

Ohio Improvement Process
 Olmsted Falls City Schools District Improvement Plan
 Updated February 9, 2009

OIP Goal Area: Improvement of Student Performance in Reading, Writing, Math, Science & Social Studies

Goal 1 Student Performance

By 2011, OFCS will have experienced a 5% increase in proficient students in all buildings in each core subject area when compared to 2008 baseline performance as measured by the Ohio Achievement Test and Ohio Graduation Test administered each Spring.

Strategy 1

Deconstruct, implement and monitor the most important learning targets by content area into degrees of cognitive complexity in order to more clearly articulate the meaning of them to students

Evidence to Verify Progress of Strategy 1

- *Power indicators (i.e. essential indicators) for the core curriculum in grades PK – 12
- *Create a monitoring system to determine whether or not the essential indicators are clear to students prior to and during the instructional process.
- *Common assessments – develop assessments (common formative and common summative) and administer to students; then reconvene to discuss results and implications for instruction.

Strategy Progress Measures							
Progress on Clarity of Learning Targets							
	Baseline Measure 9/17/08	Progress Measure 10/31/08	Progress Measure 1/20/09	Progress Measure 4/20/09	Progress Measure 6/20/09	Progress Measure 10/31/09	Progress Measure 1/20/09
<i>Power indicators in core subjects</i>	OFHS—Currently no power indicators are identified	PIs identified in 9-12 English	PIs identified in: 9-12 ELA 9-12 Math 9-11 Science				
	OFMS—Currently PIs are identified in ELA, Math, Sci & SS	PIs identified in 4 core areas	Completed	Completed	Completed	Completed	Completed
	Fitch—Currently PIs are identified in ELA, Math, Sci & SS	Completed...re fining	Completed	Completed	Completed	Completed	Completed
	F/L—Currently PIs are identified in ELA & Math	PIs identified in ELA & Math	PIs identified in ELA & Math				

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Progress on Clarity of Learning Targets							
	Baseline Measure 9/17/08	Progress Measure 10/31/08	Progress Measure 1/20/09	Progress Measure 4/20/09	Progress Measure 6/20/09	Progress Measure 10/31/09	Progress Measure 1/20/09
<i>Standards unpacked/unwrapped in core subjects</i>	OFHS—Not Started	Need PD Scheduling	Unwrapping scheduled for SS on 2/13/09				
	OFMS—Not Started	Scheduled	Unwrapped in: 6-8 SS 6-8 Sci 6-8 Math in progress 6-8 ELA Scheduled				
	Fitch—Not started	Unpacked in ELA 4 of 9 standards	Unwrapped in 4-5 ELA				
	F/L—Not started	Unpacked in ELA 3 of 10 standards	Unwrapped in: K-3 ELA				
<i>Power indicators in student friendly language</i>	OFHS—Not Started	Need PD Scheduled	Need PD				
	OFMS—Not Started	Working	Student friendly completed:				
	Fitch—Not started	S.F. language for all ELA PIs	Student friendly completed: 4-5 ELA				
	F/L—Not started	Working	Student friendly completed: K-3 ELA				

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Strategy Progress Measures							
<i>Power indicators mapped on learning taxonomy</i>	OFHS—Not started	PD Needs Scheduled	PD Needed				
	OFMS—Not started	Need PD Scheduling	In progress				
	Fitch—Not started	Need PD Scheduling	In progress				
	F/L—Not started	Need PD Scheduling	In progress				
Progress on Creating a Monitoring System							
	Baseline Measure 9/17/08	Progress Measure 10/31/08	Progress Measure 1/20/09	Progress Measure 4/20/09	Progress Measure 6/20/09	Progress Measure 10/31/09	Progress Measure 1/20/09
<i>Monitoring/Implementation System to determine whether the learning targets are clear for students</i>	OFHS—Not started	Power walkthrough training of all PreK-12 administrators implementation to begin immediately	Data collection for walkthroughs in progress Teaching staff needs to create a plan to make targets clear for kids and provide them with feedback.				
	OFMS—Not started	Power walkthrough training of all PreK-12 administrators	Data collection for walkthroughs in progress Teaching				

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		implementation to begin immediately	staff needs to create a plan to make targets clear for kids and provide them with feedback.				
	Fitch—Not started	Power walkthrough training of all PreK-12 administrators implementation to begin immediately	Data collection for walkthroughs in progress Teaching staff needs to create a plan to make targets clear for kids and provide them with feedback.				
	F/L—Not started	Power walkthrough training of all PreK-12 administrators implementation to begin immediately	Data collection for walkthroughs in progress Teaching staff needs to create a plan to make targets clear for kids and provide them with feedback.				

