



Canal Winchester

LOCAL SCHOOLS

Canal Winchester Local Schools | Academic Improvement Plan 2010-2013



The improvement plan before you is a result of over two years of data analysis, conversation and district-wide planning. Public schools exist for the sole purpose of providing a high quality education for all of our students, preparing them for the next century and a future that belongs to all of us. This plan focuses on six targets: instruction, intervention, assessment, climate, communication and data-based decision making. These targets were derived from a thorough needs assessment and analysis of data. Input from teachers, parents, administrators and Ohio Improvement Process facilitators was collected and considered.

We believe these targets, when fully implemented, will improve the achievement of all students - regardless of their race, economic status, learning disabilities or level of English language proficiency. What follows is a rationale for the targets

selected and the implications they will have on teaching and learning.

Implementing high-quality standards-based instruction will provide improved instruction for all students in the district. Such improvement will ensure instruction that is grounded in research-based practices, engages students, incorporates culturally responsive practices, and relies on ongoing assessment and progress monitoring to inform instruction.

Effective student intervention and enrichment or acceleration is critical to the success of all students. The importance of core subject mastery and providing full access to rigorous and challenging content for all students and student groups is key to closing the achievement and expectation gap.



All types of assessment inform instructional decisions and the manner in which learning is organized (schedules, grading, grade level configurations, intervention, etc). Our assessments should provide us meaningful data that will assist in identifying gaps in achievement and trends in student performance. Based on this data, we will make purposeful decisions regarding our curriculum, instruction, interventions and professional development. To verify student learning, our assessment must be purposeful and it must reflect student learning. Important to achieving this goal is professional dialogue regarding different types of assessment, what assessments look like at the various Bloom's Taxonomy levels, and how to communicate with parents regarding other learning influences such as student participation in class, homework completion and student conduct.

Our teachers and students must feel physically and emotionally safe in the school environment in order to flourish intellectually. An effective and nurturing school environment will yield improved instruction and will result

in *increased student achievement*.

Improved communications with all stakeholders will provide meaningful information to our constituents. Stakeholders will be better informed of the support needed for various developments and changes needed to improve student achievement. To be effective, our communication must engage both internal and external community members who are affected by the success of the district. Successful implementation will provide useful input to the Superintendent and members of the Board of Education to assist in goal development.

The effective use of data at all levels of the system will drive improvement in instructional practice, assess student achievement and provide the framework to make effective decisions about teaching and learning.



INSTRUCTIONAL TARGET

Implement High Quality Standards-Based Instruction

Expectation

–Base instruction, the writing of IEPs and lesson plans on the Ohio Academic Content Standards.

Practice:

- Review lessons and evaluate for standard, content and rigor alignment to the Ohio Academic Content Standards.

Professional Development and Administrative Support Directive:

- One professional development exercise with administrator and curriculum director per semester– evaluating lessons and standard alignment paying attention to cognitive demand and academic behavior expected

Expectation

–Provide access to a rigorous general education curriculum to all students.

Practice:

- Fully include students with disabilities to the greatest extent possible in general education core curriculum.

Professional Development and Administrative Support Directive:

- Provide professional development in inclusion, co-teaching and student intervention
- Provide professional development and time for teacher investigation with regard to the newly revised Science and Social Studies Standards and the newly adopted Core Standards in English and Math

Expectation

–Standardize and improve reading instruction and student reading achievement to realize a 5% annual minimum increase in student reading performance.

Practice:

- Adopt the Four Blocks Literacy strategy as the basis of reading instruction for the district.

Professional Development and Administrative Support Directive:

- Continue professional development and professional coaching in the Four Blocks Literacy strategy with K-2 teachers. Begin professional development in the Four Blocks strategy grades 3-8.

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INSTRUCTIONAL TARGET

Implement High Quality Standards-Based Instruction

Expectation

–Improve math instruction and student math achievement to realize a 5% annual minimum increase in student math performance.

Practice:

- Create a math curriculum map supporting standards-based instruction by aligning the math curriculum, instruction and assessment to cognitive demand of the standard and promote inclusion of high level cognitive processes.

Professional Development and Administrative Support Directive:

- Time within the school day and school year for teachers to come together to work and engage in professional dialogue regarding the curriculum map

Expectation

–Improve cognitive demand of standards-based instruction by implementing Marzano’s Nine Research Based Instructional Strategies

Practice:

- Demonstrate and discuss with building level colleagues each strategy and implement Marzano’s essential nine instructional strategies in the scope of daily classroom instruction.

Professional Development and Administrative Support Directive:

- Collegial instruction and discussion on each strategy and administrative oversight that strategies are being implemented

Expectation

–Improve high school student scores on the ACT.

