

OFCS Continuous Improvement Plan Update

Thank You Goes To...

- Every teacher that has been involved
- Building principals and assistants for involvement in the planning and their leadership during the delivery and implementation

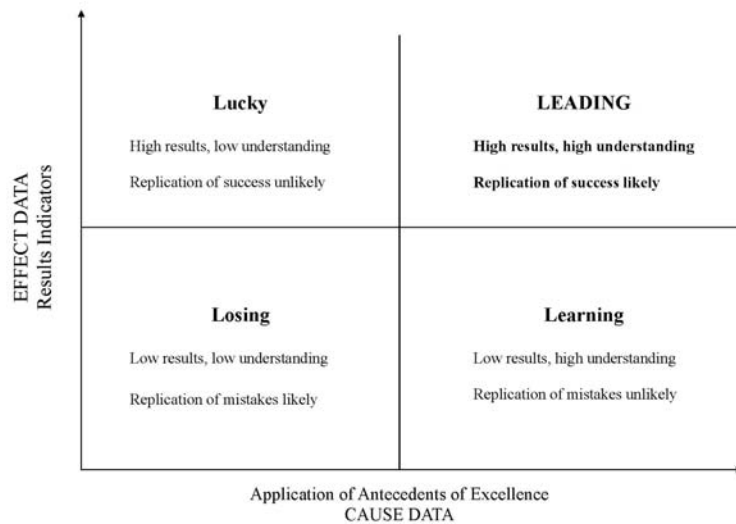
Quick Review

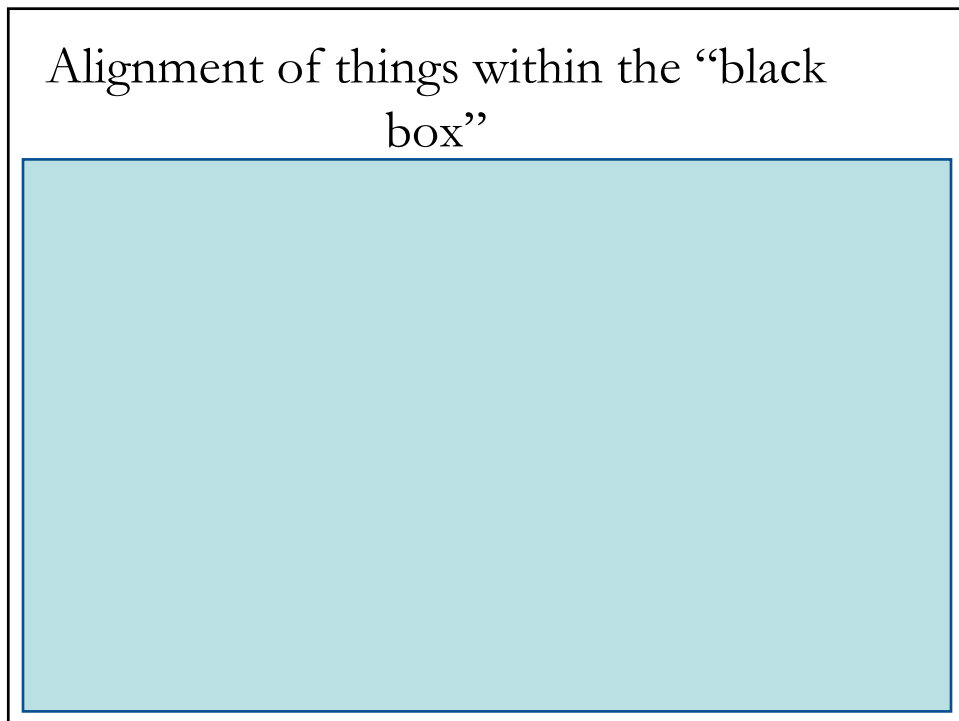
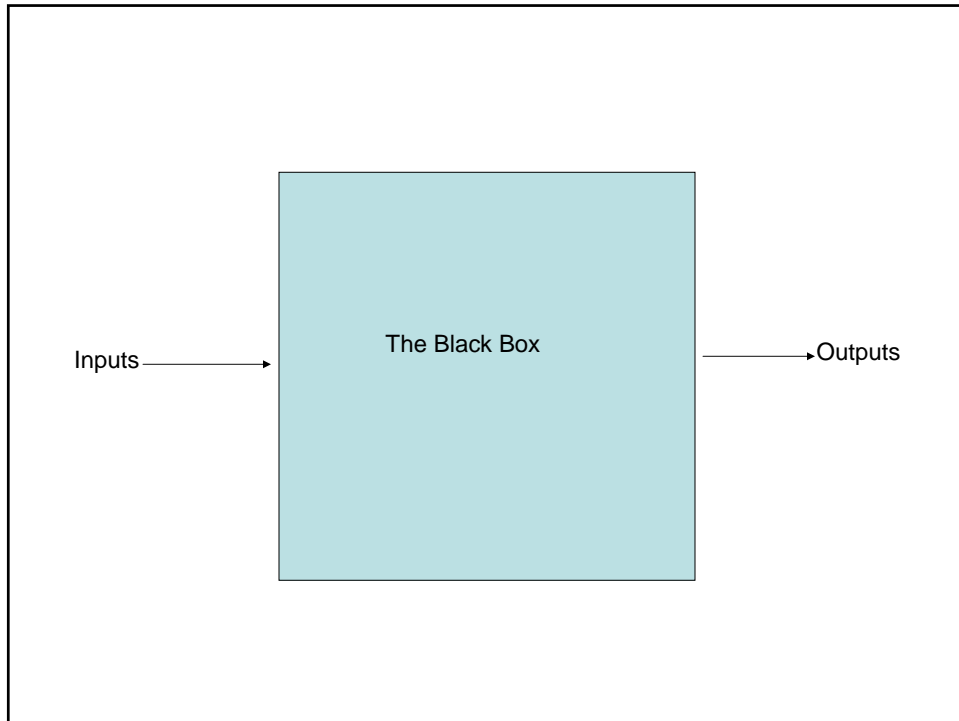
- DLT role and function
- BLT role and function

