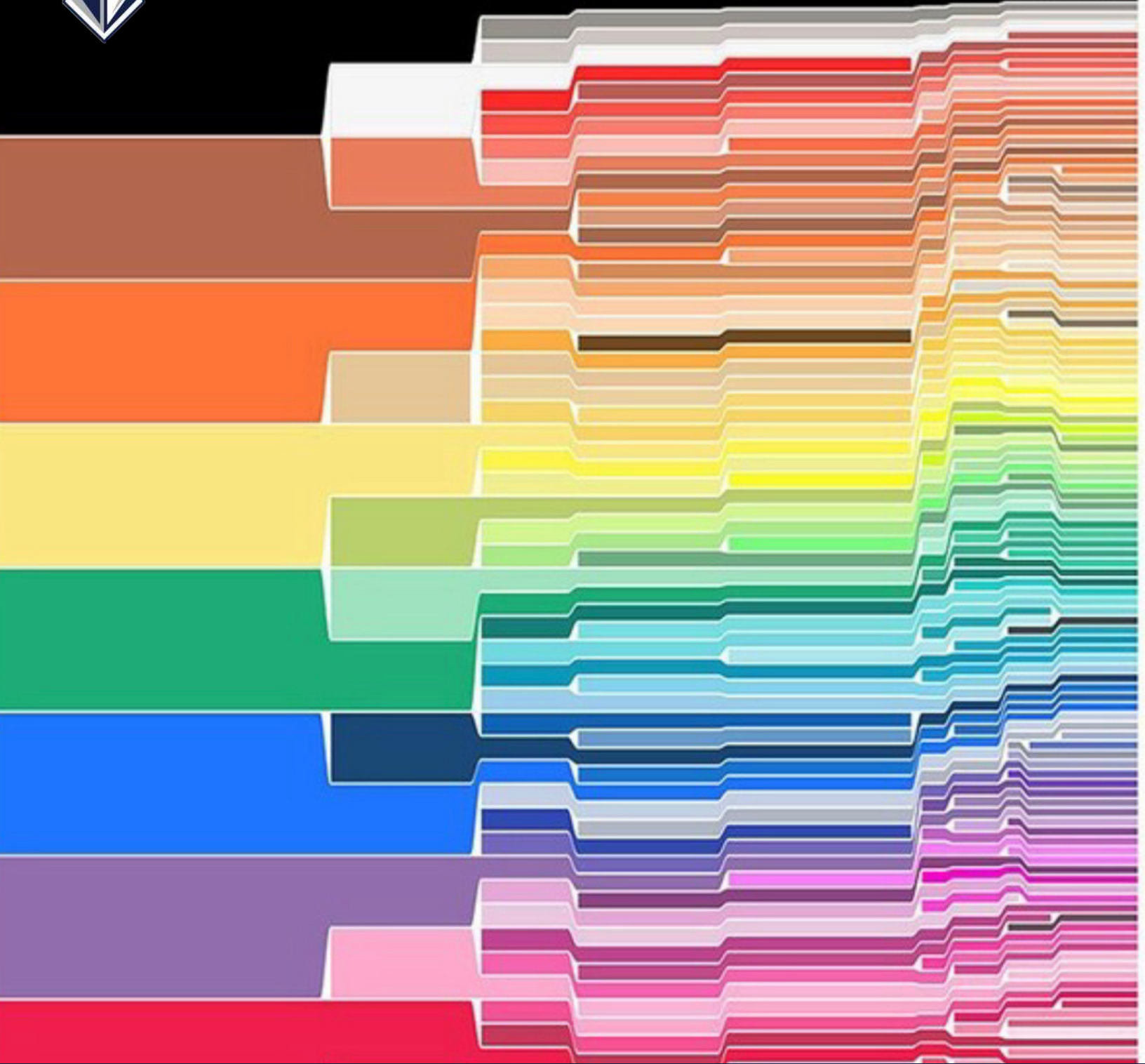




LORAIN CITY SCHOOLS

20/21



We Believe

A *Celebration* OF DIVERSITY

Our visual inspiration for this plan comes from the Crayola company.

In the image below, you can see how Crayola's foundation of eight colors never changed over the years, never went away, but were built upon with increasing detail and complement in a vibrant celebration of diversity.

In the Lorain City Schools we strive to capture that spirit by celebrating our school community as one of the most colorful places on Earth, with a kid-inspired culture focused on empowered learning at all ages, stimulating minds and bringing imaginations to life.

