

CCIP Goal #1

Goal Target Area: Academic-Reading and Mathematics

By the end of the 2016-17 school year, the district will improve the reading and mathematics performance for ALL students with the focus on *gap closure* and *performance index* as measured by an increase in 10% annually from the baseline data generated in the 2014-15 report card.

Strategy

Implement and monitor researched based instructional practices to increase student achievement for all groups (emphasis on reading and mathematics)

Adult Implementation Indicators

- All teachers will use researched based instructional practices presented through TBT's to establish an instructional framework to advance student achievement.
- All teachers will clearly communicate learning outcomes and standards to students.
- All teachers will differentiate their instruction within the instructional framework.

Student Performance Indicators

- All students will be able to demonstrate individual academic growth by:
 - Articulation of the learning outcomes and goals
 - Production of artifacts that demonstrates understanding of learning (i.e. written responses and assignments, oral responses, presentations and projects, etc.)
 - High level of participation in whole class and small group instruction
 - All students will increase their individual academic growth in reading and mathematics by 10% from their baseline.

Action Steps

- Implement and monitor an established instructional framework that is aligned to the Ohio Learning Standards and incorporates researched based best practices, technology, and assessment.
 - Evidence: Curriculum maps, lesson plans, MAP assessment data
 - Responsible: DLT, BLT, TBT, building administrators, and instructional facilitators
- Recalibrate the TBT format to focus on adult implementation of instructional practices and frameworks that will be presented through the TBT's.
 - Evidence: TBT notes, observation and walk-throughs, student artifacts, MAP assessment data
 - Responsible: DLT, BLT, TBT, building administrators, and instructional facilitators
- Collaborate to differentiate instruction for all students (via TBT's)
 - Evidence: TBT notes, observation and walk-throughs, and student work

- Responsible: DLT, BLT, TBT, building administrators, and instructional facilitators
- Provide ongoing job embedded professional development to broaden effective instructional practices via TBT and other professional development opportunities
 - Evidence: TBT notes, PD sign in sheets, teacher artifacts
 - Responsible: DLT, BLT, TBT, building administrators, and instructional facilitators

CCIP Goal #2

Goal Target Area: Climate

By the end of the 2016-17 school year, the district will promote a positive and safe climate conducive for learning as measured by the 10% decrease annually in disciplinary referrals and 10% increase annually in student attendance. The baseline discipline data will be provided by the discipline and attendance total summary report generated from EMIS at the end of the 2014-15 school year.

Strategy

Implement district wide Positive Behavior Intervention Supports (PBIS) with fidelity, emphasizing parental/community involvement, student attendance and cultural responsive practices.

Adult Implementation Indicators

- All staff will:
 - Use a common language to communicate school/district wide expectations for behavior (behavior matrix)
 - Use school/district agreed upon acknowledgement and corrective system to increase expected behavior
 - Increase positive behavior feedback to students and parents/community

Student Performance Indicators

- All students will:
 - Recite behavioral expectations upon request
 - Model expected behavior (after being provided with instruction/modeling)
 - Participate in data collection by providing feedback on acknowledgement and corrective systems.

Action Steps

- District wide training/implementation of PBIS
 - Evidence: PBIS Rubric, PD sign in sheets, surveys, observations and walk-throughs

- Responsible: DLT, BLT, TBT, instructional facilitator, SST consultant, and PTO
- Development of common language and behavior matrix across all three buildings (this includes parental and student involvement in process)
 - Evidence: PBIS Rubric, Behavior Matrix Grid, Visual artifacts throughout the district, parent and student surveys, observations and walk-throughs
 - Responsible: DLT, BLT, TBT, instructional facilitator, SST consultant, and PTO
- Development of acknowledgment and corrective systems across all three buildings
 - Evidence: PBIS Rubric, Behavior Matrix Grid, Visual artifacts throughout the district, parent and student surveys, observations and walk-throughs
 - Responsible: DLT, BLT, TBT, instructional facilitator, SST consultant, and PTO
- Development of a communication system for parents and community regarding PBIS and student performance across all three buildings
 - Evidence: Surveys (feedback from students, parents, and community), newsletters, website, Facebook, Twitter
 - Responsible: DLT, BLT, TBT, instructional facilitator, SST consultant, and PTO
- Develop a data system to monitor progress
 - Evidence: PBIS Data input system, school/district data system, EMIS
 - Responsible: DLT, BLT, TBT, SST consultant, and PTO