

**OFCS Continuous Improvement Plan Worksheet for DLT Members**  
**Building: Early Childhood Center & Falls-Lenox**

**Action Step 1—Provide professional development to increase teachers' capacity to make the learning targets clearer for students and provide them with collaborative opportunities to share practices.**

What are the future implications to CIP Action Step 1?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go "on-line" in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>1a. Identify power indicators in core subjects and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for teachers, parents and most importantly students.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Creates a safety-net curriculum and serves as our guaranteed viable curriculum in the core areas.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	*Update documents; mapping and reports with new standards	*cross check/compare documents during mapping meetings
<b>1b. Put power indicators into student friendly language and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for parents and students.</li> <li><input type="checkbox"/> Sharing the learning targets in student friendly language and sharing with students before, during and after instruction increases <u>clarity</u> and the probability that students will meet the learning targets.</li> <li><input type="checkbox"/> Targets in student friendly language makes them <u>clearer</u> and helps students make connections to the instructional activities that they are taking part.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	*Update documents; mapping and reports with new standards	*cross check/compare documents during mapping meetings

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CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>1c. Standards unpacked/unwrapped in core subjects and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating and sharing Big Ideas and Essential Questions with students prior to, during and after instruction increases learning target <u>clarity</u> for teachers, parents and most importantly students. When this happens, student achievement increases.</li> <li><input type="checkbox"/> Will provide opportunities for teachers to collaborate on common lesson planning which will <u>focus</u> instruction.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	*Update documents; mapping and reports with new standards	*cross check/compare documents during mapping meetings
<b>1d. Map Power Indicators on Bloom's Taxonomy and share with students</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for teachers, parents and most importantly students.</li> <li><input type="checkbox"/> Teachers alter their instructional behavior by aligning their instruction to the complexity of the learning targets and assessments.</li> <li><input type="checkbox"/> Linking learning target complexity to Bloom's Taxonomy will increase level of instructional rigor.</li> <li><input type="checkbox"/> Linking learning target complexity to Bloom's Taxonomy will produce higher quality assessments (both summative and formative).</li> </ul>	*When applicable	
Other Implications		Time to use mapping for this purpose—pull away from current mapping agenda work.	

## ***OFCS Continuous Improvement Plan Worksheet for DLT Members***

***Action Step 2—Provide professional development to increase teachers’ capacity to provide high quality feedback to students and provide them with collaborative opportunities to share practices.***

What are the future implications to CIP Action Step 2?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

<b>CIP Action Step</b>	<b>What is the purpose of this action?</b>	<b>Worked that still needs to be completed</b>	<b>Potential “new” work that may be needed</b>
<b>2a. Outline the 5 Keys to Quality Assessment to staff</b>	<input type="checkbox"/> Creates a common vocabulary related to what we mean by the Keys to Quality Assessment— (a) Why Assess, (b) Assess What, (c)Assess How, (d) Communicate How and (e) Student Involvement	*Unit frameworks need completed and organized.	*Continue with Unit Planning Framework to ensure 5 Keys to Quality Assessment are incorporated.
<b>2b. Provide professional development about why and how to use effective student feedback.</b>	<input type="checkbox"/> Providing effective feedback to students increases student achievement and growth.  <input type="checkbox"/> Teachers first need to know the advantages and disadvantages of student feedback (effective and ineffective) in order to implement it within the classroom.  <input type="checkbox"/> Provide teachers with opportunities to learn new techniques, apply them within the classroom and reflect with colleagues on successful practices.	*Unit frameworks need completed and organized.	*Provide FAST to the small group that hasn’t been trained.