Practice:

- Using the ACT college readiness standards, assess high school college prep courses against the rigor required to meet benchmark ACT scores –score needed on an ACT subject area test which indicates a 50% chance of obtaining a B or higher or a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

Professional Development and Administrative Support Directive:

- Time within the school day and school year to work departmentally.

Expectation

– Teach standards-based lessons using IMS (Instructional Management System) and/or Progress Book/Model Curricula after 2012

Practice:

- Teachers will increase their use of IMS/PB as instructional resources.

Professional Development and Administrative Support Directive:

- Provide professional development on the use of Progress Book and IMS with focus on the Lesson Plan component of Progress Book.

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INTERVENTION TARGET

Monitor Student Progress and Develop Appropriate Intervention/Enrichment

Expectation

–Understand that instruction begins where the student is –Improve diagnostic support of students transitioning into our district

Practice:

- Use available diagnostics (including practice and old OAA and OGT, state screeners and diagnostics) for reading and math and alter instruction accordingly.

Professional Development and Administrative Support Directive:

- Allot time for teacher discussion regarding results of diagnostics and implications for instruction.

Practice:

- Within the general education setting, 100% of teaching staff will use screener/diagnostic data to plan specific intervention and instruction.

Professional Development and Administrative Support Directive:

- Implement professional development for use of diagnostic tools, how to interpret the data gained from the diagnostic measures and how to develop interventions based on the data .
- Provide training for all K-5 teachers for the use of DRA/DMA as a diagnostic measure and for using the data from the measure as a means to informing instruction and intervention.

Practice:

- Implement a standard IAT (Intervention Assistance Team) process across the district and instruct teachers how to assign/interventions and collect data to determine if the strategies/accommodations used were effective.

Professional Development and Administrative Support Directive::

- Team training on IAT as it moves toward the concept of Response to Intervention (RTI)

Expectation

– Increase student success on the ACT and subsequently, the probability of college success.

Practice:

- Monitor student ACT progress early using the college readiness assessment, EXPLORE. With this data, make interventions with those students who are not making adequate progress in meeting college readiness standards.

Professional Development and Administrative Support Directive:

- Financial resources will be allocated to purchase the EXPLORE assessment and time will be allotted to department chairs to study student results

Practice:

- Determine current curriculum/instruction gaps that create less value add than expected ACT scores of students taking advanced course work.

Professional Development and Administrative Support Directive:

- Time during the school day and school year for departmental meeting to discuss explore this concern

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INTERVENTION TARGET

Monitor Student Progress and Develop Appropriate Intervention/Enrichment

Expectation

–Implement Differentiated Instruction strategies.

Practice:

- Administrators will review lessons and observe lessons for DI implementation. Moreover, teachers at grade-level will discuss how DI relates to value add data.

Professional Development and Administrative Support Directive:

- Continue system-wide professional development in the area of differentiated instruction with an emphasis on classroom skills vs. activities

Practice:

- Within the general education setting, 100% of teaching staff will use screener/diagnostic data to plan specific intervention and instruction.

Professional Development and Administrative Support Directive:

- Implement professional development for use of diagnostic tools, how to interpret the data gained from the diagnostic measures and how to develop interventions based on the data
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Professional Development and Administrative Support Directive:

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Expectation

– Address teaching and learning needs related to academic concerns of low achieving students and the very high achieving students

Practice:

- Align systems of intervention and acceleration with standards-based curriculum, instruction and assessment.

Professional Development and Administrative Support Directive:

- Access to and professional development for intervention tools such as Aimes-Web and continued training (such as Javits) for gifted and high achieving students

Practice:

- Evaluate present intervention and acceleration efforts looking at content, strategies, time allotted, students served and effectiveness.

Professional Development and Administrative Support Directive:

- Time during the school day and school year for collegial conversation.

ASSESSMENT TARGET

Ensure Informative Assessment for Learning and of Learning

Expectation

–Evaluate grades. Do they reflect mastery and rigor or completion/on time status/following directions, behavior, etc?

Practice:

- Grades must reflect what a student knows and his/her readiness to move on to the next instructional level.

Professional Development and Administrative Support Directive:

- Board Policy and meeting time for continued work re: differences between what students should know vs. what students should be able to do.

Practice:

- Work through the Instructional Leadership Team to begin discussions of what are grades reflect presently.

Professional Development and Administrative Support Directive:

- Time to discuss with ILT/other interested teachers the philosophy of grades and variations in final grades using % vs. points. Provide and analyze “marks distribution report.”

Practice:

- Convene work with high school staff regarding weighted grades for Advanced Placement courses.

