

Mariemont City School District
District Action Plan
2020-2021 School Year

Mission Statement

Work Smart. Create Experience. Embrace Growth.

Action Plan

The work to guide the Mariemont City School District towards its achievement goal and objectives is defined each year by the District Action Plan, developed by the Superintendent in collaboration with the administrative team. Using the school district's **Destination 2026** strategic plan as a blueprint, the Action Plan outlines specific action steps and timelines for this important work of the school district (action steps coming directly from the strategic plan's recommendations are labeled **Destination 2026**). As a living document, it is not uncommon for adjustments in action steps to be made throughout the school year in response to student and staff needs, changes in state mandates, and other factors that influence the work of the school district. However, this plan does serve as an important guide and reinforcement of our commitment as a school district to **WORK SMART, CREATE EXPERIENCE** and **EMBRACE GROWTH**.

COVID-19 Impact

It is expected that the COVID-19 pandemic will have a significant impact on the Mariemont City School District during the 2020-2021 school year. Therefore, the biggest priority for this school year is a safe and healthy RESTART which will require implementation of a wide range of health safety protocols and flexible implementation of a three-tier instructional model per the Mariemont City School District RESTART Plan. As a result, execution of all the action steps outlined in the 2020-2021 District Action Plan may not be possible. In response to this reality, **PRIORITY** action steps have been identified to provide focus for the work if necessary.

Instructional Vision

- Students will be **global learners**.
- Students will have a **well-rounded educational experience**.
- Students will be **deeply committed members of the community** and world.

- Students will be **strong communicators** and work collaboratively with others.
- **Positive relationships** will be strong among staff, students, parents and the community.
- **Support organizations and volunteers** will be an integral part of our work.

- **High expectations** will define the work of our students and staff.
- **Intelligent risk taking** will be encouraged with students and staff.
- **Data** will be used and analyzed by staff and students to make informed decisions, promote student growth, and maximize achievement.

- Students' individual **interests and passions** will always drive our work.
- **Continuous improvement** will be ongoing to meet the demands of our ever-changing world.
- **Best practice, well-researched** instructional strategies and programs will be implemented.
- **Experiences** beyond the school day will be part of the academic program.

District Achievement Goal & Objectives

Student success will increase through rigorous curriculum design, instructional best practices, meaningful programming and purposeful environments that maximize learner autonomy and capacity to thrive.

- Student learning will be enhanced through diverse curricular options and enriching experiences that drive deeper understanding and skill development and support global competency.
- Student learning will be maximized through the creation of purposeful, safe physical and virtual learning environments for students and staff that promote communication and collaboration.
- Student learning will be enhanced through instruction and programming that are responsive to assessment results, designed to meet the individual needs of students and cultivate drive and resiliency.
- Student learning will be maximized through the implementation of innovative instructional practices that stimulate student interests and foster inspiration and passion.

Student success will increase through rigorous curriculum design, instructional best practices, meaningful programming and purposeful environments that maximize learner autonomy and capacity to thrive.							
Objective 1: Student learning will be enhanced through diverse curricular options and enriching experiences that drive deeper understanding and skill development and support global competency.							
Success Indicator(s):							
<ul style="list-style-type: none"> Students will demonstrate expected academic growth and/or achievement on local, state and national assessments. Students will engage in the school community based on their interests and strengths measured by extended learning participation, extra curricular involvement, leadership and service opportunities and feedback and reflection. 							
Implementation Details							
Action Steps	Ongoing Evidence of Progress	Action Step Leader(s)	Implementation Timeline				
			June-Aug.	Sept.-Nov.	Dec.-Feb.	Mar.-May	
WORK SMART							
1. Continue alignment and revision of math curriculum, standards and resources 7-12. Develop, implement, and refine Summer bridge course at the junior high level.	Selection of new resources aligned to course sequences and standards; refined bridge course; consistent instructional tools/strategies in all courses	Shannon Kromer		X	X	X	
2. Evaluate K-12 world language program offerings and explore development of a global/cultural course for grades K-8. Destination 2026	Defined world language courses/sequence; recommendation for global/cultural course	Shannon Kromer		X	X		
CREATE EXPERIENCE							
3. Develop an “experiential transcript” process for students to capture activities and experiences they completed beyond the traditional classroom. Destination 2026	Defined process; transcript template	Brian Sugerman		X	X		