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CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	Potential “new” work that may be needed
<p><b>2c. Benchmark our most important learning targets and create quality assessments (formative and summative) using the 5 Keys to Quality Assessment to monitor student progress towards student mastery.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creates valid and reliable grading practices throughout the district.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> <li><input type="checkbox"/> Increases student achievement</li> <li><input type="checkbox"/> Makes teaching easier</li> </ul>	<p>*Unit frameworks need completed and organized.</p>	<p>*Continue adding/revising formative and summative assessments</p>
<p>Other Implications</p>			<p>*Release time to conduct unit planning            *BLT to plan 3x/year at grade level            -use T.A.s &amp;subs</p>

## OFCS Continuous Improvement Plan Worksheet for DLT Members

**Action Step 3—Create a formative system to determine if we are making progress towards making the learning targets clearer for students.**

What are the future implications to CIP Action Step 3?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>3a. Provide formalized Power Walkthrough Training to administrators.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforces administrators as instructional leaders</li> <li><input type="checkbox"/> Allows administrators to reflect on classroom instruction</li> <li><input type="checkbox"/> Increases reliability of classroom walkthrough data</li> <li><input type="checkbox"/> Provides the opportunity to share data with instructional staff pertaining to the district’s progress on increasing learning target clarity for students and providing them with effective feedback.</li> </ul>	*Walkthrough training is complete, however 2 new building administrators will need to be trained. Dr. Lloyd will conduct the training.	*Expanding the “formative system” to make sure learning targets are clearer.
Other Implications		*Walkthrough data doesn’t provide enough deep evidence to determine whether or not the main CIP strategies are being fully implemented.	*BLT has discussed that we’d like to survey staff and students to see if clear learning targets aren’t something that is “perceived” but something that is occurring. *We could/should promote teacher to teacher walkthroughs—perhaps during our community meetings, then come back and discuss and give positive feedback. *During community meeting—have an hour to go visit a room of your choice.

## OFCS Continuous Improvement Plan Worksheet for DLT Members

**Action Step 4--Meet in data teams to determine if students are achieving and making adequate progress/growth.**

What are the future implications to CIP Action Step 4?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>4a. Administer assessments and collect data on the acquisition of the most important learning targets.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.</li> <li><input type="checkbox"/> Collecting and collaboratively analyzing summative data provides teachers with information related to student strengths and weaknesses, potential professional development needs for staff, curricular material strengths and weaknesses</li> </ul>	*organize/create common assessments that provide formative and summative data	*Information from other sources *Need to collect/compare common assessments for accuracy and effective use.
<b>4b. Analyze student results on assessments for common trends.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> <li><input type="checkbox"/> Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.</li> <li><input type="checkbox"/> Collecting and collaboratively analyzing summative data provides teachers with information related to student strengths and weaknesses, potential professional development needs for staff, curricular material strengths and weaknesses</li> </ul>	*This needs to be done.	

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CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>4c. Re-teach and/or provide interventions as needed in order to ensure student achievement and growth.</b>	<input type="checkbox"/> Re-teaching essential curriculum in a different provides students with additional opportunity to learn and demonstrate mastery. <input type="checkbox"/> Teaches student responsibility in that it demonstrates that the consequences for not learning are additional opportunities to learn.	*Provide intervention for the weakest students in language arts.	
Other Implications		*need to engage in lesson/unit design creation to collect data to then analyze	

**OFCS Continuous Improvement Plan Worksheet for DLT Members**  
**Building: Olmsted Falls Intermediate School**

**Action Step 1—Provide professional development to increase teachers’ capacity to make the learning targets clearer for students and provide them with collaborative opportunities to share practices.**

What are the future implications to CIP Action Step 1?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>1a. Identify power indicators in core subjects and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for teachers, parents and most importantly students.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Creates a safety-net curriculum and serves as our guaranteed viable curriculum in the core areas.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	<p>Time for teachers to collaboratively create units of instruction (Unit Framework) will be provided. During this time, emphasis will be placed upon the development of specific/intentional approaches to communicating the most important indicators/big ideas to students and their parents.</p>	<p>As we migrate to the use of the new standards, teachers will need to revisit the “unpacking process” and weave the new standards into instruction through the collaborative planning process.</p>
<b>1b. Put power indicators into student friendly language and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for parents and students.</li> <li><input type="checkbox"/> Sharing the learning targets in student friendly language and sharing with students before, during and after instruction increases <u>clarity</u> and the probability that students will meet the learning targets.</li> <li><input type="checkbox"/> Targets in student friendly language makes them <u>clearer</u> and helps students make connections to the instructional activities that they are taking part.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	<p>Translating the most important things to learn into student friendly language is an <u>ongoing</u> task that must constantly be reviewed to remain consistent with students’ ability to construct meaning and make connections between overarching goals and instructional activities.</p>	<p>As we migrate to the use of the new standards, teachers will need to revisit the “unpacking process”, translating learning indicators into student friendly language, and weaving them into instruction through the collaborative planning process.</p>