Professional Development and Administrative Support Directive:

- Time to meet with Superintendent and Principal . Present results of discussion to Board of Education in January of 2011. Counselor will provide resources for discussion

Practice:

- Convene work with high school staff regarding the designation of Valedictorian and Salutatorian for each graduating class. Discussion will include the need for such a designation, are there other designations we'd rather bestow, and what policies and procedures need to be written to address the designations?

Professional Development and Administrative Support Directive:

- Time to meet with Superintendent and Principal to collect thoughts and present results to the Board of Education in January of 2011.

Practice:

- Convene work with committee of teachers and administrators to review the district grading scale.

Professional Development and Administrative Support Directive:

- Time to meet with grade level chairmen, team leaders and department chairmen

ASSESSMENT TARGET

Ensure Informative Assessment for Learning and of Learning

Expectation

–Explore the notion of assessing FOR learning instead of assessing learning.

Practice:

- Teachers understand the role of quarterly assessments in terms of assessing for learning.

Professional Development and Administrative Support Directive:

- Professional development opportunities re: “assessing for learning.”

Practice:

- Explore other forms of assessment outside of paper-pencil including student self-evaluation.

Professional Development and Administrative Support Directive:

- Introduction of assessment options – ODE Information sheet.

Expectation

–Understand what is being assessed – matching assessments with required cognitive demand

Practice:

- Fully include students with disabilities to the greatest extent possible in general Examine in-house assessments. Determine the extent that these assessments match the cognitive demand required by the standard. If necessary, write and revise assessments to correspond with the cognitive demand of standardized tests.

Professional Development and Administrative Support Directive:

- Demonstrate use of ohioarc.org and ODE Instructional Management System (IMS)

Expectation

–Come to a district-consensus on the role of homework.

Practice:

- Determine where homework fits into the evaluation of a student’s work and how much should it count toward a student’s grade.

Professional Development and Administrative Support Directive:

- Review board policy, teacher and administrative discussion and presentation to the Board of Education

Practice:

- Determine if current district homework policy supports our present practice.

Professional Development and Administrative Support Directive:

- Review present policy by teachers and administrators.

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LEARNING CLIMATE TARGET

Create Effective Learning Climates that Foster Increased Student Achievement

Expectation

– Improve building climate by addressing student and teacher relationships

Practice:

- Provide teachers with several discipline and classroom management options with demonstrated educational effectiveness.

Professional Development and Administrative Support Directive:

- Distribute and discuss with teachers “Best Practices”
- Teacher vignettes
- Professional Development using Positive Educational Program basics.

Practice:

- Provide teachers data gathered by students regarding classroom climate (PPAAUS - Primary Prevention Awareness Attitude and Use Survey and the results of a specific classroom climate survey).

Professional Development and Administrative Support Directive:

- Analysis of climate survey – possibly using a consulting group such as Tripod Learning.
- Assistance as needed from the Education Council and district staff in the interpretation of the PPAAUS - Primary Prevention Awareness Attitude and Use Survey

Practice:

- Develop discipline plans for students who interfere with their own learning and the learning of others.

Professional Development and Administrative Support Directive:

- Provide support and training on the writing of a behavior intervention plan and provide targeted professional development regarding classroom management, especially as it relates to specific student groups and student needs.

Practice:

- Instruct staff, students and parents about bullying.

Professional Development and Administrative Support Directive:

- Time allocated for professional development and access to information regarding bullying and its prevention on the district website.

LEARNING CLIMATE TARGET

Create Effective Learning Climates that Foster Increased Student Achievement

Expectation

– Find out what our parents and students value regarding instruction and curriculum and what they want to see changed in our present instructional and operational practice.

Practice:

- Conduct a survey of parents and students regarding CW instructional services parent expectations, school/district strengths and weaknesses.

Professional Development and Administrative Support Directive:

- Evening/afternoon focus groups.

Expectation

– Increase parent communication in reading and math support

Practice:

- Provide reading and math workshops, materials and other training opportunities for parents. Such workshops will set the tone for parent understanding of the importance of these two subject areas, understand the CORE Standards and make clear the conditions that must be met in creating a learning climate conducive to student success.

Professional Development and Administrative Support Directive:

- Resources for parent workshops using in-house expertise and vendor training

Practice:

- 100% of teachers in grades K-5 will share math communication resources with our students' parents/guardians. Use of "math letters" will explain the rationale behind investigative teaching and its role in a thriving learning climate.

Professional Development and Administrative Support Directive:

- Provided in math series

COMMUNICATION TARGET

Improve Communication between the Canal Winchester Local School District and All Stakeholders

Expectation

– Provide clear and concise information to parents, students, community and teachers about the CW academic program and student achievement goals.