Determining Why

Cause Data: Indicates what the adults in the system are doing to get the student success.

Effect Data: Indicates how the students did as a result of what the adults have done.





The OFCS' Hedgehog

What are you deeply passionate about?

Student Achievement

Clear Targets with Quality Feedback

Teacher Quality

What can you be the best in the world at?

What drives your engine?

Going from Good to Great

- ***Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.***

Collins, J. (2005). Why business thinking is not the answer: Good to great and the social sectors. A monograph to accompany good to great.

by the Ohio Achievement Test and Ohio Graduation Test administered each Spring.

Action Step 1—Provide professional development to increase teachers' capacity to make the learning targets clearer

Tasks for Action 1

1a. Identify the most important things to learn in core subjects and share with students.

What is the purpose of this action?

- Increases learning target *clarity* for teachers, parents and most importantly students.
- The number of learning targets increased with the creation of standards however the amount of instructional time with students remained constant. Teachers collaborating and using a common format to prioritize the most important learning targets leads to higher levels of student achievement.
- Creates a safety-net curriculum and serves as our guaranteed viable curriculum in the core areas.
- Provides teachers with professional collaborative time.

What does this look like when implemented?—teachers use class time to relay importance of most important learning indicators. Teachers communicate these to students and parents in a variety of different ways (e.g., posting them prior to lesson; newsletters; advanced organizers)

1b. Put the most important things to learn into student friendly language and share with students

What is the purpose of this action?

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1c. Unpacked/unwrap the academic content standards in core subjects and share with students

What does this look like when implemented?—Big Ideas and Essential Questions from unpacked standards are shared with students before, during and after instruction.

What is the purpose of this action?

- Creating and sharing Big Ideas and Essential Questions with students prior to, during and after instruction increases learning target *clarity* for teachers, parents and most importantly students. When this happens, student achievement increases.
- Will provide opportunities for teachers to collaborate on common lesson planning which will *focus* instruction.
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1d. Use Bloom's Taxonomy to determine difficulty level of most important things to learn and share with students

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- Linking learning target complexity to Bloom's Taxonomy will increase level of instructional rigor.
- Linking learning target complexity to Bloom's Taxonomy will produce higher quality assessments (both summative and formative).