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CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>1c. Standards unpacked/unwrapped in core subjects and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating and sharing Big Ideas and Essential Questions with students prior to, during and after instruction increases learning target <u>clarity</u> for teachers, parents and most importantly students. When this happens, student achievement increases.</li> <li><input type="checkbox"/> Will provide opportunities for teachers to collaborate on common lesson planning which will <u>focus</u> instruction.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	<p>Time for teachers to collaboratively create units of instruction (Unit Framework) will continue to be provided. During this time, emphasis will be placed upon sharing Big Ideas and Essential Questions with students before, during, and after instruction.</p>	<p>As we migrate to the use of the new standards, teachers will need to revisit the “unpacking process”, identifying Big ideas and Essential Questions for the new standards and weaving them into instruction through the collaborative planning process.</p>
<b>1d. Map Power Indicators on Bloom’s Taxonomy and share with students</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for teachers, parents and most importantly students.</li> <li><input type="checkbox"/> Teachers alter their instructional behavior by aligning their instruction to the complexity of the learning targets and assessments.</li> <li><input type="checkbox"/> Linking learning target complexity to Bloom’s Taxonomy will increase level of instructional rigor.</li> <li><input type="checkbox"/> Linking learning target complexity to Bloom’s Taxonomy will produce higher quality assessments (both summative and formative).</li> </ul>	<p>Time for teachers to collaboratively create units of instruction (Unit Framework) will continue to be provided. During this time, increased emphasis will be placed upon the alignment of instruction to the complexity of the learning targets and assessments.</p>	<p>As we migrate to the use of the new standards, teachers will need to “unpack” the new standards, utilizing Blooms Taxonomy to determine the difficulty level of the most important things to learn and share with students.</p>
Other Implications			

## **OFCS Continuous Improvement Plan Worksheet for DLT Members**

**Action Step 2—Provide professional development to increase teachers’ capacity to provide high quality feedback to students and provide them with collaborative opportunities to share practices.**

What are the future implications to CIP Action Step 2?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	Potential “new” work that may be needed
<b>2a. Outline the 5 Keys to Quality Assessment to staff</b>	<input type="checkbox"/> Creates a common vocabulary related to what we mean by the Keys to Quality Assessment— (a) Why Assess, (b) Assess What, (c)Assess How, (d) Communicate How and (e) Student Involvement	<p>As we work to collaboratively create units of instruction, the inclusion of a variety of assessment strategies is emphasized. However, we often lose sight of the Big Picture in reference to the five Keys to Quality Assessment- (a) Why Assess, (b) Assess What, (c) Assess How, (d) Communicate How and (e) Student Involvement. We may need to take a step back and revisit these ideas and work to refine our approach to assessment.</p>	
<b>2b. Provide professional development about why and how to use effective student feedback.</b>	<input type="checkbox"/> Providing effective feedback to students increases student achievement and growth.  <input type="checkbox"/> Teachers first need to know the advantages and disadvantages of student feedback (effective and ineffective) in order to implement it within the classroom.  <input type="checkbox"/> Provide teachers with opportunities to learn new techniques, apply them within the	<p>As we work to collaboratively create units of instruction, teachers will continue to consciously determine the most effective methods of providing feedback to students. During this process, we need to do a better job of measuring the degree to which feedback is “quality” in reference to the following:</p>	

