoring system.

Action Steps:

4.1) Attendance data will be reviewed monthly by building attendance teams. Data to be analyzed includes tardies, absences, in-school suspensions, expulsions, out-of-school suspensions, and bus removals. Data will also be analyzed for any significant disproportionality with an emphasis on students with disabilities. After analyzing data, tiered levels of support will be provided to students.

4.2) The Classroom 180 Framework will be utilized in all buildings. Professional development will be provided by the Social Workers/Counselors on a monthly basis. Walkthroughs will be conducted by Social Workers, Counselors, District level Administrators, Principals and Assistant Principals. Trauma Informed Care practices will be implemented by all staff. Fidelity will be monitored using the Classroom 180 rubrics. This information will be analyzed by building PBIS teams and BLT and the District PBIS team and DLT. (11 District Objective 4).

4.3) The District has established a District Wide PBIS Committee that meets monthly. The Committee has completed the District Systems Fidelity Inventory (DSFI) during the 2022-23 school year to assess implementation fidelity and determine

supports needed at all tiers (Tier I, Tier II and Tier III). Action steps and monitoring systems are being created to address the needs. (11 District Objective 4).

4.4) The District Attendance Campaign will raise community awareness about the importance of students attending school every day on time. This will be communicated to the community and families through billboards, commercials, banners, buttons, t-shirts, yard signs and various campaign promo materials. It will also be promoted at district wide events such as the Back to School Supply give away event, concerts, sporting events, and parent/teacher conferences. Buildings will identify and partner with 1 community sponsor to assist with awareness and incentives for students and families.

4.5) Staff will participate in monthly Blended Learning professional development with the intent of engaging students in their learning. The District Technology Coach and Blended Learning Coaches will continue to provide support to all staff in order to create lessons that are engaging for students and are differentiated to allow all students including students with disabilities to work at their own pace. Resources will be available for students who are working ahead of pace to create enrichment opportunities and for students who are working behind pace to make steps toward getting caught up.(11 District Objective 3)

4.6) Implement the Early Warning System (EWS) in grades 3-12 to identify students in Tiers II and III who need additional support to improve their attendance, behavior and grades.

4.7) The District will select an equity audit tool and complete it during the 2023-24 school year (Year 1). This will assist the district in understanding why gaps exist and how to address them. Action steps will be created to address the gaps. One Plan action steps will be created for Year 2 and 3 of the One Plan based on the outcomes of the audit tool and actions steps created to address the gaps. The goal would be to increase the number of experienced teachers and highly effective teachers over the next 3 years.

4.8) The District will create a MTSS team. This team will participate in professional development to learn about MTSS and work on creating a more structured framework.(Year 1) (11 District Objective 5) The District MTSS team will create a professional development plan for Year 2 to train staff. The District will begin implementation of MTSS in Year 3 of the plan.

Adult Measures:

Every Quarter, Attendance - Implementation Data of Building Attendance Team will be monitored by Building Attendance Committees, with an annual improvement of increase by 1.20% resulting in an overall improvement of increase by 5.00% by the end of the plan.

Building	Practices/Actions	Resources	Monitoring Timeline	Responsibilities	Evidence/Outcomes
Alternative					
Freedom					
Heritage					
Independence					
Liberty Arts					
North					
Senior High					
South Science	4.2				
West					
Unity					