



CONTINUOUS
IMPROVEMENT
PLAN
(2008-2010)

August 1, 2008

BACKGROUND

This updated Continuous Improvement Plan (CIP) serves as a guide to educators, students and their families, people in business, and community members about the process of achieving and measuring improvements in the district's performance. It answers four fundamental questions. What do we want for our students? Where do we want our schools to be in the next three years? How will we get there? How will we know we were successful? Background information is presented that describes the continuous improvement planning process.

CIP from 1999-2002

The Continuous Improvement Plan for the Westlake City School District was adopted by the Board of Education on February 24, 2000 following its development from May to November 1999. The five-year, data-based accountability plan (1999-2004) included: (1) analysis of needs and strengths, (2) sets of goals, performance indicators, and strategies, (3) action plans for each goal (tasks, responsibilities, resources, timelines), (4) action plan chronology, and (5) structure for annual audits of performance indicators.

A Continuous Improvement Plan Monitoring Committee was established shortly after the adoption of the CIP in order to assess the implementation of action plans, status of yearly performance indicators, and degree to which CIP goals were reached. This committee met periodically to review data submitted by individuals identified as "persons responsible" for implementation of specific action plans during a given interval of time. In addition, performance audits were conducted relative to performance indicators.

Because of changes in the district, educational events, and state mandates after 1999, a formative review was suggested, since nearly three years of the CIP were completed. An independent progress review was conducted to: (1) provide a neutral, external analysis of CIP accomplishments to date and (2) serve as a basis for any CIP mid-course adjustments. Dr. Vincent Melograno, school improvement specialist from Cleveland State University, conducted the progress review during March and April 2002. Each district goal was analyzed and performance audits were conducted for years 1999-2000 and 2000-2001. In addition, sets of commendations and recommendations were generated. The monitoring committee provided additional information that resulted in final performance audits for the first three years.

CIP Update for 2002-2004

A representative committee of school community members was established with the goal of updating the contents of the Continuous Improvement Plan, given (1) the progress made thus far, (2) areas which continue to require attention, (3) feedback from the CIP Monitoring Committee, and, (4) recent developments in state and federal standards and legislation. The committee established as its main goal the update of goals, action plans, and performance indicators for the next three school years (2002-2005).

The summer update committee began its efforts by reviewing audits of performance indicators from the past three years, as well as a review of recent developments at the state level (e.g., SB 1) and at the federal level (e.g., re-authorization of the Elementary and Secondary Education Act through "No Child Left Behind"). Parameters of new state and federal legislation were carefully considered when considering future activity.

Many key performance indicators that are pertinent each school year were maintained in the updated CIP, and others were newly added in order to assess progress relative to new action plans and initiatives. A decided emphasis was placed on establishing performance indicators that are measurable by relevant data that can be reliably collected.

CIP Update for 2004-2007

Because of developments in state and federal standards and legislation, particularly the transition from state proficiency tests to achievement tests, it was decided to update the Continuous Improvement Plan during summer 2004. The committee established as its main purpose the identification of district strengths and needs, performance indicators in support of established goals, and action plans for achieving performance indicators for the next three school years (2004-2007).

An “environmental scan” was conducted to determine what district assets are to be strengthened and what needs are to be met. Information was gathered by looking back (successes and disappointments), looking outward (external forces), looking inward (internal conditions), and looking forward (opportunities and threats). As a result of this activity, a set of needs and strengths was generated. A need is the difference between current and desired conditions. A strength is an existing or emerging capacity for improvement. The needs and strengths were ranked to help guide the 2004 CIP revision process. Also, the district CIP served as the framework for the development of individual School Improvement Plans (SIPs).

CIP Update for 2006-2008

After the CIP independent audit was conducted for the 2005-2006 year, it was determined that a formative review was needed. Again, educational changes prompted this need (e.g., data management systems, value-added assessment, technology advances). The summer 2006 update committee decided to maintain the previous long-range goals and to focus on the most relevant areas of improvement over the next two years. The CIP Monitoring Committee will provide oversight to ensure that action tasks are completed and to audit the performance indicators. Membership on the 2006-2008 committee will be representative of the persons served by the CIP. To maintain CIP continuity, staggered terms will be established for selected representatives.