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	classroom and reflect with colleagues on successful practices.	<ul style="list-style-type: none"> <li>• Feedback should direct attention to the intended learning, pointing out strengths and offering specific instruction to guide improvement.</li> <li>• Feedback should occur during learning, while there is still time to act on it.</li> <li>• Feedback should address at least partial understanding.</li> <li>• Feedback should not so the thinking for the student.</li> <li>• Feedback should be limited in that it will not exceed the students’ ability to act upon it.</li> </ul>	
<b>2c. Benchmark our most important learning targets and create quality assessments (formative and summative) using the 5 Keys to Quality Assessment to monitor student progress towards student mastery.</b>	<input type="checkbox"/> Creates valid and reliable grading practices throughout the district. <input type="checkbox"/> Provides teachers with professional collaborative time. <input type="checkbox"/> Increases student achievement <input type="checkbox"/> Makes teaching easier	<p>As we work to collaboratively create units of instruction only assessments that meet the Keys to quality should be used.</p> <p>Additionally, we must continue to refine the assessment practices of previously created units to ensure that they also align with the five Keys to Quality.</p>	
Other Implications			

## **OFCS Continuous Improvement Plan Worksheet for DLT Members**

**Action Step 3—Create a formative system to determine if we are making progress towards making the learning targets clearer for students.**

What are the future implications to CIP Action Step 3?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>3a. Provide formalized Power Walkthrough Training to administrators.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforces administrators as instructional leaders</li> <li><input type="checkbox"/> Allows administrators to reflect on classroom instruction</li> <li><input type="checkbox"/> Increases reliability of classroom walkthrough data</li> <li><input type="checkbox"/> Provides the opportunity to share data with instructional staff pertaining to the district’s progress on increasing learning target clarity for students and providing them with effective feedback.</li> </ul>	As walkthrough data is used to determine whether or not we are making progress towards making learning targets clearer for students, it is important that the data is shared with teachers in the form of feedback aligned with the five keys to quality as noted above in 2b.	
Other Implications			

## OFCS Continuous Improvement Plan Worksheet for DLT Members

**Action Step 4--Meet in data teams to determine if students are achieving and making adequate progress/growth.**

What are the future implications to CIP Action Step 4?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<p><b>4a. Administer assessments and collect data on the acquisition of the most important learning targets.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.</li> <li><input type="checkbox"/> Collecting and collaboratively analyzing summative data provides teachers with information related to student strengths and weaknesses, potential professional development needs for staff, curricular material strengths and weaknesses</li> </ul>	<p><b>Classroom Level:</b> Teachers will continue to create collaboratively planned units of instruction. During this process, utilization of the Unit Planning Framework will require the conscious use of <u>formative assessment strategies</u> designed to provide data on the acquisition of the most important learning targets.</p> <p><b>Building Level:</b> We must continue to refine the AIMSWeb Benchmarking process in both Reading and Math. Specifically, it must be determined if we need to administer both the Fluency and MAZE (Reading) and the Computation and Reasoning (Math) to adequately determine levels of growth or could one or more of these measures be eliminated without compromising the integrity of our level two building wide intervention programs.</p>	

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CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<p><b>4b. Analyze student results on assessments for common trends.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> <li><input type="checkbox"/> Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.</li> <li><input type="checkbox"/> Collecting and collaboratively analyzing summative data provides teachers with information related to student strengths and weaknesses, potential professional development needs for staff, curricular material strengths and weaknesses</li> </ul>	<p><b>Classroom Level:</b> Teachers will continue to create collaboratively planned units of instruction. During this process, utilization of the Unit Planning Framework will require the <u>conscious use of formative assessment data to make instructional decisions.</u></p> <p><b>Building Level:</b> AIMSweb data in both Reading and Math will be used by the Reading/Math Intervention Team to determine which students qualify for tier two intervention.</p>	
<p><b>4c. Re-teach and/or provide interventions as needed in order to ensure student achievement and growth.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-teaching essential curriculum in a different provides students with additional opportunity to learn and demonstrate mastery.</li> <li><input type="checkbox"/> Teaches student responsibility in that it demonstrates that the consequences for not learning are additional opportunities to learn.</li> </ul>	<p><b>Classroom Level:</b> Teachers will continue to create collaboratively planned units of instruction. During this process, utilization of the Unit Planning Framework will require the <u>conscious use of specific strategies in regard to re-teaching and intervention designed to ensure student achievement and growth.</u></p> <p><b>Building Level:</b> Reading/Math Intervention Team members will work collaboratively to design and provide tier two intervention to</p>	