What does this look like when implemented?—teachers consciously align instruction with cognitive level of learning targets, classroom activities and assessment practices (both summative and formative).

7th Grade ELA Power Indicators—February, 2009

1

Acquisition of Vocabulary

1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example.
6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Reading Applications: Informational, Technical and Persuasive Text

1. Use text features, such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.

Literary Text

3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.

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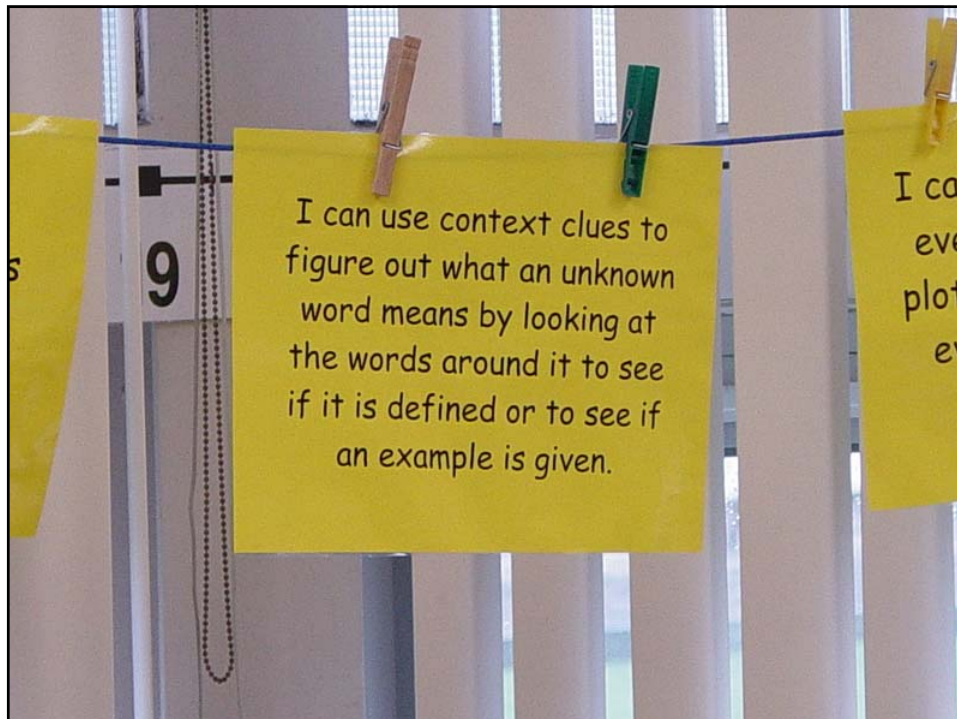
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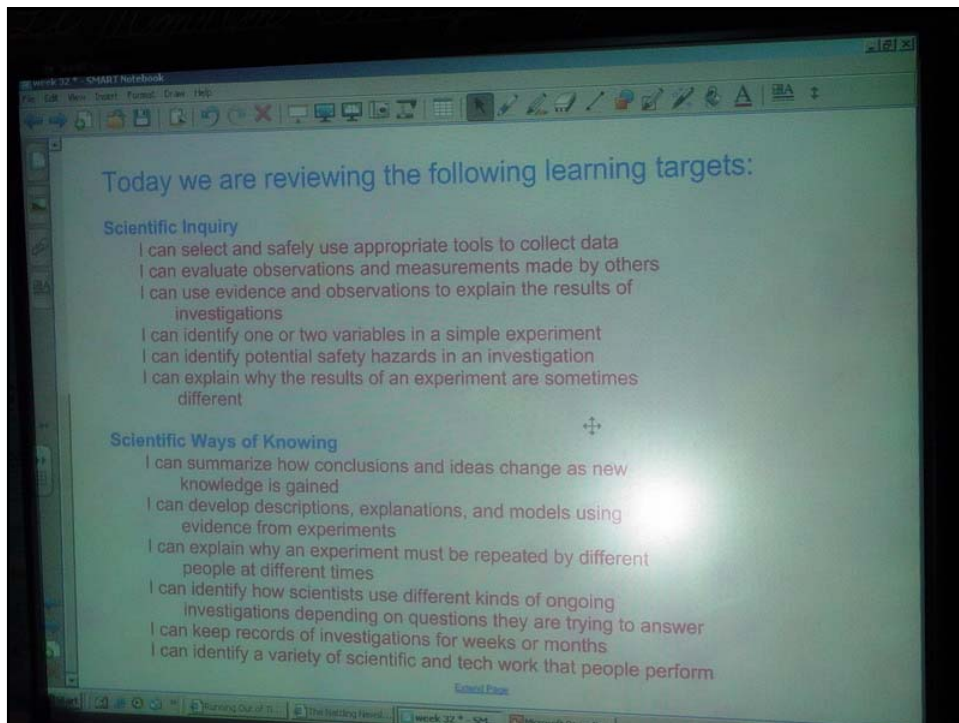
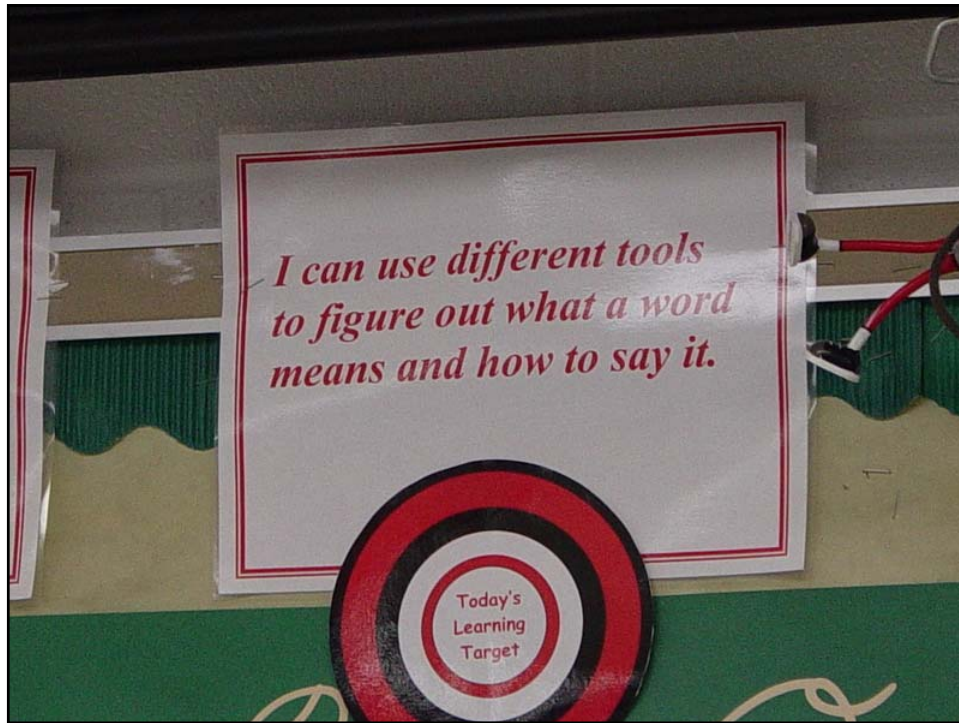
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4-20-09