CIP Update for 2008-2010

The members of the revision committee who carried out this CIP revision process were:

Carole Applegate	Teacher, Holly Lane Elementary
Cathy Axcell	Parent
Renee Bailey	Technology Coordinator
Mark Bregar	Principal, Parkside Intermediate
Laura Cooley	Secretary to the Principal, Hilliard Elementary
Diane Corrigan	Parent
Mary Flanagan	Principal, Hilliard Elementary
Tim Freeman	Principal, High School
Karen Glesius	Teacher, Dover Elementary
Pam Griebel	Director of Academic Services
Beth Huffman	Social Studies Teacher, High School
Dan Keenan	Superintendent
Mike Laub	Principal, Dover Elementary
Stephanie Mavis	Teacher, Hilliard Elementary
Jen Medved	Teacher, Bassett Elementary
Christina Meecha	Intervention Specialist, Hilliard Elementary
Vincent Melograno	School Improvement Facilitator, Cleveland State University
Nick Miller	Teacher, Holly Lane Elementary
Jessica Molenaar	Teacher, Burneson Middle
Stephanie Morgan	Director of Pupil Services
Dave Newman	Principal, Burneson Middle
Tim Rickard	Principal, Bassett Elementary
Jim Sanfilippo	Assistant Principal, Burneson Middle
Mimi Verdone	Principal, Holly Lane Elementary

BELIEFS, VISION, AND MISSION

The inspiring ideas for a continuous improvement plan come from the district's beliefs, vision, and mission. Beliefs are the principles and concepts that govern the district's decisions and actions. They influence the district's picture of the future (vision) and the reason the district exists (mission). The beliefs, vision, and mission of the Westlake City School District follow.

The Westlake City Schools believe that students come first, that the dignity and worth of each individual is to be respected, and that learning is a lifelong process. We further believe that:

- **Successful students** are ready to learn, display appropriate behavioral and social skills, assume responsibility, and work to reach their full potential. They are enthusiastic about learning, possess strong academic skills, and strive for excellence.
- **Supportive families** are proactive and involved in all aspects of their children's education, assist their children with schoolwork, encourage their children to make positive choices and to be responsible for their actions, offer guidance and motivation so their children reach their full potential, and work in partnership with schools.
- **Excellent teachers** care for their students, are knowledgeable regarding subject matter and effective instructional strategies, and engage students in meaningful learning experiences.
- **Excellent principals** are knowledgeable and provide meaningful instructional and managerial leadership. They create a safe, orderly, professional, and supportive environment, empower all staff by providing opportunities for professional development, and communicate effectively with all constituents.
- **Ideal learning environments** are child-centered, stimulating and positive, free from distractions, appropriate in class size, and include ample and varied resources. Students and staff feel safe physically and emotionally, and devote themselves to academic and personal achievement.
- **Helpful community members, organizations, and businesses** celebrate their schools' and students' accomplishments, share resources, and engage in dialogue.
- **All constituents** are needed for a professional learning community that is characterized by shared mission, vision, and values, collective inquiry, collaborative teams, research-based action orientation and experimentation, continuous improvement, and results orientation.

Vision Statement

The Westlake City School District will provide a dynamic, student-centered, 21st century learning environment. Our district will be characterized by high achievement, actively engaged learners, mutual respect, shared knowledge, pursuit of new skills and capabilities, collaborative learning, willingness to take action, a team commitment to data-driven continuous improvement, and tangible results.

Mission Statement

WE EDUCATE FOR EXCELLENCE . . .

Empowering all students to achieve their educational goals,
to direct their lives, and to contribute to society.

STRATEGIC DECISION MAKING

Strategic decisions were made to determine what improvements to seek, how to measure results, and how to ensure that improvement occurs. Because this CIP was limited to the next two years (2008-2010), a more targeted process was used consisting of four steps, each step requiring more specific thinking than the one before: (1) identifying goals, (2) establishing areas of focus and supporting themes, (3) setting performance results indicators, and (4) developing action plans. The result of each step of this process is presented.