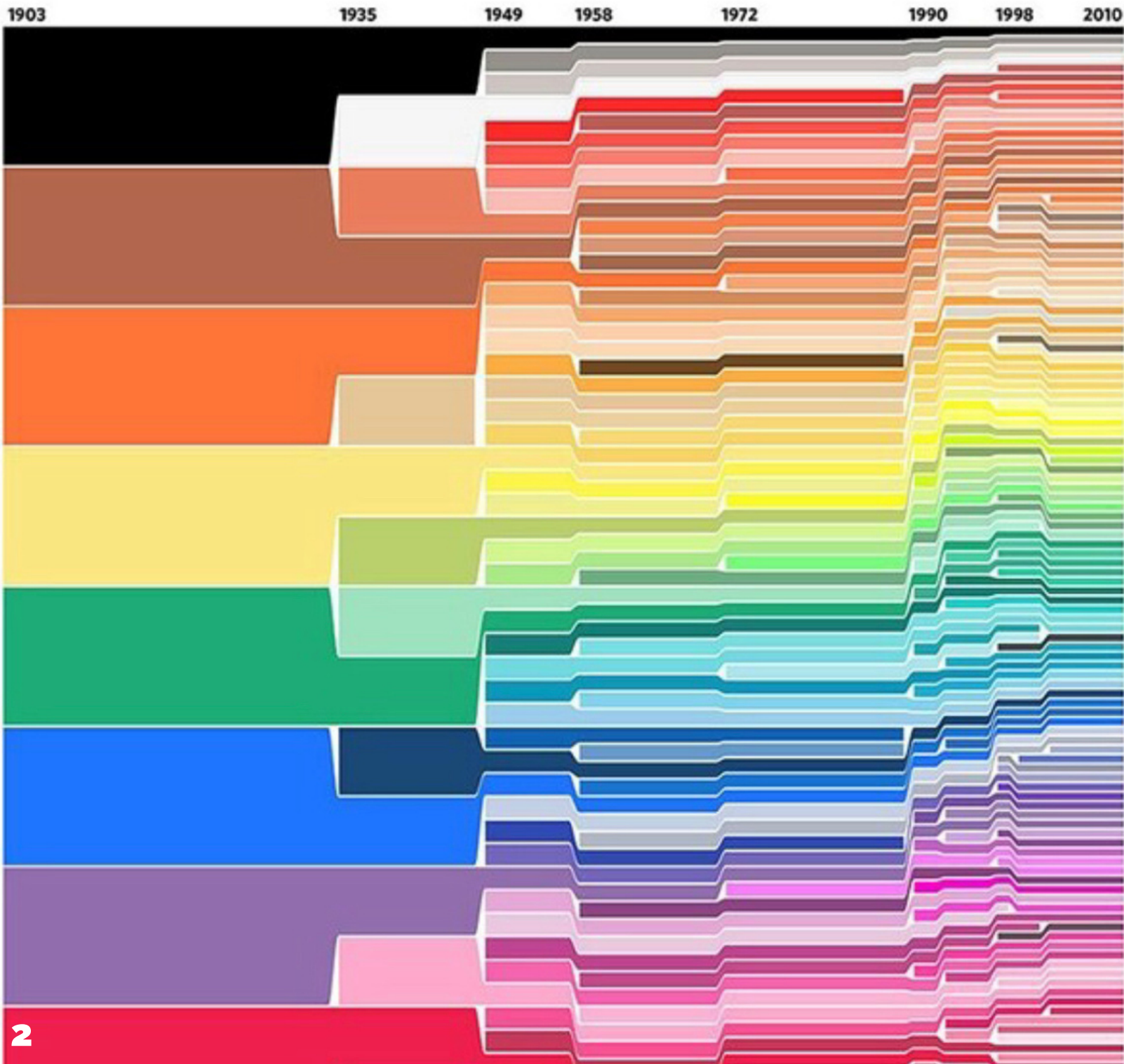




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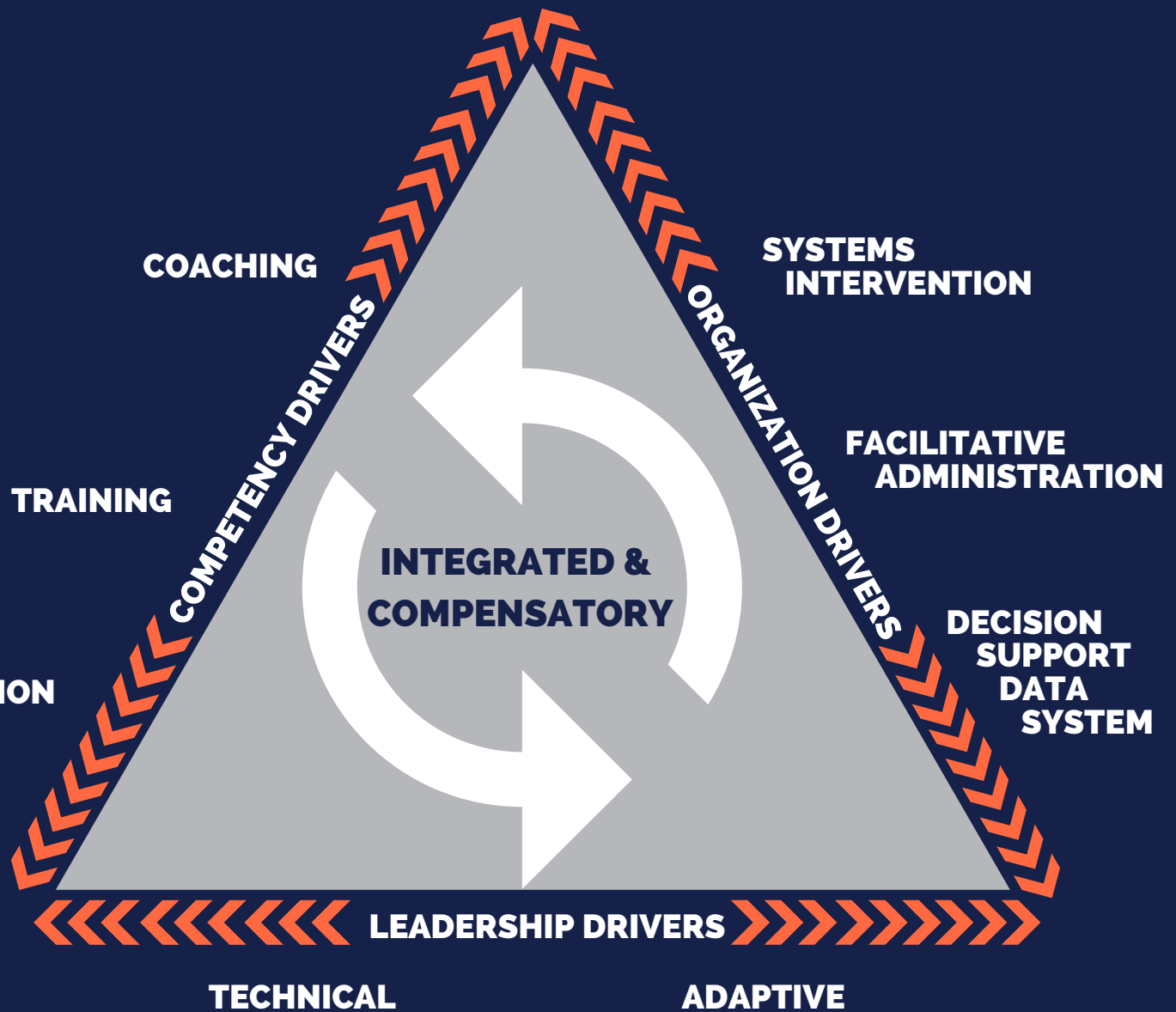
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Implementation Drivers are based on common features that exist among many successfully implemented programs and practices.

The structural components and activities that make up each Implementation Driver contribute to the successful and sustainable implementation of programs and innovations. When integrated and used collectively, these drivers ensure high-fidelity and sustainable program implementation.

Improved Outcomes **CONSISTENT IMPLEMENTATION**



IMPLEMENTATION DRIVERS

IMPLEMENTATION DRIVER *definitions*

COMPETENCY DRIVERS are mechanisms to develop, improve and sustain one's ability to implement an innovation as intended in order to benefit students.

- **Selection** | Refers to the purposeful process of recruiting, interviewing, and hiring 'with the end in mind'. Includes identifying skills and abilities that are prerequisites and/or specific to the innovation or program, as well as attributes that are difficult to train and coach. Team members should have skills in collaboration, an understanding that the environment predicts behavior, and be strong communicators.
- **Training** | All staff members need training in equity to have a clear understanding of what is expected of them. Training should be purposeful, skill-based, with adult-learning informed processes designed to support teachers and staff in acquiring the skills and information needed to begin using a new program or innovation.
- **Coaching** | A 2002 meta-analysis by Joyce and Showers noted that even very good training that included demonstration, practice, and feedback resulted in only 5% of teachers using the new skills in the classroom. Only when training was accompanied by coaching in the classroom was there substantial use in the practice setting.

ORGANIZATION DRIVERS are the organizational, administrative and systems components that are necessary to create hospitable community, school, district, and state environments for new ways of work for teachers and school staff.

- **Systems Intervention** | Our purpose is to create and sustain an environment and conditions that support a new way of work, by identifying and eliminating or reducing such barriers, or enhancing and sustaining those policies, procedures, and regulations that facilitate the work at hand.
- **Facilitative Administration** | The primary function here is to create and maintain hospitable environments to support new ways of work.
- **Decision Support Data System** | A system for identifying, collecting, and analyzing data that are useful to the teacher, school, district and other implementing environments. The system must provide timely, reliable data for decision-making.