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Progress on a Balanced Assessment System							
	Baseline Measure 9/17/08	Progress Measure 10/31/08	Progress Measure 1/20/09	Progress Measure 4/20/09	Progress Measure 6/20/09	Progress Measure 10/31/09	Progress Measure 1/20/09
<i>Common Assessments—Develop high quality assessments (Plan)</i>	OFHS—Not started OFMS—Not started Fitch—Not started F/L—Not started	Not ready to begin implementation of this	Not ready to begin implementation of this				
<i>Administer assessments & collect data (Do)</i>	OFHS—Not started OFMS—Not started Fitch—Not started F/L—Not started	Not ready to begin implementation of this	Not ready to begin implementation of this				
<i>Analyze student results on assessments (Study)</i>	OFHS—Not started OFMS—Not started Fitch—Not started F/L—Not started	Not ready to begin implementation of this	Not ready to begin implementation of this				
<i>Re-teach and/or Provide Interventions (Act)</i>	OFHS—Not started OFMS—Not started Fitch—Not started F/L—Not started	Not ready to begin implementation of this	Not ready to begin implementation of this				

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STRATEGY IMPACT INDICATOR [GAUGE BY WHICH A STRATEGY IS DETERMINED TO BE MET]

We will identify what we need to teach (the power indicators), whether or not students understand what these learning targets indicate (clarity of learning targets) and whether or not they are learning.

Actions Adult actions needed to operationalized a strategy and achieve a goal	Tasks Activities that need to be taken for someone to complete an action.	Responsible person or groups	Timeline	Budget/Materials Needed
Identify the power indicators using a <u>standard criteria</u> for all core content areas (PK-12).	<ul style="list-style-type: none"> ➤ Put PIs into student friendly language ➤ Unpack/deconstruct PIs into the skills and concepts that they represent in a similar manner across all subjects and grades ➤ Classify the most important learning targets using a learning taxonomy in order to determine the degree of cognitive complexity. 	<ul style="list-style-type: none"> ➤ Assistant Superintendent ➤ Building Principals & Assistants ➤ PK-12 teachers 	By the end of the 2008-09 School year.	<ul style="list-style-type: none"> ➤ Late start days ➤ Team meeting time ➤ Substitutes to release teachers to collaborate ➤ In-service day
Staff will develop quality assessments in order to monitor the progress of learning for all students using a <u>standard criteria</u> .	Provide professional development regarding: <ul style="list-style-type: none"> ➤ What are the keys to quality assessment practices? ➤ What are the differences between formative and summative assessments? ➤ When/how should you use the different forms of 	<ul style="list-style-type: none"> ➤ Assistant Superintendent ➤ Building Principals & Assistants ➤ PK-12 teachers 	Formative Assessments/Quality Student Feedback—by June, 2009	<ul style="list-style-type: none"> ➤ Late start days ➤ Team meeting time ➤ Substitutes to release teachers to collaborate ➤ In-service day

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	assessment? <ul style="list-style-type: none"> ➤ Align classroom assessment practices with the identified power indicators. ➤ How to determine high quality assessments from poor ones? ➤ Learn a method to select/write high quality assessments. ➤ Develop a structure to gather assessment data and provide to data team. 			
Meet in data teams to determine if students are making progress.	Professional development to define the role and function of data teams: <ul style="list-style-type: none"> ➤ How do data teams operate? ➤ Develop a format to guide data team discussions ➤ Develop instructional strategies and interventions for students based on assessments 	<ul style="list-style-type: none"> ➤ Assistant Superintendent ➤ Building Principals & Assistants ➤ PK-12 teachers 	By the end of the 2008-09 school year	<ul style="list-style-type: none"> ➤ Late start days ➤ Team meeting time ➤ Substitutes to release teachers to collaborate ➤ In-service day