Goals

Goals are statements that give additional meaning and emphasis to the district's mission and vision, help target the district's resources, and serve as a foundation for the strategies that will guide day-to-day operations. Goals present the big picture of how a district will meet its needs. After careful analysis, it was determined that previous goals remain as the context for short-term planning and strategic decision making. The goals are:

- GOAL A: The Westlake City School District will be a **high student performance** district.
- GOAL B: The district will provide appropriate programs and interventions that meet the **individual needs** of each student (inclusion, social/emotional, crises, academic, and other needs).
- GOAL C: The district's **curriculum and assessment** models will exceed Ohio's content standards, benchmarks, and grade-level indicators.
- GOAL D: The district will establish multiple avenues of meaningful, ongoing **communication** among students, families, staff, administration, and community members.
- GOAL E: The district will continue to strengthen **learning opportunities through affiliations** with business/industry and all community members.
- GOAL F: The district will continue to acquire and integrate **resources and technology** in all facets of the educational program to support the continuous improvement of student performance.
- GOAL G: Each year, the district will achieve the designation of an "**excellent**" **school district** as determined by the state of Ohio and/or federal performance indicators.

Focus Areas

For this two-year CIP, it was necessary to determine the most relevant short-term targets. The following core concept was determined to serve as the foundation for the 2008-2010 CIP:

***Value-Added Student Achievement for All:
Toward 21st Century Success Within the Global Community***

The meaning and principles underlying the core concept provided direction for developing the components of the CIP. Two focus areas were identified as extensions of the core concept. The focus areas for the next two years are:

- A. Curriculum, instruction, and assessment alignment
- B. Varied learning needs

In developing these focus areas, other important and relevant concerns of contemporary education were recognized. Therefore, several themes were identified and considered in support of the focus areas. The themes represent elements and/or tools that serve an integrating function. They are interwoven across the focus areas in varying degrees. The themes are: (a) professional development, (b) technology, (c) standards-based achievement, (d) positive learning environment, (e) data management, and (f) communication. The focus areas and supporting themes will be realized only if everyone in the district remains committed to these aspects over the next two years. The focus areas for the 2008-2010 Westlake CIP are described in detail in Table 1.

Table 1
FOCUS AREA DESCRIPTIONS

<i>Value-Added Student Achievement for All: Toward 21st Century Success Within the Global Community</i>	
<u>Focus Area A</u>	<u>Focus Area B</u>
The district will support and engage in <u>curriculum, instruction, and assessment alignment</u> that includes contemporary global student outcomes, vertical articulation, research-based best practices, curriculum maps, formative assessment data to guide instruction, and comprehensive, research-based interventions.	The district will meet the <u>varied learning needs</u> of all students through a standards-based program that recognizes high levels of learning for all, including identified sub-groups (e.g., ELL, gifted, SWD, at-risk), people of different cultures and language, individual readiness to learn, social-emotional needs, and response to intervention (RTI).

Performance Results Indicators

The focus areas were translated into results that can be observed and measured. Effective indicators, accompanied by consistent data collection and analysis, help to focus on results and continuously monitor progress. Performance results indicators ensure that continuous improvement stays on course. They describe in specific, measurable terms how the district will know it is achieving its goals. The performance results indicators for the established CIP focus areas are revealed in Table 2.

Table 2
FOCUS AREAS AND PERFORMANCE INDICATORS

FOCUS AREAS	PERFORMANCE INDICATORS
<p>FOCUS AREA A: The district will support and engage in <u>curriculum, instruction, and assessment alignment</u> that includes contemporary global student outcomes, vertical articulation, research-based best practices, curriculum maps, formative assessment data to guide instruction, and comprehensive, research-based interventions.</p>	<ol style="list-style-type: none"> 1. By June 2009, student achievement in AYP sub-groups will increase to meet AYP state standards. 2. Each year, all students will exceed the value-added state standard for growth in grades 3 to 8. 3. By June 2010, extended learning opportunities will be identified/developed beyond the current options that exist for: (a) pre-K [full day], (b) kindergarten [full-day], (c) summer programming [enrichment, comprehensive intervention], (d) project-based learning, (e) post-secondary options, (f) financial literacy, (g) global awareness, (h) entrepreneurial skills, (i) gifted education [beyond WINGS, international baccalaureate]. 4. By June 2010, the high school will have a structure that that uses real data to measure growth in addition to achievement. 5. By June 2010, comprehensive curriculum maps will be utilized that incorporate 21st century skills, project based learning, integrated subject areas, and higher order thinking skills. 6. By June 2010, teachers will embed 21st century skills through new technology into instructional practices. 7. By August 2009, establish a collaborative planning time schedule for each grade level and department.
<p>FOCUS AREA B: The district will meet the <u>varied learning needs</u> of all students through a standards-based program that recognizes high levels of learning for all, including identified sub-groups (e.g., ELL, gifted, SWD, at-risk), people of different cultures and language, individual readiness to learn, social-emotional needs, and response to intervention (RTI).</p>	<ol style="list-style-type: none"> 1. By January 2010, the district will have data management systems in place for monitoring progress at all levels (K-4, 5-6, 7-8, and 9-12). 2. By October 2009, collaborative planning time will be used to analyze student data to inform and adjust instruction as revealed through lesson plans and agendas/recorded minutes of staff meetings. 3. By June 2009, a comprehensive, research-based set of behavior and academic interventions and services associated with the three-tiered pyramid of services (POS) will be in place. 4. By June 2010, a proportional random selection of fifty student files across grade level bands (K-2, 3-5, 6-8, 9-10, 11-12) will reflect full implementation of RTI/POS. 5. By July 2010, the percentage of students in each tier will match benchmarks as measured by the selected data management/progress monitoring systems. 6. By June 2010, approved strategies from the ethnic diversity study committee will be implemented and evaluated. 7. By September 2009, the high school will implement a schedule flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively and to allow for effective teacher training/planning.