LEADERSHIP DRIVERS are approaches related to transforming systems and creating change. According to Ron Heifetz, one of the biggest mistakes leaders make is incorrectly identifying the type of challenge they are facing.

- **Technical Leadership** | Characterized by clear agreement on a definition of the dimensions of the problem at hand. with clearer pathways to solutions. The leader can form a team, make a plan, make decisions, hold people accountable and execute.
- **Adaptive Leadership** | These challenges aren't "solved" through traditional management approaches, because adaptive challenges involve legitimate, yet competing, perspectives — different views of the problem and different perspectives on what might constitute a viable solution. In this case, the definition of the problem is much less clear, and the perspectives on the "issue" at hand differ among stakeholders. Viable solutions and implementation pathways are unclear and defining a pathway for the solution requires learning by all. This "all" means that the primary locus of responsibility is not a single entity or person. These types of challenges require a different type of leadership and often require leadership at many levels.

OUR PAST *Colors* OUR FUTURE

The Lorain City School District has been through a lot. In the last year alone, our schools have been led by three different administrations. Over the past nine years, our district has transitioned through five different strategic plans, in addition to a tide of educational legislation and altered mandates, assessments, grading systems and funding streams that have come with it.

We not only recognize this history, but honor the contributions of the brilliant minds and hearts who have contributed to the development and advancement of our school district and strategic planning along the way -- many of whom contributed to this plan today. As you reflect upon the graphic below, we hope you too will appreciate the repeating themes we discovered in our strategic planning efforts over the years.

LORAIN SCHOOLS PLAN | 2020 SUPERINTENDENT JEFF GRAHAM

- Healthy Culture
- Equity
- Student Support
- Teaching/Learning
- Improvement Plan

OHIO DEPARTMENT OF EDUCATION CORE PRINCIPLES | 2019

- PARTNERSHIPS
- EQUITY
- QUALITY SCHOOLS

THE LORAIN PROMISE | 18/20 CEO DAVID HARDY

- Support the Whole Child at Birth
- Invest in Early Scholars
- Promote Equity
- Create Schools Where all Scholars Thrive
- Prepare Scholars for the World of Tomorrow

THE FIVE PRIORITIES | 13/15 SUPERINTENDENT TOM TUCKER

- School Climate & Culture
- PreK Literacy
- Rigorous, relevant curriculum & instruction
- Staff & Student Attendance
- Financial Support & Academic Achievement

THE SIX PRIORITIES | 15/17 SUPERINTENDENT JEFF GRAHAM

- Graduation Rate
- Academic Standards & Rigor
- Professional Learning Communities
- Communication/Community Engagement
- Staff Recognition & Retention
- Cultural Competency

FINANCIAL RECOVERY PLAN | 12/13 INTERIM SUPERINTENDENT ED BRANHAM

- Ensure high academic achievement for all students
- Create and maintain a safe and nurturing school environment
- Develop, provide, and maintain an effective operating system
- Ensure parent engagement and community collaboration
- Develop and maintain the highest quality of professional administrators, teachers and staff

Our GOAL

By spring 2025 and beyond all Lorain City Schools students in grades Pk-12 will be on track for college and careers upon graduation from our district. This means that within six months of graduation, our graduates will be ready to either enroll in a post-secondary institution, secure employment, enroll in an apprenticeship, or enlist in the military.

We will do this by challenging each child in our care through the process of discovery and learning, preparing for fulfilling post-high school paths, empowered to become a resilient, lifelong learner and contributor to society.



THE COLORFUL *fingerprints* WE LEAVE ALONG THE WAY

We Believe

We believe a successful healthy culture involves clear and consistent communication that encourages a sense of belonging. We will support one another all while recognizing the emotional and vulnerable aspects of our cultures of thinking which allows us to continue to learn, work together, and solve hard problems,

Our common goal is to deepen connections with our families, staff and community, deepening our appreciation for our diversity. Our healthy culture recognizes:

- We are here to serve
- Our attitudes must honor and respect our learning processes
- We appreciate the stages of collaboration
- We celebrate learning from our diversity and one another



HEALTHY CULTURE



Our Strategies will

develop a healthy culture where students, staff, families, and community partners are included and feel valued.

We will Measure by

surveying students, staff, families, and the community.

HEALTHY CULTURE

Implementation

COMPETENCY: Selection

- **Design a sustainable plan to recruit and retain staff** with diverse ethnic and racial backgrounds to reflect our community's demographic
- **Design and execute a district-wide process to recognize staff** for exemplary performance
- **Design and execute a protocol for forming teams** to include:
 - Identifying competencies needed of team members
 - An application and/or interview process for Equity, Titan Improvement Process, Student Supports, and Teaching/Learning team members based on the competencies
 - Select members for teams that closely reflect our community's demographic
 - Establish clear purpose of the objectives of the team
 - Reference and utilize research-based practices such as team start-up guide from the National Implementation Research Network (NIRN) and Massachusetts Institute of Technology (MIT), and the Ohio Improvement Process 2.0
- **Identify and create a succession plan** to provide for continuity through transitions.

