



Comprehensive Continuous Improvement Plan – 2012

Goal: By 2012, a minimum of 88% of West Clermont students will achieve proficient or above in Ohio Academic Content standards for Reading, Mathematics and Science.

Performance Measures: DIBELS (end-of-year benchmark outcomes); OAA/OGT Proficiency Levels, AYP Targets, Value-Added; ACT (18/English Composition, 22/Algebra, 21/Reading & Soc. Science, 24/Science)

1. Implement rigorous instruction for core curricula aligned with best practices, 21C Skills, and Ohio Academic Content Standards grade level indicators

1) Targeted indicators are posted (visual) and spoken-to (auditory) before, during, and after each lesson

2) Active Student Engagement with Higher Order Thinking Tasks

Ensure students are actively engaged in the learning process i.e. reading, writing, discussion or problem-solving, using higher order thinking tasks of analysis, synthesis and evaluation.

3) Monitor district-wide use of high-leverage instructional strategies

Ensure the following high-leverage strategies are incorporated into instruction: writing across the curriculum, reading in all content areas, identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, nonlinguistic representations, generating and testing hypotheses, using cues, questions and advance organizers, homework and practice, setting objectives and providing feedback.

4) Use of technology to impact instruction

Ensure students and staff have and use technology to impact the quality, content and structure of teaching and learning. Purchase hardware, software as needed.

5) Transition to Revised Ohio Academic Content Standards

Begin transition to Revised Ohio Academic Content Standards, with full implementation by 2014-2015.

6) Revise Walk-through Checklist for Principals

Walk-through checklist for principals will be revised to include 21st century skills, high-leverage strategies, active student engagement, higher-order thinking skills.

7) Quarterly check-in for building administrators to monitor action steps for Strategy 1

Administrators will provide evidence of rigorous instruction of core curricula aligned with best practices, 21C Skills and Ohio Academic Content Standards. Superintendents will meet regularly with principals, including quarterly check-ins.

2. Integrate 21st Century Skills, Content Knowledge and Expertise in core curricula.

21st C Skills, Content Knowledge, and Expertise will be integrated across core curricula, using supportive technologies, inquiry and problem-based approaches and higher-order thinking skills.

1) Teach Creativity and Innovation

Teachers will teach students to think creatively, work creatively with others, and implement innovations.

2) Teach Communication and Collaboration

Teachers will teach students to communicate for a range of purposes (e.g. to inform, instruct, motivate, persuade), using multiple media and technologies, and to collaborate with others.

3) Teach Critical Thinking and Problem Solving

Teachers will teach students to reason effectively, use systems thinking, make judgments and decisions, and solve problems.

4) Teach Information Literacy

Teachers will teach students to access and evaluate information, as well as use and manage information accurately and creatively.

5) Teach Media Literacy

Teachers will teach students to analyze media and create media products.

6) Teach Information, Communications and Technology Literacy

Teachers will teach students to apply technology effectively to research/evaluate/communicate information, use communication/networking tools to manage, integrate, evaluate and create information to successfully function in a knowledge economy.

7) Teach fundamental understanding of ethical/legal issues

Teachers will teach students to apply a fundamental understanding of ethical/legal issues surrounding the access and use of information technologies.

8) Teach Digital Literacy and Citizenship curricula district-wide

The Strategic Technology Planning Committee will work with department of Teaching and Learning to provide materials and professional development for implementation of Digital Literacy and Citizenship curricula.

9) Quarterly check-in for building administrators to monitor action steps for Strategy 2

Administrators will provide evidence of integration of 21st C Skills, Content Knowledge and Expertise in core curricula.

3. Implement the Response-to-Intervention process (RtI) to ensure a safe learning environment and student progress in academic content standards for all subgroups

All 12 schools will implement and monitor the RtI process to ensure positive behavior within a safe learning environment, and ensure adequate progress in academic content areas for all sub-groups.

1) Provide PD in RtI process for teachers

Ongoing PD will be planned for special education teachers and core teachers.

2) Ensure implementation of differentiated skills groups based on data (K-5) Appropriate differentiated instruction will be provided in skills groups or other designated times based on diagnostic data. Progress monitoring will be maintained to determine effectiveness of interventions.

3) Close achievement gap for sub-groups

Teachers and administrators will monitor achievement of sub-groups (ED, SwD, LEP, etc.) providing intervention as needed to ensure adequate progress in academic content standards.

4) Quarterly check-in for building administrators to monitor action steps for Strategy 3

Administrators will provide evidence of implementation of RtI, (list of RtI students, description of interventions, progress monitoring results, tier II/III forms). Superintendents will meet regularly with principals, including quarterly check-ins.