Action Plans

The last step in the decision making process was to develop a set of action plans for achieving the performance indicators associated with each focus area. Action planning involved the following decisions: (1) designing the necessary tasks (what will be done), (2) assigning responsibility for each task (who will do it), (3) determining costs and allocating resources (how we will support it), and (4) establishing start and completion dates (when it will be done). The CIP action plans for the two focus areas are detailed in Tables 3 and 4, respectively. The tasks are coded according to the following sequence: focus area letter, performance indicator number, and task number. Primary responsibility for tasks is indicated in bold.

Table 3
Action Plan for Focus Area A
CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we will support it	TIMELINE When it will be done
PERFORMANCE INDICATOR #1			
By June 2009, student achievement in AYP sub-groups will increase to meet AYP state standards.			
A.1.1 Provide/breakdown AYP data.	Academic services	Job responsibility	September 2008 September 2009
A.1.2 Analyze AYP data.	Pupil services Academic services Principals Teachers	Professional development days Grade level meetings	September 2008 September 2009
A.1.3 Define AYP targets at each grade level.	Pupil services Academic services Principals Teachers	Department meetings	September 2008 September 2009
A.1.4 Use the AYP progress monitoring system to define programs and make instructional and curricular adjustments and modification.	Pupil services Academic services Principals Teachers	Professional development days	Ongoing
PERFORMANCE INDICATOR #2			
Each year, all students will exceed the value-added state standard for growth in grades 3 to 8.			
A.2.1 Provide/breakdown value-added data.	Academic services	Job responsibility	September 2008 September 2009
A.2.2 Analyze value-added data.	Pupil services Academic services Principals Teachers	Professional development days Grade level meetings	September 2008 September 2009
A.2.3 Define value-added targets at each grade level.	Pupil services Academic services Principals Teachers	Department meetings	September 2008 September 2009
A.2.4 Use the value-added progress monitoring system to define programs and make instructional and curricular adjustments and modification.	Pupil services Academic services Principals Teachers	Professional development days	Ongoing

(Continued)

Table 3 (continued)
 Action Plan for Focus Area A
 CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we will support it	TIMELINE When it will be done
PERFORMANCE INDICATOR #3			
By June 2010, extended learning opportunities will be identified/developed beyond the current options that exist for: (a) pre-K [full day], (b) kindergarten [full-day], (c) summer programming [enrichment, comprehensive intervention], (d) project-based learning, (e) post-secondary options, (f) financial literacy, (g) global awareness, (h) entrepreneurial skills, (i) gifted education [beyond WINGS, international baccalaureate].			
A.3.1 Assign a committee to work on exploring extended learning opportunities.	Superintendent		January 2009
A.3.2 Extended learning opportunities committee will: <ul style="list-style-type: none"> • Define current status • Define how we extend • Make recommendations about what we can do immediately • Recommendations of how to extend. 	Extended learning committee	Released time Compensation Time	June 2009
A.3.3 Determine feasibility of implementing proposed extended learning recommendations; communicate initiatives.	Superintendent		August 2009
A.3.4 Provide plans and resources for implementing extended learning opportunities.	Superintendent		June 2010
PERFORMANCE INDICATOR #4			
By June 2010, the high school will have a structure that that uses real data to measure growth in addition to achievement.			
A.4.1 Create and revise curriculum maps.	Academic services Building administrators Departments Teachers	Professional development days Compensated time	June 2009
A.4.2 Utilize formative assessment to analyze whether students have attained course objectives.	Building administrators Department chairs Teachers	Collaborative planning time	November 2009
A.4.3 Adjust instruction based on short cycle, formative assessment.	Building administrators Teachers	Collaborative planning time	Ongoing