Implementation

COMPETENCY: Training

- **Create a learning module around norms of collaboration** and ways of teaming that apply to Equity, Titan Improvement Process, Student Supports, and Teaching/Learning.
- **Integrate diverse sets of values that promote open mindedness** and acceptance as part of all professional learning.
- **Promote awareness and competency of healthy culture** components that impact Equity, OIP, MTSS, and Curriculum through professional development opportunities such as a shared book study, guest lectures, multimedia presentations, and dialogue/discussion.
- **Learn about the history of our country and Lorain City:**
 - Ethnic settlement
 - History of Marginalization
 - Recruitment and housing assignments by industry
 - Redlining
 - Policing
 - Economy
 - Education
- **Design professional learning by modeling the principles of Universal Design for Learning:** multiple means of engagement, representation, and action & expression.
- **Develop a protocol to differentiate meaningful professional development** based on need for all staff.

COMPETENCY: Coaching

- **Develop a train-the-trainer coaching process** so that all staff can benefit from coaching in the focus areas of our plan.

HEALTHY CULTURE

Implementation

ORGANIZATION: Systems Intervention

- **Develop and administer a culture survey** to identify barriers for healthy culture from all staff.
- **Conduct a root cause analysis** to:
 - Identify cultural barriers
 - Determine which barriers have the greatest impact
 - Revise action steps to address barriers

ORGANIZATION: Facilitative Administration

- **Develop building focus groups** to process survey data and root cause analyses to create actions to address the cultural barriers that apply to Equity, Titan Improvement Process, Student Supports and Teaching/Learning.

ORGANIZATION: Decision Support Data Systems

- **Analyze student survey data** to understand student and family perspectives of healthy culture.
- **Use Culture Survey Results to progress monitor** the health of the district culture
- **Survey the community** to understand their experiences within the school district.



HEALTHY CULTURE

Implementation

LEADERSHIP: Technical

- **Develop expectations and a protocol** for clear and consistent two-way communication.
- **Develop a data calendar** that identifies the data sources for both plan implementation and the impact of the plan.

LEADERSHIP: Adaptive

- **Share in a common mission** by investing in each other's growth mindset and sense of belonging to foster meaningful engagement and responsive learning environments that most enhance our ability to thrive in a healthy culture.
- **Develop an understanding that inclusion is involvement and empowerment**, where the inherent worth and dignity of all people are valued.
- **Promote and sustain a sense of belonging**; valuing and practicing respect for the talents, beliefs, backgrounds, and ways of living.



HEALTHY CULTURE



We Believe

Equity is at the heart of all we do to ensure that each individual member of the Titan community is successful within their unique social and cultural realities.

We seek to eliminate the racial and social-economic predictors of achievement by removing barriers that limit opportunities, and dedicate our work to acknowledge, respect and appreciate the diversity and differences that exist within our educational community and the City of Lorain.

Through thoughtful actions with regards to curriculum, pedagogy, policy and school culture, we can overcome the effects of systemic and structural inequities and their impact over time.

We strive to strengthen our community by increasing opportunities through the actions evident in our practice and by recognizing the power and benefits of diversity and inclusivity.



EQUITY



Our Strategies will

implement equitable practices to eliminate opportunity gaps for students and staff where all are represented equitably in our programs and practices.

We will Measure by

prioritizing targeted data from the equity audit to measure at intervals that correspond to when the data is collected.

Implementation

COMPETENCY: Training

- Understand how **all programs can perpetuate inequities.**
- Understand how **the structure, practices and actions of the district office sets an understanding of equity.**
- **Understand the shift in roles and responsibilities for all employees** in a proactive integrated comprehensive equitable system.
- **Understand the equity research** on ability grouping, tracking, de-tracking, heterogeneous classrooms, inclusion, integration across race, ability, language, and gifted education.
- Understand how **co-planning/co-serving can, thoughtfully, increase equity for all learners.**
- Understand how to align staff by grade-level and content to **create co-planning/co-serving teams.**
- Understand research behind **culturally/linguistically relevant instruction.**
- **Utilize culturally/linguistically relevant practices** with creating Universally Designed learning environments.
- **Provide ongoing and job-embedded professional learning** to assist staff in using UDL as a framework for creating and implementing lessons/units with multiple forms of instruction, assessment, and relevant practices.

Implementation

ORGANIZATION: Systems Intervention

- **Incorporate social identity development** for equity advocacy.
- **Determine how information about social identity development will be shared out** and continually developed.
- **Determine equity non-negotiables** and align them to spending practices and district and building policies.