4. Develop and implement student transition teams to define, reinforce and improve expectations in the transition from grade 6 to grade 7 and grade 8 to grade 9.	Established student transition teams; experiential survey feedback; identified topics/items important for students/parents in transition years	Tricia Buchert		X	X	X
EMBRACE GROWTH						
5. Continue providing ongoing professional development opportunities for staff and the administrative team on culturally responsive practices and anti-bias/anti-racist mindsets. <i>Destination 2026</i>	Defined training curriculum; training session agendas	Ericka Simmons	X	X	X	X
6. Develop a global/cultural staff toolkit to assist with the consistency of global/cultural teaching, resource selection and curriculum development.	Developed toolkit	Ericka Simmons; Shannon Kromer		X	X	
7. Engage the community through book studies and develop online learning opportunities that build awareness of globally and culturally responsive practices.	Book study offerings; implemented online learning opportunities	Ericka Simmons			X	X
8. Create a Student Voices Council Grades 5-12 to engage students in discussions about leadership, cultural awareness, equity, advocacy and teamwork using the Teaching Tolerance Social Justice (Diversity, Justice and Action) Anchor Standards as a tool and framework.	Established Council; meeting agendas	Ericka Simmons; Shannon Kromer		X	X	X
9. Conduct a district Equity Audit to gather data through focus groups, surveys, observations, and building walkthroughs to determine where the strengths and area(s) of opportunity are as it relates to equity in 7 different domains: (1) Climate; (2) Environment and Resources; (3) Leadership and Governance; (4) Continuous Improvement and Inquiry; (5) Instruction and Assessment; (6) Student Engagement and Outcomes; (7) Family and Community Partnerships	Completed Audit; audit results	Ericka Simmons		X	X	X

10. Expand the role of the gifted intervention specialist/coordinator to improve the student experience through enhanced enrichment learning lab projects and a process for gifted consultation/coaching for teachers.	Identified process and protocols; additional learning lab projects	Tricia Buchert		X	X	X
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Student success will increase through rigorous curriculum design, instructional best practices, meaningful programming and purposeful environments that maximize learner autonomy and capacity to thrive.

Objective 2: Student learning will be maximized through the creation of purposeful, safe physical and virtual learning environments for students and staff that promote communication and collaboration.

- Success Indicator(s):
- Students will demonstrate expected academic growth and/or achievement on local, state and national assessments.
 - Students will engage in the school community based on their interests and strengths measured by extended learning participation, extra curricular involvement, leadership and service opportunities and feedback and reflection.

Implementation Details

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WORK SMART

1. Further communicate and use the developed district technology guide with staff, students and community members and revise and continue implementation of “Digital Safety” lessons/instruction. Destination 2026	Developed digital safety lessons	Brent Wise, Brian Sugerman		X	X	X
2. Implement a Digital Resource Review Process for requesting, approving and rostering digital resources.	Established and communicated process	Brent Wise, Brian Sugerman	X	X	X	X
3. Implement and provide professional development for active, flexible spaces to inspire and support student learning and higher levels of engagement with emphasis on the new high school spaces. Destination 2026	Professional development sessions; training agendas	Shannon Kromer, Brent Wise		X	X	
4. Implement the high school “Master Facility Plan” per the established timeline.	Completed high school project	Lance Hollander	X	X	X	X
5. Implement a Facility Management Program to organize and streamline building maintenance and upkeep.	Implemented program; maintenance tracking records	Lance Hollander	X	X	X	X

CREATE EXPERIENCE

6. Implement the revised junior high schedule for 2020-2021 to maximize use of instructional space, provide electives throughout the school day and increase opportunities for therapies and specialized services. <i>Destination 2026</i>	Implemented schedule	Rob Polca	X	X	X	X
7. Refine strategies to communicate and showcase the Mariemont Experience. Review the plan to showcase district history, student work, experiences and highlights in the new high school, and work to develop a plan and timeline for implementation of showcase pieces for the other buildings.	Developed plan and timeline	Alex Lange			X	X

EMBRACE GROWTH

8. Implement and evaluate the new Student Learning Management Systems (LMS) – Seesaw and Schoology. <i>Destination 2026</i>	Implemented LMS; consistent use for grades, calendars and course information	Brent Wise, Brian Sugerman	X	X	X	X
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Objective 3: Student learning will be enhanced through instruction and programming that are responsive to assessment results, designed to meet the individual needs of students and cultivate drive and resiliency.