(Continued)

Table 3 (continued)
Action Plan for Focus Area A
CURRICULUM, INSTRUCTION, AND ASSESSMENT ALIGNMENT

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we will support it	TIMELINE When it will be done
PERFORMANCE INDICATOR #5			
By June 2010, comprehensive curriculum maps will be utilized that incorporate 21 st century skills, project based learning, integrated subject areas, and higher order thinking skills.			
A.5.1 Complete initial curriculum maps.	Academic services Principals Teachers	Release time Compensated time	Math, Foreign Language 2008-2009 L. A. 2009-2010
A.5.2 Incorporate curriculum maps into course of study revision.	Academic services	Release time	Math, Foreign Language 2008-2009 L. A. 2009-2010
A.5.3 Utilize <i>Sharepoint</i> to make maps accessible to teachers.	Technology services		Ongoing
A.5.4 Audit curriculum maps and implementation.	Principals Teachers	Grade level meetings Subject level meetings	September 2008 September 2009
A.5.5 Provide professional development to define and illustrate STEM philosophy, practices, and implementation.	Academic services		June 2009
A.5.6 Involve teachers in creating and implementing one STEM-like, project-based unit using technology and partnerships.	Teachers Principals		June 2010
PERFORMANCE INDICATOR #6			
By June 2010, teachers will embed 21 st century skills through new technology into instructional practices.			
A.6.1 Conduct teacher technology survey to determine needs.	Technology staff		September 2008 September 2009
A.6.2 Embed technology standards into curriculum maps.	Academic services Principals Tech Resource Teachers	Professional development days Compensated time Release time	Math 2008-2009 L.A. 2009-2010
A.6.3 Provide professional development to introduce new technology.	Academic services Technology coordinators		January 2009 January 2010
A.6.4 Provide professional development on how to integrate technology into instruction (from foundational use to higher order instructional strategies).	Academic services Technology coordinators	Professional development days Compensated time Release time	June 2010
PERFORMANCE INDICATOR #7			
By August 2009, establish a collaborative planning time schedule for each grade level and department.			
A.7.1 Evaluate current available time for collaboration.	Principals		December 2008
A.7.2 Define the amount and frequency of time suitable for collaboration per grade level.	Academic services Principals Department chairs Teachers	Professional development days Department meetings Staff meetings	December 2008
A.7.3 Create a schedule that establishes collaborative planning time.	Principals Department chairs Teachers		August 2009
A.7.4 Evaluate and adjust time for collaboration within school schedules.	Principals Department chairs Teachers		June 2010

Table 4
Action Plan for Focus Area B
VARIED LEARNING NEEDS

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we will support it	TIMELINE When it will be done
PERFORMANCE INDICATOR #1			
By January 2010, the district will have data management systems in place for monitoring progress at all levels (K-4, 5-6, 7-8, and 9-12).			
B.1.1 Form data management system (DMS).	Pupil services Academic services		September 2008
B.1.2 Determine purpose and content; define DMS meaning and vocabulary.	DMS committee Pupil services Academic services		November 2008
B.1.3 Investigate DMSs options and research.	DMS committee Pupil services Academic services		February 2009
B.1.4 Select, acquire, and build data management systems.	DMS committee Pupil services Academic services	Vendor presentations Financial support Release time	March 2009
B.1.5 Determine DMSs training needs.	DMS committee Pupil services Academic services		April 2009
B.1.6 Create structure, time, and strategies for use relative to assessment and data entry.	DMS committee Pupil services Academic services		April 2009
B.1.7 Implement DMSs training.	DMS committee Pupil services Academic services	Determined by DMS committee	June 2009
B.1.8 Initiate use of DMSs with real student data.	DMS committee Pupil services Academic services	TBD	September 2009
B.1.9 Create and support DMSs evaluation team.	DMS committee Pupil services Academic services	Evaluation rubric(s)	October 2009
B.1.10 Evaluate DMSs quality and usage.	DMS committee Pupil services Academic services		January 2010
B.1.11 Adjust DMSs as indicated from evaluation.	DMS committee Pupil services Academic services		Ongoing
PERFORMANCE INDICATOR #2			
By October 2009, collaborative planning time will be used to analyze student data to inform and adjust instruction as revealed through lesson plans and agendas/recorded minutes of staff meetings.			
B.2.1 Define common elements of data team meetings (process and product): <ul style="list-style-type: none"> • What data to use • Evaluating assessment • Adjusting curriculum maps • Selecting interventions • Effective lessons • Effective practices 	Academic services Pupil services Principals Teachers	Consultants Print resources	January 2009
B.2.2 Define protocol for meetings and for recording what is decided from collaborative planning time.	DMS committee Academic services Pupil services Principals Teachers		August 2009