ORGANIZATION: Decision Support Data Systems

- **Conduct a comprehensive Equity Audit** to examine if students and staff are under or over-represented across the district in: academic opportunities, course enrollment, discipline, staffing, attendance, etc.
- **Identify areas of focus by conducting a root cause analysis and impact webs** from the comprehensive equity audit.



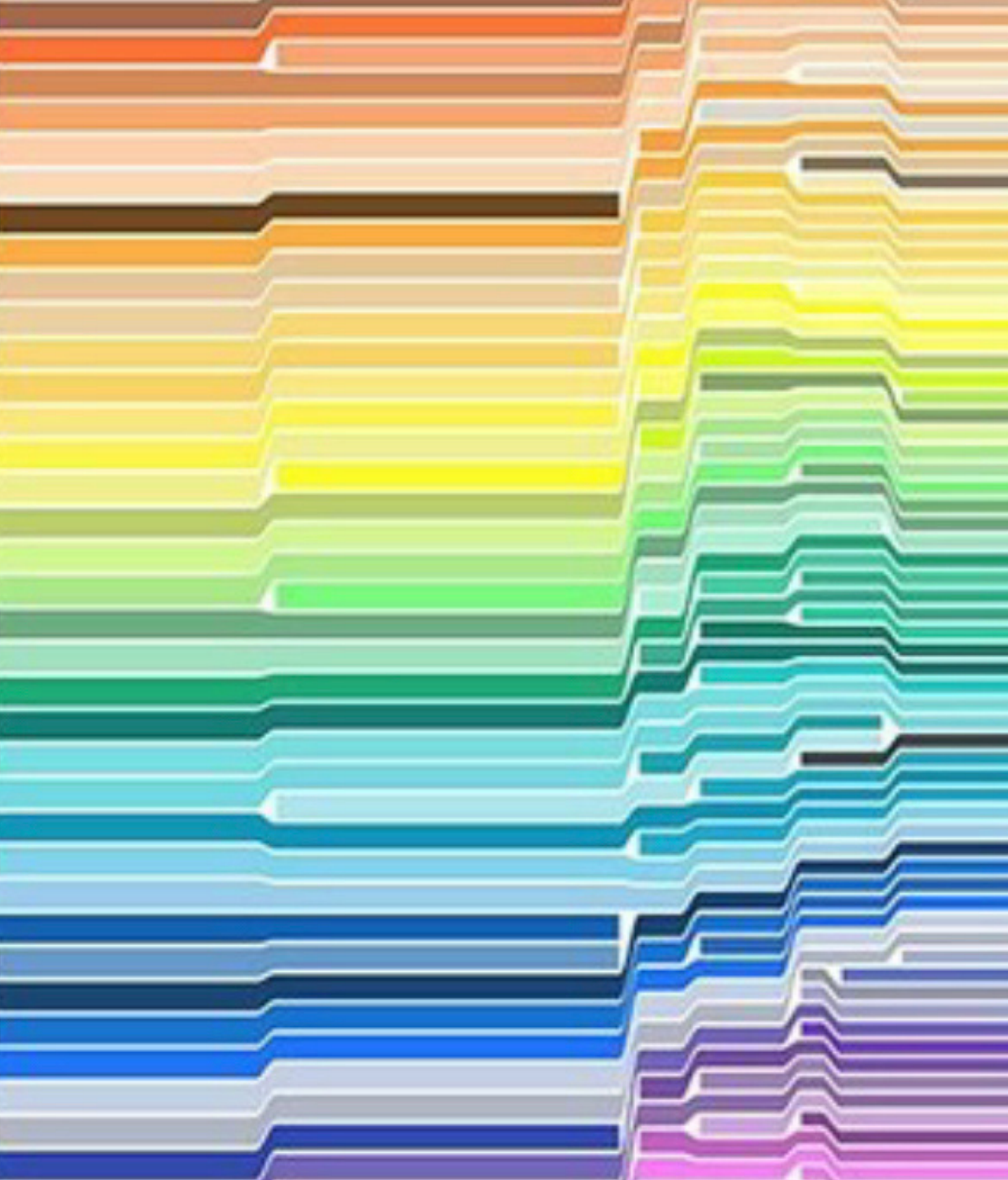
Implementation

LEADERSHIP: Technical

- **Provide equitable opportunities for all students** across school programs to ensure equitable representation.
- **Realign staff to support co-planning** to design instruction to co-serve students.
- **Re-align District Office Structure** based on Equity Non-Negotiables.

LEADERSHIP: Adaptive

- Understand how **pullout, segregated, and/or clustered programs perpetuate the cycle of marginalization.**
- **Understand deficit and asset-based thinking** and how it impacts decisions.
- **Understand how to leverage the state educator evaluation systems** to eliminate inequities.
- **Share out the Equity Non-Negotiables** throughout all schools and community.