LEARNING TARGET Geography

I can explain how people in different regions and neighboring nations come in conflict when they compete for resources, jobs and trade.

I can discuss how the choices people make have both positive and negative consequences on their environment.

TODAY'S LEARNING TARGET!

BE READY FOR TOMORROW'S

ARE

YOU?

Correct labels!

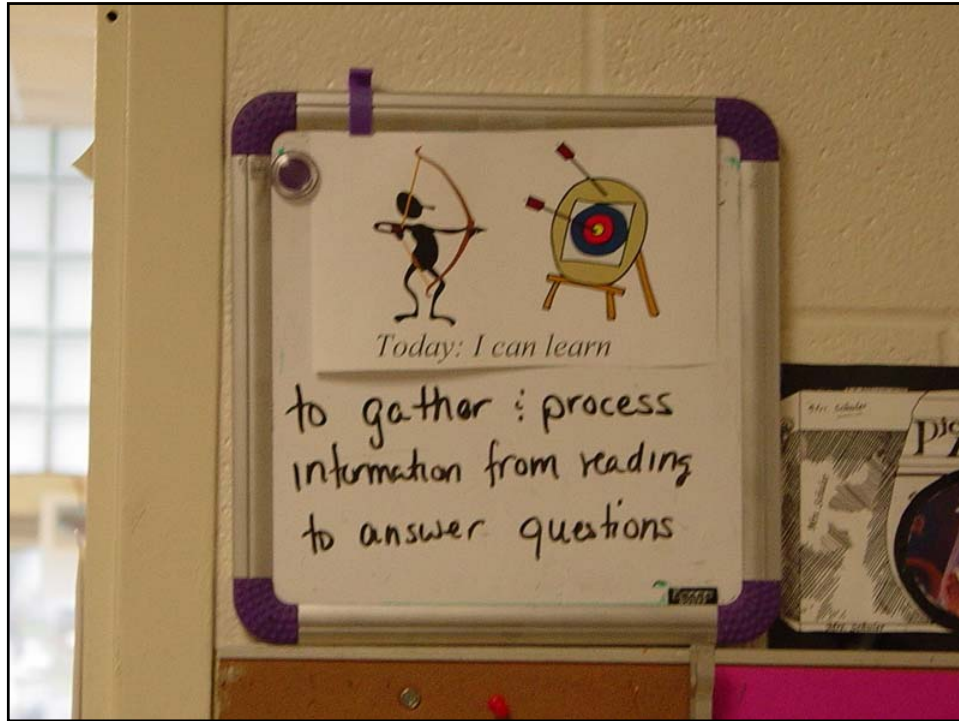
Area

Volume, Perimeter, Ordered pairs

x axis
y axis

+/-

TEST!