(Continued)

Table 4 (continued)
Action Plan for Focus Area B
VARIED LEARNING NEEDS

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we will support it	TIMELINE When it will be done
PERFORMANCE INDICATOR #3			
By June 2009, a comprehensive, research-based set of behavior and academic interventions and services associated with the three-tiered pyramid of services (POS) will be in place.			
B.3.1 Establish district leadership team (DLT) to create a district wide vocabulary.	DMS/DLT committees Academic services Pupil services		April 2009
B.3.2 Formalize a menu of interventions per tier per grade level band.	DMS/DLT committees Academic services Pupil services	Training materials	April 2009
B.3.3 Establish decision making rules: <ul style="list-style-type: none"> • Assessment/progress monitoring • Intervention • Timing 	DMS/DLT committees Academic services Pupil services		May 2009
B.3.4 Clarify roles and responsibilities (data collection, IAT meetings, who provides interventions).	DMS/DLT committees Academic services Pupil services		May 2009
B.3.5 Create types of documentation, forms, and graphs.	DMS/DLT committees Academic services Pupil services		May 2009
PERFORMANCE INDICATOR #4			
By June 2010, a proportional random selection of fifty student files across grade level bands (K-2, 3-5, 6-8, 9-10, 11-12) will reflect full implementation of RTI/POS.			
B.4.1 Create an internal accountability check.	Academic services Pupil services DMS committee		January 2010
B.4.2 Conduct a comprehensive accountability check as part of the next CIP cycle.	Superintendent Academic services Pupil services		During 2010-2011
PERFORMANCE INDICATOR #5			
By July 2010, the percentage of students in each tier will match benchmarks as measured by the selected data management/progress monitoring systems.			
B.5.1 Define criteria for tier placement.	Academic services Pupil services DMS committee		May 2009
B.5.2 Measure "match" between established benchmarks and measured benchmark percentages.	Academic services Pupil services		July 2010

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Table 4 (continued)
 Action Plan for Focus Area B
 VARIED LEARNING NEEDS

TASKS What will be done	RESPONSIBILITIES Who will do it	RESOURCES How we will support it	TIMELINE When it will be done
PERFORMANCE INDICATOR #6			
By June 2010, approved strategies from the ethnic diversity study committee will be implemented and evaluated.			
B.6.1 Study and determine course of action.	Superintendent Administrative council		January 2009
B.6.2 Develop action steps and strategy.	Superintendent Administrative council		June 2009
B.6.3 Implement strategies to improve school climate.	Superintendent Administrative council		November 2009
B.6.4 Conduct post-assessment of climate.	Superintendent Administrative council	Positive behavior support survey	June 2010
PERFORMANCE INDICATOR #7			
By September 2009, the high school will implement a schedule flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively and to allow for effective teacher training/planning.			
B.7.1 Increase time for sustained learning by adjusting length of periods.	High school principal Central office staff		February 2009
B.7.2 Integrate curriculum.	High school principal Central office staff		August 2009
B.7.3 Increase frequency for collaborative planning.	High school principal Central office staff		August 2009

IMPLEMENTATION AND RESULTS

The CIP revision committee developed and revised the various components of this continuous improvement plan. The following sections describe the recommended action steps for implementing the CIP and the performance indicators for determining the results.

Implementing Action Plans

The action plans for the targeted performance indicators that support each focus area contain tasks, responsibilities, and timelines (see Tables 3 and 4). These elements serve as the basis for implementing the CIP. Implementation means putting the plan into practice by carrying out the tasks identified for each indicator, collecting data, measuring progress against indicators, and conducting evaluation procedures. To facilitate the implementation process, these action tasks, corresponding timelines, and responsibilities are arranged chronologically for 2008-2009 and 2009-2010 in Table 5 and Table 6, respectively. It is expected that those individuals or groups of persons designated will be accountable for carrying out the particular tasks.