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CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
		<p>those who qualify.</p> <p><b>Classroom/Building Level:</b> We are exploring the use of a daily Intervention Period specific to each team. During this time, regular education teachers can provide students with intervention/enrichment (tier I or II) and Reading/Math Intervention Team members will have access to students in need of higher intensity tier two intervention strategies.</p>	
Other Implications			

**OFCS Continuous Improvement Plan Worksheet for DLT Members**  
**Building: Olmsted Falls Middle School**

**Action Step 1—Provide professional development to increase teachers' capacity to make the learning targets clearer for students and provide them with collaborative opportunities to share practices.**

What are the future implications to CIP Action Step 1?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go "on-line" in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>1a. Identify power indicators in core subjects and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for teachers, parents and most importantly students.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Creates a safety-net curriculum and serves as our guaranteed viable curriculum in the core areas.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	<p>*All work completed.</p>	<p>*Work with establishing alignment/coherence with new standards.</p>
<b>1b. Put power indicators into student friendly language and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for parents and students.</li> <li><input type="checkbox"/> Sharing the learning targets in student friendly language and sharing with students before, during and after instruction increases <u>clarity</u> and the probability that students will meet the learning targets.</li> <li><input type="checkbox"/> Targets in student friendly language makes them <u>clearer</u> and helps students make connections to the instructional activities that they are taking part.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	<p>*All work completed.</p>	<p>*Work with establishing alignment/coherence with new standards.</p>

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CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>1c. Standards unpacked/unwrapped in core subjects and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating and sharing Big Ideas and Essential Questions with students prior to, during and after instruction increases learning target <u>clarity</u> for teachers, parents and most importantly students. When this happens, student achievement increases.</li> <li><input type="checkbox"/> Will provide opportunities for teachers to collaborate on common lesson planning which will <u>focus</u> instruction.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>	*All work completed.	*Work with establishing alignment/coherence with new standards.
<b>1d. Map Power Indicators on Bloom’s Taxonomy and share with students</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for teachers, parents and most importantly students.</li> <li><input type="checkbox"/> Teachers alter their instructional behavior by aligning their instruction to the complexity of the learning targets and assessments.</li> <li><input type="checkbox"/> Linking learning target complexity to Bloom’s Taxonomy will increase level of instructional rigor.</li> <li><input type="checkbox"/> Linking learning target complexity to Bloom’s Taxonomy will produce higher quality assessments (both summative and formative).</li> </ul>	*All work completed.	*Work with establishing alignment/coherence with new standards.
Other Implications			*Meet in “across grade-level” departments to determine what units need to be taught in 2 grade levels and when.

## **OFCS Continuous Improvement Plan Worksheet for DLT Members**

**Action Step 2—Provide professional development to increase teachers' capacity to provide high quality feedback to students and provide them with collaborative opportunities to share practices.**

What are the future implications to CIP Action Step 2?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	Potential “new” work that may be needed
<b>2a. Outline the 5 Keys to Quality Assessment to staff</b>	<input type="checkbox"/> Creates a common vocabulary related to what we mean by the Keys to Quality Assessment— (a) Why Assess, (b) Assess What, (c) Assess How, (d) Communicate How and (e) Student Involvement	*Clarify 5 Keys to Quality Assessment to staff	*Bring assessments and evaluate
<b>2b. Provide professional development about why and how to use effective student feedback.</b>	<input type="checkbox"/> Providing effective feedback to students increases student achievement and growth. <input type="checkbox"/> Teachers first need to know the advantages and disadvantages of student feedback (effective and ineffective) in order to implement it within the classroom. <input type="checkbox"/> Provide teachers with opportunities to learn new techniques, apply them within the classroom and reflect with colleagues on successful practices.	*Providing effective feedback is an on-going action  *Continue to report out at Big Team Meetings	
<b>2c. Benchmark our most important learning targets and create quality assessments (formative and summative) using the 5 Keys to Quality Assessment to monitor student progress towards student mastery.</b>	<input type="checkbox"/> Creates valid and reliable grading practices throughout the district. <input type="checkbox"/> Provides teachers with professional collaborative time. <input type="checkbox"/> Increases student achievement <input type="checkbox"/> Makes teaching easier	*On-going action=Important learning targets have been benchmarked	*Need release time for departments to revise/improve quality assessments