EQUITY

We Believe

We believe curriculum is a combination of instructional and assessment practices with learning resources. Curriculum is not found exclusively in our textbooks, but becomes culturally relevant when influenced by the events within our local, national, and global communities.

At its core, curriculum is a framework that is inclusive, data-driven, adaptable, and responsive to the needs of all learners.

Innovative curriculum is accessible for all students and staff to ensure equitable opportunities for success. Curriculum that is grounded in Universal Design for Learning will offer flexibility in the ways that students access material, engage with it, and show what they know.



TEACHING/LEARNING



Our Strategies Will

implement innovative curriculum that is inclusive, data driven, adaptable, and responsive to the needs of all learners.

We will Measure by

using curriculum map/unit plan rubric data to measure improvement over time.

Implementation

COMPETENCY: Selection

- **Identify criteria and policy for curriculum writing** for all content courses.
- **Review contractual language** for curriculum development.

COMPETENCY: Training

- **Create a training series** that develops the purpose and process of developing curriculum maps, unit maps, and lesson maps.
- **Understand the format and components** of all curriculum, assessments, and instructional pedagogy documents/resources.
- **Create a training series** that develops literacy practices (reading, writing, speaking, listening) across all grade levels and disciplines that includes the science of reading.
- **Create a training series** that develops standards-based instructional practices that include content, literacy, and social emotional learning standards.
- **Develop a philosophical approach** that requires every content area to understand the importance of precise student objectives and standards that are reasonable in number to ensure time to master content.
- **Create a training series** that develops an understanding of the UDL framework and culturally-responsive practices for principals, teachers, and related services providers.

Implementation

ORGANIZATION: Systems Intervention

- **Develop a comprehensive management plan** to direct the design, implementation, evaluation, and delivery of the curriculum.
- **Conduct an audit** of course offerings and curriculum maps for PreK-12.
- **Identify the roles and responsibilities** of the board of education, central office staff members, and school based staff members in the design and delivery of curriculum.
- **Use the One Needs Assessment** to determine the curricular structures in place for implementation.
- **Create a process to annually review and revise the LCS Reading Achievement Plan (RAP)** and implementation. Tie to Ohio's Plan to Raise Achievement. Create a process to evaluate the quality of our curricular resources.
- **Develop a PreK-12 curriculum team** to support the development and implementation of LCS curriculum.



Implementation

ORGANIZATION: Facilitative Administration

- **Participate in an internal audit** of course offerings and curriculum maps for PreK-12.
- **Ensure the taught and assessed curriculum is aligned to the district's written curriculum.**

ORGANIZATION: Decision Support Data Systems

- **Analyze data from course offering audit** to prioritize the writing of curriculum maps and unit plans.
- **Develop a feedback tool** to review curriculum maps for continuous improvement.
- **Develop a classroom visit protocol** to learn about classroom instruction and support classroom instruction.



TEACHING/LEARNING

Implementation

LEADERSHIP: Technical

- **Establish a communication plan** for the process of curriculum design and delivery.
- **Outline how Ohio state standards will be implemented in the curriculum** using a front-loaded approach by which design begins with standards.

LEADERSHIP: Adaptive

- **Describe the philosophical framework for the design of curriculum**, the alignment of the written, taught, and tested curriculum, and the approaches used in delivering the curriculum.
- **Emphasize the importance of understanding the difference between non-negotiable curriculum practices** (objectives, priority standards, mission, etc.) **and flexible curriculum practices** (how we engage students, represent information, and provide options for students to show what they know and can do).



TEACHING/LEARNING

We Believe

We believe all students can learn through continuous proactive and preventative supports that meet the individual needs of all students. Through integrated school- and district-wide collaboration, a continuum of instructional strategies will be utilized to provide equitable academic, behavioral, and social-emotional learning opportunities.

We must ensure that all learners can access and participate in meaningful and challenging learning opportunities that allow for multiple means of expression, representation and engagement in order to optimize teaching and learning for all. We are committed as a Titan community to the endeavor of helping all individuals to become expert learners.



STUDENT SUPPORTS

A young boy with dark, curly hair and blue-rimmed glasses is looking directly at the camera. He is wearing a black face mask with a white pattern and a red 'Supreme' logo. He is wearing a dark jacket. The background is blurred, showing other people.

Our Strategies Will

implement a Multi-Tiered System of Supports that integrate equitable practices, collaborative problem solving, and high-quality instruction that is designed for all students.

We will Measure by

using data from classroom visit protocol to discover the degree of implementation of the instructional practices.

STUDENT SUPPORTS

Implementation

COMPETENCY: Training

- **Develop a common understanding of MTSS.**
 - **Multi-Tiered System of Support (MTSS)** is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making.
- **Develop a common understanding for PBIS** Positive Behavior Intervention Supports.
- **Use the PBIS Tiered Fidelity Inventory** to develop and refine PBIS practices.
- **Integrate practices** of Equity, Universal Design for Learning (UDL), and Positive Behavior Interventions and Supports (PBIS) into the MTSS framework.