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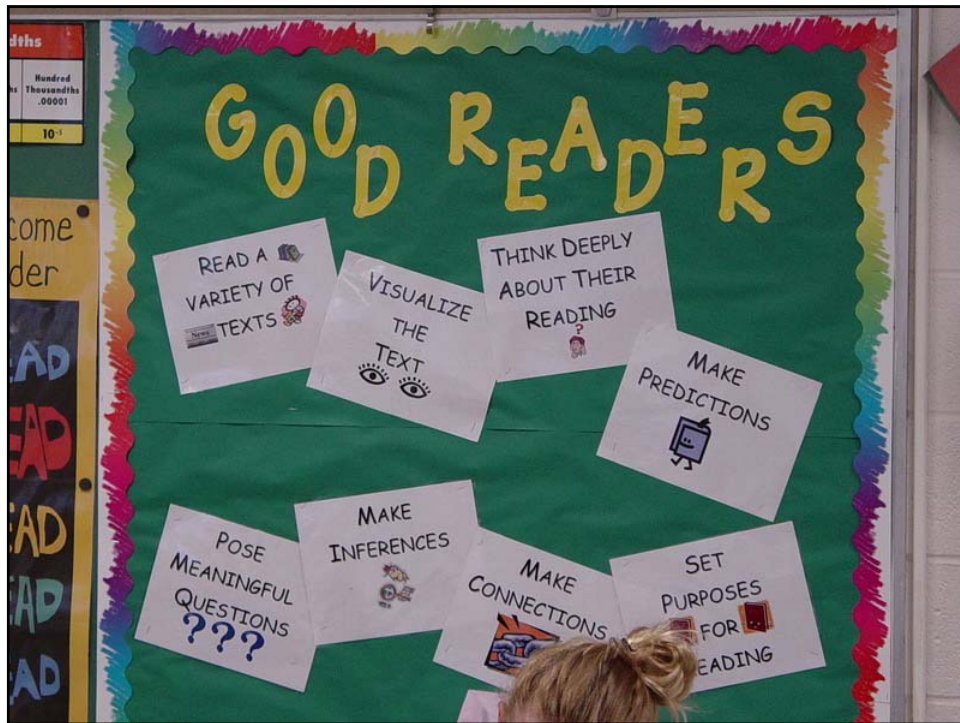
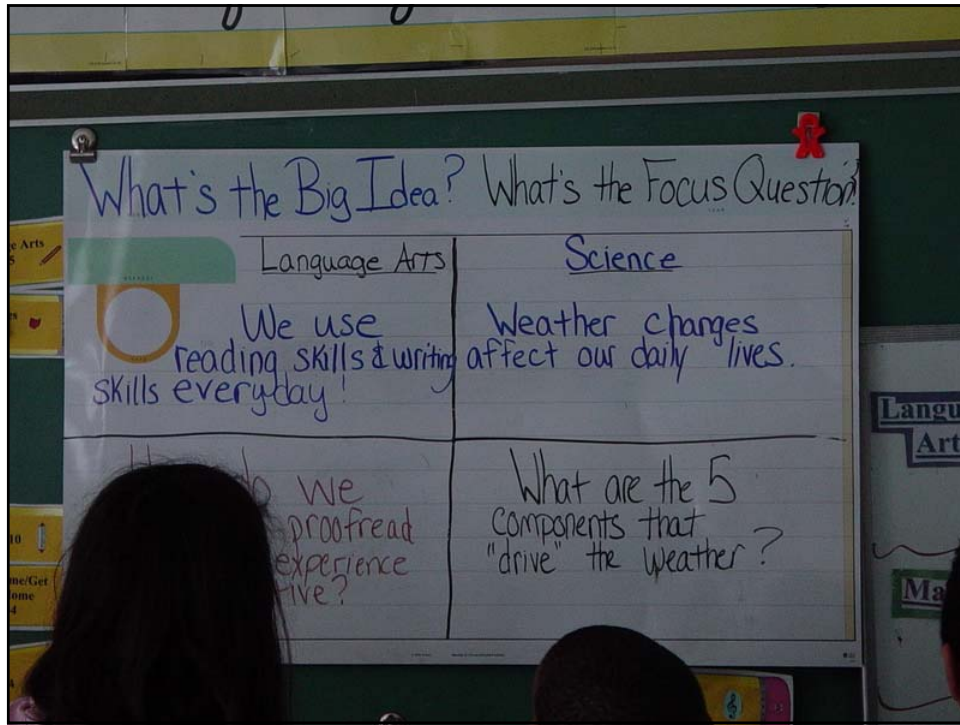
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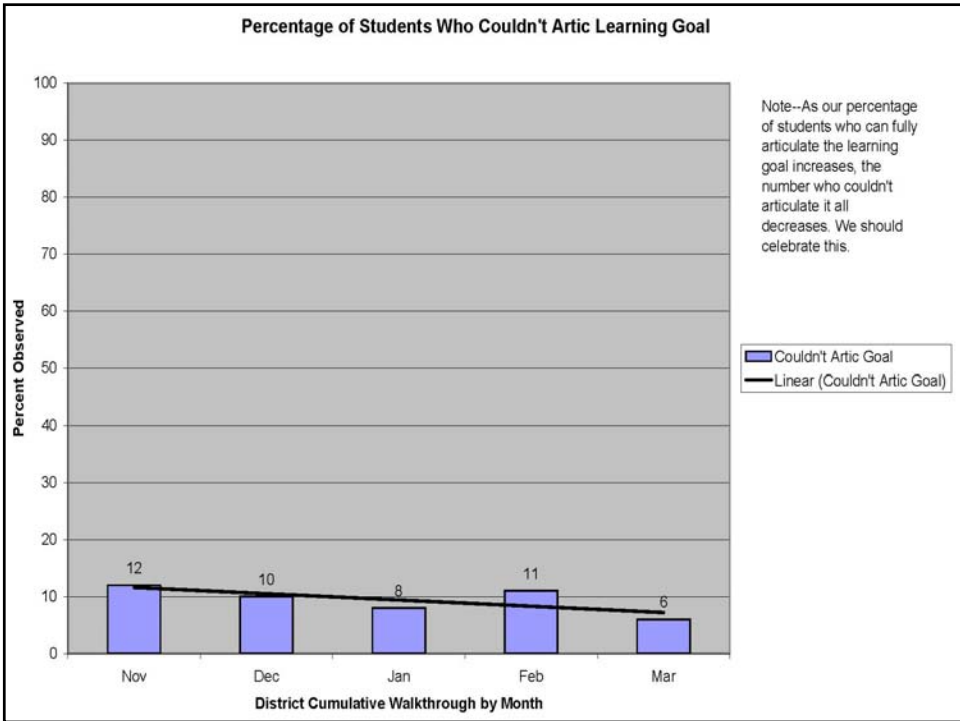
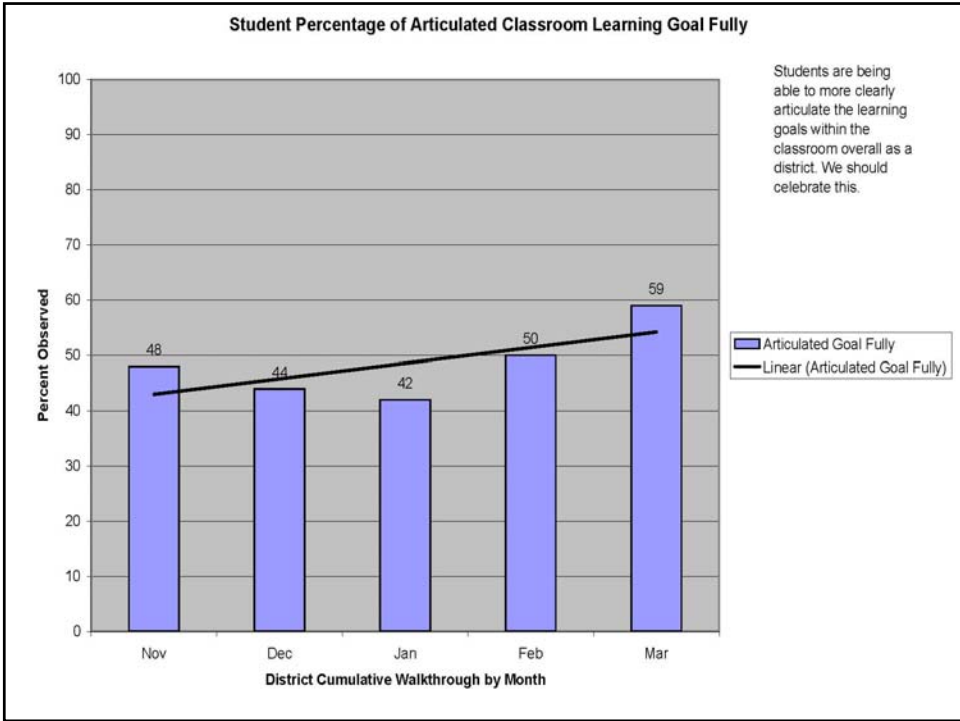
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3.1 TAXONOMY TABLE

Second Grade ELA Power Indicators

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. FACTUAL KNOWLEDGE	Read App. Lit A #3		Writing Conv B #3 Writing Conv C #8 Writing Conv C #11			
B. CONCEPTUAL KNOWLEDGE		Ph. Aw. A #7 Read App. Inf D #5 Research A #3		Read App. Inf C #2		
C. PROCEDURAL KNOWLEDGE			Ph. Aw. A #3 Ph. Aw. A #4 Comm A31	Ph. Aw. B #10 A of Voc A #1 Read Proc C #4	Read Proc. E #6	Read Proc A #5 Writing Proc D #5 Research C #6 Comm E #8
D. META-COGNITIVE KNOWLEDGE						Writing App. A #1 Writing App. C #3





What's Next

- Deeper implementation
- Empowerment of Building Leadership Teams to create action steps that are in alignment with district plan

- <http://bulldogCIA.com>