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CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	Potential “new” work that may be needed
Other Implications	NONE		

**Action Step 3—Create a formative system to determine if we are making progress towards making the learning targets clearer for students.**

What are the future implications to CIP Action Step 3?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>3a. Provide formalized Power Walkthrough Training to administrators.</b>	<input type="checkbox"/> Reinforces administrators as instructional leaders <input type="checkbox"/> Allows administrators to reflect on classroom instruction <input type="checkbox"/> Increases reliability of classroom walkthrough data <input type="checkbox"/> Provides the opportunity to share data with instructional staff pertaining to the district’s progress on increasing learning target clarity for students and providing them with effective feedback.		*Discuss with BLT possible ways to communicate individual walkthrough data.
Other Implications			

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**Action Step 4--Meet in data teams to determine if students are achieving and making adequate progress/growth.**

What are the future implications to CIP Action Step 4?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>4a. Administer assessments and collect data on the acquisition of the most important learning targets.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.</li> <li><input type="checkbox"/> Collecting and collaboratively analyzing summative data provides teachers with information related to student strengths and weaknesses, potential professional development needs for staff, curricular material strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>*Complete development of common assessments</li> <li>*Collect data</li> </ul>	<ul style="list-style-type: none"> <li>*Need professional development on how to collect data and review it in data teams.</li> </ul>
<b>4b. Analyze student results on assessments for common trends.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> <li><input type="checkbox"/> Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.</li> <li><input type="checkbox"/> Collecting and collaboratively analyzing summative data provides teachers with information related to student strengths and weaknesses, potential professional development needs for staff, curricular material strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>*Complete development of common assessments</li> <li>*Collect data</li> </ul>	<ul style="list-style-type: none"> <li>*Need professional development on how to collect data and review it in data teams.</li> </ul>

**OFCS Continuous Improvement Plan Worksheet for DLT Members**

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<p><b>4c. Re-teach and/or provide interventions as needed in order to ensure student achievement and growth.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-teaching essential curriculum in a different provides students with additional opportunity to learn and demonstrate mastery.</li> <li><input type="checkbox"/> Teaches student responsibility in that it demonstrates that the consequences for not learning are additional opportunities to learn.</li> </ul>	<p>*Complete development of common assessments</p> <p>*Collect data</p>	<p>*Need professional development on how to collect data and review it in data teams.</p>
<p>Other Implications</p>			

**OFCS Continuous Improvement Plan Worksheet for DLT Members**  
**Building: Olmsted Falls High School**

**Action Step 1—Provide professional development to increase teachers’ capacity to make the learning targets clearer for students and provide them with collaborative opportunities to share practices.**

What are the future implications to CIP Action Step 1?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>1a. Identify power indicators in core subjects and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for teachers, parents and most importantly students.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Creates a safety-net curriculum and serves as our guaranteed viable curriculum in the core areas.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>		
<b>1b. Put power indicators into student friendly language and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for parents and students.</li> <li><input type="checkbox"/> Sharing the learning targets in student friendly language and sharing with students before, during and after instruction increases <u>clarity</u> and the probability that students will meet the learning targets.</li> <li><input type="checkbox"/> Targets in student friendly language makes them <u>clearer</u> and helps students make connections to the instructional activities that they are taking part.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>		

### ***OFCS Continuous Improvement Plan Worksheet for DLT Members***

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>1c. Standards unpacked/unwrapped in core subjects and share with students.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating and sharing Big Ideas and Essential Questions with students prior to, during and after instruction increases learning target <u>clarity</u> for teachers, parents and most importantly students. When this happens, student achievement increases.</li> <li><input type="checkbox"/> Will provide opportunities for teachers to collaborate on common lesson planning which will <u>focus</u> instruction.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> </ul>		
<b>1d. Map Power Indicators on Bloom's Taxonomy and share with students</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increases learning target <u>clarity</u> for teachers, parents and most importantly students.</li> <li><input type="checkbox"/> Teachers alter their instructional behavior by aligning their instruction to the complexity of the learning targets and assessments.</li> <li><input type="checkbox"/> Linking learning target complexity to Bloom's Taxonomy will increase level of instructional rigor.</li> <li><input type="checkbox"/> Linking learning target complexity to Bloom's Taxonomy will produce higher quality assessments (both summative and formative).</li> </ul>		
Other Implications			