STUDENT SUPPORTS

Implementation

ORGANIZATION: Systems Intervention

- **Use the One Needs Assessment** to determine the structures in place for MTSS implementation.
- **Adopt an evidenced based MTSS framework** with the intent of serving each student.

ORGANIZATION: Decision Support Data Systems

- **Develop an assessment framework** to define data needed for both students and adults at the:
 - Classroom level
 - Building level
 - District level
- **This will include universal screening data, diagnostic data, and process implementation data.**



STUDENT SUPPORTS

We Believe

We believe the Titan Improvement Process is an organizational approach to problem solving that requires a high level of staff engagement and collaboration. It is a framework designed to:

- Create interdependent connections between and among teams to identify district needs
- Determine the appropriate strategies to meet those needs
- Determine the appropriate strategies and establish criteria for success
- Provide supports to assure sustained implementation of district initiatives
- Monitor the strategies to determine the level of effectiveness based on predetermined criteria
- Examine and reflect on implementation of strategies to establish next steps



Our Strategies Will

implement the Ohio Improvement Process as a collaborative problem solving process at the teacher, building, and district levels.

We will Measure by

collecting implementation data on Teacher Based Teams, Building Leadership Teams, and the District Leadership Team through the implementation rubrics that we will develop and use.

Implementation

COMPETENCY: Selection

- **DLT will form work groups** to implement action steps based on the NIRN implementation teams guidance documents.
- **The DLT will develop a BLT selection process** incorporating the cultural and equity selection action steps to develop teams.
- **TBTs will be formed as grade-level or subject teams** in alignment with the DLT guidance.

COMPETENCY: Training

- **Develop an orientation process for members of the DLT** to provide background knowledge on the Ohio Improvement Process, the district plan, and the role of the district leadership team.
- **Develop an orientation process for members of BLTs** to provide background knowledge on the Ohio Improvement Process, the district plan, the role of the building leadership team, and the connections to the DLT and TBTs.
- **Develop an orientation process for members of the TBTs** to provide background knowledge on the Ohio Improvement Process, the revised TBT process, practice opportunities as TBTs, and the connection to the BLT.

Implementation

COMPETENCY: Coaching

- Explore and develop a coaching process for the DLT.
- Develop a coaching process that incorporates feedback and support from DLT to BLTs, from BLTs to the DLT, from the BLTs to the TBTs, and from the TBTs to the BLTs.
- Develop a resource warehouse for best practices for DLT, BLTs, and TBTs.
- Explore connecting TBT processes to professional learning days where TBTs can learn from and support each other.



Implementation

ORGANIZATION: Systems Intervention

- **Conduct the "One Needs Assessment" (ODE)** to determine strength and growth areas.
- **Study and learn the revised OIP process (2020) collectively as a leadership team:**
 - Develop a common understanding around the Ohio Improvement Process (OIP) and how it relates to the people and processes within our district
 - Learn by looking at exemplars in other districts
 - Collaborate with SST2
 - Identify and include experts in the field in this process
 - Develop the revised process for DLT, BLT, and TBT, using Ohio Improvement Process (OIP) 2.0 documents and the National Implementation Research Network (NIRN) documents.

Organization: Facilitative Administration

- **BLTs will create a supportive collaborative environment** based on the One Needs Assessment results and the norms of collaboration.

Organization: Decision Support Data System

- **Develop a rubric of expectations for the DLT, BLTs, and TBTs for each step of the Ohio Improvement Process** to use in conjunction with coaching feedback and support, and use for monitoring the growth of DLT, BLT, and TBT implementation.

**TEACHING
LEARNING**

**HEALTHY
CULTURE**

We Believe



**TITAN
IMPROVEMENT
PROCESS**

EQUITY

**STUDENT
SUPPORT**



Developed by

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LEADERSHIP PLANNING TEAM



**TITAN
IMPROVEMENT
PROCESS**



**STUDENT
SUPPORT**

In the Lorain City Schools we believe that every person who comes in contact with our youth is an educator, and that each day brings new opportunities to inspire and empower our students.

For this reason, our strategic plan is considered a "living document" that is widely accessible to anyone who wishes to be part of our progress. Your perspective, insight and heart are needed, and appreciated.

Stay tuned for opportunities to get your fingerprints on the plan, and follow our progress here:

LORAIN PLAN WEBSITE

- Action Step Timelines
- Project Management Board
- Workgroup Updates

GET INVOLVED

- Workgroups
- CBS Partnership
- Town Halls



**HEALTHY
CULTURE**

THE *fingerprints* **OF A LIVING PLAN**