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WORK SMART

1. Refine implementation of the collaboration team model with increased emphasis on quality classroom assessments, the workshop model for instruction and appropriate homework assignments/activities. Destination 2026	Meeting agendas and minutes	Shannon Kromer, Jim Renner, Trevor Block Rob Polca, Ericka Simmons, Thad Highbaugh, Tami Croll	X	X	X	X
2. Reconvene the OTES teacher evaluation committee to review and refine the performance rubric and overall evaluation process per state guidelines in preparation for OTES 2.0 implementation in 2020-2021.	Performance rubric; established evaluation process	Shannon Kromer			X	X

CREATE EXPERIENCE

3. Refine the District "external" Data Dashboard to monitor and report district performance.	Identified metrics; revised dashboard; regular updates	Trevor Block; Brent Wise		X	X	
4. Explore and develop an Intervention Warehouse to monitor and track student interventions longitudinally using Schoology. Destination 2026	Created "scorecard" for students of longitudinal interventions	Tricia Buchert; Linda Lee; Brent Wise		X	X	
5. Pilot and customize a districtwide behavior planning process and format including a database of effective behavior strategies for teams to use.	Format and process in place for developing student behavior plans	Tricia Buchert; Linda Lee	X	X	X	X

6. Enhance the district-wide transition planning process for students receiving intervention and specialized (IEP) services in grades 7-12.	Developed process for tracking transition activities; developed English course for intervention/special education students in grades 11-12	Tricia Buchert; Linda Lee	X	X	X	X
7. Refine and communicate the BEWell campaign through the development of an advisory group, use of data and targeted strategies for implementation and establish metrics to monitor impact of mental health training and support to students and staff.	Established advisory group; established metrics	Tricia Buchert		X	X	X
EMBRACE GROWTH						
8. Continue to explore ways to incorporate more vertical collaboration K-12 to promote consistency of the learning experience and share instructional techniques.	Identified gaps in curriculum; incorporation of social justice and social emotional learning standards	Shannon Kromer, Jim Renner, Trevor Block, Rob Polca, Ericka Simmons, Thad Highbaugh, Tami Croll		X	X	X
9. Refine literacy programming with the implementation of Being a Writer in grades K-6, Foundations in grade 1 (TP) and grade 3 (ME) and No Red Ink grades 7-12.	Implemented programming	Shannon Kromer, Tricia Buchert	X	X	X	X
10. Begin creating and vertically aligning common assessments in reading and math in grades K-12.	Developed common assessments	Shannon Kromer, Jim Renner, Trevor Block, Rob Polca, Ericka Simmons, Thad Highbaugh, Tami Croll	X	X	X	X
11. Implement the MAP progress monitoring tool in grades 1-10. Develop and implement professional development for staff and provide information for parents on utilizing data and assess reliability and predictability for state test performance.	Implemented assessment; data	Trevor Block		X	X	X

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WORK SMART

1. Continue to focus professional learning on the characteristics of the highly effective teacher and the engaged student to promote consistent implementation with fidelity in all classrooms. <i>Destination 2026</i>	Walkthroughs; classroom observations	Shannon Kromer, Jim Renner, Trevor Block, Rob Polca, Ericka Simmons, Thad Highbaugh, Tami Croll	X	X	X	X
2. Research and develop a student curriculum and staff professional development for digital organization and executive functioning in grades K-12. <i>Destination 2026</i>	Developed scope and sequence to be implemented into the curriculum	Brent Wise, Tricia Buchert		X	X	

CREATE EXPERIENCE

3. Develop and implement a “genius specialist” program for identified students to be “technology” experts in classrooms. <i>Destination 2026</i>	Implemented program	Brent Wise, Brian Sugerman	X	X	X	X
4. Further develop and implement broadcasting and eSports programs through Warriors BEyond (Explorations, Expeditions, Master Class, etc.) <i>Destination 2026</i>	Implemented programs	Brian Sugerman	X	X	X	X

EMBRACE GROWTH

<p>5. Pilot and explore additional implementation of co-teaching/cross-curricular collaboration opportunities/courses grades K-12. Destination 2026</p>	<p>Additional/expanded opportunities and/or courses</p>	<p>Shannon Kromer, Jim Renner, Trevor Block, Rob Polca, Ericka Simmons, Thad Highbaugh, Tami Croll</p>		X	X	X
<p>6. Explore the development and implementation of a formal “teacher-to-teacher” observation system. Destination 2026</p>	<p>Framework for an observation system</p>	<p>Shannon Kromer, Jim Renner, Trevor Block, Rob Polca, Ericka Simmons, Thad Highbaugh, Tami Croll</p>			X	X
<p>7. Provide systematic professional learning opportunities to district staff on innovative practices that empower learners (i.e., workshop model, remote learning, personalized professional development {EdgeUBadging}, Seesaw and Schoology). Destination 2026</p>	<p>Professional development sessions; agendas</p>	<p>Shannon Kromer, Brent Wise</p>	X	X	X	X