Practice:

- Create a math curriculum map supporting standards-based instruction by aligning the Publish annual building and district academic goals/programs and distribute to local media, and district newsletters.

Professional Development and Administrative Support Directive:

- Provide data to staff. In house production of graphical representation of goals.

Practice:

- Communicate with the district a variety of our successes. This can be accomplished on the district webpage and at a building level.

Professional Development and Administrative Support Directive:

- Formal assessment of webpage and use of email distribution lists.

Expectation

– Make available to parents in an easily accessible format, information regarding NCLB/ESEA and the district's consequences for not meeting AYP.

Practice:

- Explain in a brochure format state mandated tests, NCLB/ESEA mandates and district consequences for not meeting AYP.

Professional Development and Administrative Support Directive:

- Production of brochure by Eastland Career Center or Educational Service Center of Central Ohio

Expectation

– Inform parents and community of managing district resources and how these resources impact instruction.

Practice:

- Conduct a board meeting to explain the report card and district progress toward achieving state and federal benchmarks.

Professional Development and Administrative Support Directive:

- Arrange for a special meeting of the Board of Education

Practice:

- Share important operational and educational information with our business community.

Professional Development and Administrative Support Directive:

- Revive the Business Advisory Council and begin meeting quarterly

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COMMUNICATION TARGET

Improve Communication between the Canal Winchester Local School District and All Stakeholders

Expectation

– Increase and improve methods for community to offer input into the educational program and be engaged with school district personnel to combine resources and create solutions to issues which hinder student and family well being and student achievement.

Practice:

- Create and begin the work of the Family and Civic Engagement Team

Professional Development and Administrative Support Directive:

- Family and Civic Engagement Team Coordinator

Practice:

- Develop a “did you know” or “rumor mill” column on the district website to allow residents to ask questions, provide feedback to the district and provide accurate information to quell rumors and other inaccurate information.

Professional Development and Administrative Support Directive:

- District web staff and Family and Civic Engagement Coordinator

DATA TARGET

Improve Teacher and Administrator Data-Based Decision Making Skills

Expectation

– Ensure teachers have an adequate understanding of data analysis tools.

Practice:

- Begin instructing teachers on the use of value-added data.

Professional Development and Administrative Support Directive:

- Provide professional development using real student data on the value added measure and how this measure can be used to improve student learning.

Practice:

- Establish data teams at the building level and implement procedures for the effective use of data to assess the impact on student learning and to make decisions about teaching and learning

Professional Development and Administrative Support Directive:

- Assistance from the building principal and curriculum director and information gained from the facilitator of the Ohio Improvement Process (OIP)

Practice:

- Promote the use of the Value Added Learning Network

Professional Development and Administrative Support Directive:

- Access to the Value Added Learning Network and instruction how to log-on and begin the series

Practice:

- Convene a committee of Principal, Department Heads, Counselors and Intervention Specialists to determine how to best improve the Performance Index Score of Canal Winchester High School. In raising the Performance Index, students will be moving from one performance level category on the OGT to a higher performance level.

Professional Development and Administrative Support Directive:

- Available Performance Index data, use of outside facilitator, Curriculum Director.
- Time during the school day and during the school year will be provided to address this issue.

DATA TARGET

Improve Teacher and Administrator Data-Based Decision Making Skills

Expectation

–Use data from student work and state/local assessment to inform instruction.

Practice:

- Interpret state results, LCAP (common quarterly assessment) results and value add results to develop instructional strategies

Professional Development and Administrative Support Directive:

- Ensure building and district leadership will be ready to answer teacher questions and guide interpretation and analysis exercises

Practice:

- Based on data analysis, set performance targets for each building and grade level, planning for the success of all children and designed to close achievement and expectation gaps for every subgroup of the population.

Professional Development and Administrative Support Directive:

- Building principal, staff teams and Curriculum Director

Expectation

– Guide teachers in their assessment of where their students show strengths and weaknesses academically.

Practice:

- Use quarterly assessments to assess student strengths and weaknesses on an on-going basis.

Professional Development and Administrative Support Directive:

- Opportunities to meet as grade level, team or department to collectively determine strengths and weaknesses in instruction and student learning.

Practice:

- Use current aggregated and disaggregated student achievement data to establish measurable strategies aligned with building goals and student needs

Professional Development and Administrative Support Directive:

- Assistance from building administrators and from Curriculum Director.

Practice:

- Use data to continuously monitor student progress against performance targets and established goals

Professional Development and Administrative Support Directive:

- Building principal and ongoing training and support