## **OFCS Continuous Improvement Plan Worksheet for DLT Members**

**Action Step 2—Provide professional development to increase teachers' capacity to provide high quality feedback to students and provide them with collaborative opportunities to share practices.**

What are the future implications to CIP Action Step 2?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	Potential “new” work that may be needed
<b>2a. Outline the 5 Keys to Quality Assessment to staff</b>	<input type="checkbox"/> Creates a common vocabulary related to what we mean by the Keys to Quality Assessment— (a) Why Assess, (b) Assess What, (c) Assess How, (d) Communicate How and (e) Student Involvement		
<b>2b. Provide professional development about why and how to use effective student feedback.</b>	<input type="checkbox"/> Providing effective feedback to students increases student achievement and growth.  <input type="checkbox"/> Teachers first need to know the advantages and disadvantages of student feedback (effective and ineffective) in order to implement it within the classroom.  <input type="checkbox"/> Provide teachers with opportunities to learn new techniques, apply them within the classroom and reflect with colleagues on successful practices.		

**OFCS Continuous Improvement Plan Worksheet for DLT Members**

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	Potential “new” work that may be needed
<p><b>2c. Benchmark our most important learning targets and create quality assessments (formative and summative) using the 5 Keys to Quality Assessment to monitor student progress towards student mastery.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creates valid and reliable grading practices throughout the district.</li> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> <li><input type="checkbox"/> Increases student achievement</li> <li><input type="checkbox"/> Makes teaching easier</li> </ul>		
<p>Other Implications</p>			

## **OFCS Continuous Improvement Plan Worksheet for DLT Members**

**Action Step 3—Create a formative system to determine if we are making progress towards making the learning targets clearer for students.**

What are the future implications to CIP Action Step 3?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>3a. Provide formalized Power Walkthrough Training to administrators.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforces administrators as instructional leaders</li> <li><input type="checkbox"/> Allows administrators to reflect on classroom instruction</li> <li><input type="checkbox"/> Increases reliability of classroom walkthrough data</li> <li><input type="checkbox"/> Provides the opportunity to share data with instructional staff pertaining to the district’s progress on increasing learning target clarity for students and providing them with effective feedback.</li> </ul>		
Other Implications			

**Action Step 4--Meet in data teams to determine if students are achieving and making adequate progress/growth.**

## ***OFCS Continuous Improvement Plan Worksheet for DLT Members***

What are the future implications to CIP Action Step 4?

Specifically outline any work that remains to be completed and project any new work that may need to be completed as a result of the new academic content standards and assessments that will go “on-line” in 2014.

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>4a. Administer assessments and collect data on the acquisition of the most important learning targets.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.</li> <li><input type="checkbox"/> Collecting and collaboratively analyzing summative data provides teachers with information related to student strengths and weaknesses, potential professional development needs for staff, curricular material strengths and weaknesses</li> </ul>		
<b>4b. Analyze student results on assessments for common trends.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides teachers with professional collaborative time.</li> <li><input type="checkbox"/> Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.</li> <li><input type="checkbox"/> Collecting and collaboratively analyzing summative data provides teachers with information related to student strengths and weaknesses, potential professional development needs for staff, curricular material strengths and weaknesses</li> </ul>		

**OFCS Continuous Improvement Plan Worksheet for DLT Members**

CIP Action Step	What is the purpose of this action?	Worked that still needs to be completed	New work that may be needed
<b>4c. Re-teach and/or provide interventions as needed in order to ensure student achievement and growth.</b>	<input type="checkbox"/> Re-teaching essential curriculum in a different provides students with additional opportunity to learn and demonstrate mastery. <input type="checkbox"/> Teaches student responsibility in that it demonstrates that the consequences for not learning are additional opportunities to learn.		
Other Implications			