Results of Performance Indicators

In order to determine the overall progress of the CIP, a major review will be conducted during each school year. The review will examine progress toward each of the performance indicators (see Table 2). For indicators being met, the district will determine what new strengths and opportunities are emerging from this success. For indicators not being met, the district will determine whether or not action plans are being implemented and evaluate the strategies being used. This examination will be conducted by the CIP monitoring committee using the performance indicators audit form in Table 7 and Table 8 for years 2008-2009 and 2009-2010, respectively. At that time, focus areas, indicators, and strategies will be reviewed to determine whether CIP revisions are needed.

Table 5
2008-2009 ACTION PLAN CHRONOLOGY

DATE	FOCUS AREA /INDICATOR /TASK	RESPONSIBILITY
September 2008	A.1.1 Provide/breakdown AYP data.	Academic services
September 2008	A.1.2 Analyze AYP data.	Pupil services Academic services Principals Teachers
September 2008	A.1.3 Define AYP targets at each grade level.	Pupil services Academic services Principals Teachers
September 2008	A.2.1 Provide/breakdown value-added data.	Academic services
September 2008	A.2.2 Analyze value-added data.	Pupil services Academic services Principals Teachers
September 2008	A.2.3 Define value-added targets at each grade level.	Pupil services Academic services Principals Teachers
September 2008	A.5.4 Audit curriculum maps and implementation.	Principals Teachers
September 2008	A.6.1 Conduct teacher technology survey to determine needs.	Technology staff
September 2008	B.1.1 Form data management system (DMS).	Pupil services Academic services
November 2008	B.1.2 Determine purpose and content; define DMS meaning and vocabulary.	DMS committee Pupil services Academic services
December 2008	A.7.1 Evaluate current available time for collaboration.	Principals
December 2008	A.7.2 Define the amount and frequency of time suitable for collaboration per grade level.	Academic services Principals Department chairs Teachers
January 2009	A.3.1 Assign a committee to work on exploring extended learning opportunities.	Superintendent
January 2009	A.6.3 Provide professional development to introduce new technology.	Academic services Technology coordinators
January 2009	B.2.1 Define common elements of data team meetings (process and product): <ul style="list-style-type: none"> • What data to use • Evaluating assessment • Adjusting curriculum maps • Selecting interventions • Effective lessons • Effective practices 	Academic services Pupil services Principals Teachers
January 2009	B.6.1 Study and determine course of action.	Superintendent Administrative council
February 2009	B.1.3 Investigate DMS options and research.	DMS committee Pupil services Academic services
February 2009	B.7.1 Increase time for sustained learning by adjusting length of periods.	High school principal Central office staff
March 2009	B.1.4 Select, acquire, and build data management systems.	DMS committee Pupil services Academic services

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Table 5 (continued)
2008-2009 ACTION PLAN CHRONOLOGY

DATE	FOCUS AREA / INDICATOR / TASK	RESPONSIBILITY
April 2009	B.1.5 Determine DMS training needs.	DMS committee Pupil services Academic services
April 2009	B.1.6 Create structure, time, and strategies for use relative to assessment and data entry.	DMS committee Pupil services Academic services
April 2009	B.3.1 Establish district leadership team (DLT) to create a district wide vocabulary.	DMS/DLT committees Academic services Pupil services
April 2009	B.3.2 Formalize a menu of interventions per tier per grade level band.	DMS/DLT committees Academic services Pupil services
May 2009	B.3.3 Establish decision making rules: <ul style="list-style-type: none"> • Assessment/progress monitoring • Intervention • Timing 	DMS/DLT committees Academic services Pupil services
May 2009	B.3.4 Clarify roles and responsibilities (data collection, IAT meetings, who provides interventions).	DMS/DLT committees Academic services Pupil services
May 2009	B.3.5 Create types of documentation, forms, and graphs.	DMS/DLT committees Academic services Pupil services
May 2009	B.5.1 Define criteria for tier placement.	Academic services Pupil services DMS committee
June 2009	A.3.2 Extended learning opportunities committee will: <ul style="list-style-type: none"> • Define current status • Define how we extend • Make recommendations about what we can do immediately • Recommendations of how to extend. 	Extended learning committee
June 2009	A.4.1 Create and revise curriculum maps.	Academic services Building administrators Departments Teachers
June 2009	A.5.5 Provide professional development to define and illustrate STEM philosophy, practices, and implementation.	Academic services
June 2009	B.1.7 Implement DMS training.	DMS committee Pupil services Academic services
June 2009	B.6.2 Develop action steps and strategy.	Superintendent Administrative council
August 2009	A.3.3 Determine feasibility of implementing proposed extended learning recommendations; communicate initiatives.	Superintendent
August 2009	A.7.3 Create a schedule that establishes collaborative planning time.	Principals Department chairs Teachers
August 2009	B.2.2 Define protocol for meetings and for recording what is decided from collaborative planning time.	DMS committee Academic services Pupil services Principals Teachers
August 2009	B.7.2 Integrate curriculum.	High school principal Central office staff
August 2009	B.7.3 Increase frequency for collaborative planning.	High school principal Central office staff

