Cheshire Continuous Improvement Plan 2015-16

Olentangy Local Schools

Multi-year Academic Goals

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| G1. Employ effective practices in curriculum, assessment, and instruction to earn the highest possible ratings on the district state report card by September 2017.G2.  Develop each student as a college and career ready individual prepared for the next step in their learning, as evidenced by the results of unit based writing assessments.G3. Employ effective data-driven collaborative practices as we strengthen our Professional Learning Communities for enrichment and intervention by 2017. |

Annual Strategies for making progress to the above goals

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| **ACHIEVEMENT**District CIP Benchmarks 1, 3a, 3b, 4, 5 | **GROWTH**District CIP Benchmark 2 | **GAP CLOSING**District CIP Benchmark 3c |
| Further incorporate Lucy Calkins Units of Study in Writing in grades K-5 demonstrated by each grade level team writing and implementing a pre-assessment, mid-year check and post-assessment for the opinion/argumentative unit of study to monitor growth. (G1, G2)Further incorporate the Math Problem Solver II in math grades 1-5 demonstrated by each grade level team creating common pre and post assessments to monitor student growth and achievement that focuses students on being able to TRANSFER their learning to real life scenarios. (G1)Teachers will reflect on their instructional practice in regard to utilizing data, implementing instructional changes and enriching and intervening to facilitate maximum learning for every student. Teachers will analyze at least 4 common assessments throughout the school year and complete a Meeting Action Plan to support students needing additional support and/or enrichment. (G1, G3)Implement effective professional development throughout the school year focused on diveristy --- providing an all-inclusive learning community. (G1) | Further incorporate Lucy Calkins Units of Study in Writing in grades K-5 demonstrated by each grade level team writing and implementing a pre-assessment, mid-year check and post-assessment for the opinion/argumentative unit of study to monitor growth. (G1, G2)Further incorporate the Math Problem Solver II in math grades 1-5 demonstrated by each grade level team creating common pre and post assessments to monitor student growth and achievement that focuses students on being able to TRANSFER their learning to real life scenarios. (G1)Teachers will reflect on their instructional practice in regard to utilizing data, implementing instructional changes and enriching and intervening to facilitate maximum learning for every student. Teachers will analyze at least 4 common assessments throughout the school year and complete a Meeting Action Plan to support students needing additional support and/or enrichment. (G1, G3)Implement effective professional development throughout the school year focused on diveristy --- providing an all-inclusive learning community. (G1) | Further incorporate Lucy Calkins Units of Study in Writing in grades K-5 demonstrated by each grade level team writing and implementing a pre-assessment, mid-year check and post-assessment for the opinion/argumentative unit of study to monitor growth. (G1, G2)Implement a new approach to phonics and word study with Fundations grades K-2 to further deepen the scope of word study. (G1)Implement AIMSweb K-5 as a progress-monitoring tool for reading. (G1)Implement AIMSweb K-3 as a progress-monitoring tool for math. (G1)Implement the use of Lexia to support students struggling in reading through an analysis of AIMSweb data and teacher observations. (G1, G3)Teachers will reflect on their instructional practice in regard to utilizing data, implementing instructional changes and enriching and intervening to facilitate maximum learning for every student. Teachers will analyze at least 4 common assessments throughout the school year and complete a Meeting Action Plan to support students needing additional support and/or enrichment. (G1, G3) |