

***Goal: 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.***

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**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.**

### 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)

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

**What is the purpose of this action?**

- Increases learning target clarity for parents and students.
- Sharing the learning targets in student friendly language and sharing with students before, during and after instruction increases clarity and the probability that students will meet the learning targets.
- Targets in student friendly language makes them clearer and helps students make connections to the instructional activities that they are taking part.
- 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 before and during instruction (e.g., posting them prior to lesson; cueing and presenting questions, newsletters; advanced organizers)

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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.
  - Provides teachers with professional collaborative time.
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#### **1d. Use Bloom's Taxonomy to determine difficulty level of most important things to learn and share with students**

**What is the purpose of this action?**

- Increases learning target clarity for teachers, parents and most importantly students.
- Teachers alter their instructional behavior by aligning their instruction to the complexity of the learning targets and assessments.
- 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).

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**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.**

**Tasks for Action Step 2**

**2a. Outline the 5 Keys to Quality Assessment to staff**

**What is the purpose of this action?**

- 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
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**2b. Provide professional development about why and how to use effective student feedback**

**What is the purpose of this action?**

- Providing effective feedback to students increases student achievement and growth.
- Teachers first need to know the advantages and disadvantages of student feedback (effective and ineffective) in order to implement it within the classroom.
- Provide teachers with opportunities to learn new techniques, apply them within the classroom and reflect with colleagues on successful practices.

What does this look like when implemented?—teachers provide clear learning intentions and success criteria to students; teachers allocate time for feedback to take place; strategies to improve work are provided; grades and marks on not on every piece of work; student improvement occurs as a result of teacher feedback.

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**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**

**What is the purpose of this action?**

- Creates valid and reliable grading practices throughout the district.
- Provides teachers with professional collaborative time.
- Increases student achievement
- Makes teaching easier

What does this look like when implemented?—only assessments that meet the Keys to Quality are used in practice; clear rubrics related to the benchmarked power indicators are created (or present ones are modified) by the instructional staff; assessments are collaboratively developed.

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

**Tasks for Action Step 3**

**3a. Provide formalized Power Walkthrough Training to administrators**

**What is the purpose of this action?**

- Reinforces administrators as instructional leaders
  - Allows administrators to reflect on classroom instruction
  - Increases reliability of classroom walkthrough data
  - 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.
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**Action Step 4—Meet in data teams to determine if students are achieving and making adequate progress/growth.**

**Tasks for Action Step 4**

**4a. Administer assessments and collect data on the acquisition of the most important learning targets**

**What is the purpose of this action?**

- Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.
  - 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.
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**4b. Analyze student results on assessments for common trends**

What does this look like when implemented?—BLTs, departments and grade level teams analyze student performance on assessments to plan for student intervention.

**What is the purpose of this action?**

- Provides teachers with professional collaborative time.
  - Formatively collecting this data and sharing it with students allows teachers to make instructional adjustments along the way towards student learning mastery.
  - 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.
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**4c. Re-teach and/or provide interventions as needed in order to ensure student achievement and growth**

What does this look like when implemented?—building staff members work collaboratively to delegate intervention resources

**What is the purpose of this action?**

- Re-teaching essential curriculum in a different provides students with additional opportunity to learn and demonstrate mastery.
- Teaches student responsibility in that it demonstrates that the consequences for not learning are additional opportunities to learn.