(Continued)

Table 5 (continued)
2008-2009 ACTION PLAN CHRONOLOGY

Math, Foreign Language 2008-2009	A.5.1 Complete initial curriculum maps.	Academic services Principals Teachers
Math, Foreign Language 2008-2009	A.5.2 Incorporate curriculum maps into course of study revision.	Academic services
Math 2008-2009	A.6.2 Embed technology standards into curriculum maps.	Academic services Principals Tech Resource Teachers
Ongoing	A.1.4 Use the AYP progress monitoring system to define programs and make instructional and curricular adjustments and modification.	Pupil services Academic services Principals Teachers
Ongoing	A.2.4 Use the value-added progress monitoring system to define programs and make instructional and curricular adjustments and modification.	Pupil services Academic services Principals Teachers
Ongoing	A.4.3 Adjust instruction based on short cycle, formative assessment.	Building administrators Teachers
Ongoing	A.5.3 Utilize <i>Sharepoint</i> to make maps accessible to teachers.	Technology services
Ongoing	B.1.11 Adjust DMSs as indicated from evaluation.	DMS committee Pupil services Academic services

Table 6
2009-2010 ACTION PLAN CHRONOLOGY

DATE	FOCUS AREA / INDICATOR / TASK	RESPONSIBILITY
September 2009	A.1.1 Provide/breakdown AYP data.	Academic services
September 2009	A.1.2 Analyze AYP data.	Pupil services Academic services Principals Teachers
September 2009	A.1.3 Define AYP targets at each grade level.	Pupil services Academic services Principals Teachers
September 2009	A.2.1 Provide/breakdown value-added data.	Academic services
September 2009	A.2.2 Analyze value-added data.	Pupil services Academic services Principals Teachers
September 2009	A.2.3 Define value-added targets at each grade level.	Pupil services Academic services Principals Teachers
September 2009	A.5.4 Audit curriculum maps and implementation.	Principals Teachers
September 2009	A.6.1 Conduct teacher technology survey to determine needs.	Technology staff
October 2009	B.1.8 Initiate use of DMSs with real student data.	DMS committee Pupil services Academic services
October 2009	B.1.9 Create and support evaluation team.	DMS committee Pupil services Academic services
November 2009	A.4.2 Utilize formative assessment to analyze whether students have attained course objectives.	Building administrators Department chairs Teachers
November 2009	B.6.3 Implement strategies to improve school climate.	Superintendent Administrative council
January 2010	A.6.3 Provide professional development to introduce new technology.	Academic services Technology coordinators
January 2010	B.1.10 Evaluate DMSs quality and usage.	DMS committee Pupil services Academic services
January 2010	B.4.1 Create an internal accountability check.	Academic services Pupil services DMS committee
June 2010	A.3.4 Provide plans and resources for implementing extended learning opportunities.	Superintendent
June 2010	A.5.6 Involve teachers in creating and implementing one STEM-like, project-based unit using technology and partnerships.	Teachers Principals
June 2010	A.6.4 Provide professional development on how to integrate technology into instruction (from foundational use to higher order instructional strategies).	Academic services Technology coordinators
June 2010	A.7.4 Evaluate and adjust time for collaboration within school schedules.	Principals Department chairs Teachers
July 2010	B.5.2 Measure “match” between established benchmarks and measured benchmark percentages.	Academic services Pupil services
June 2010	B.6.4 Conduct post-assessment of climate.	Superintendent Administrative council

(Continued)

Table 6 (continued)
2009-2010 ACTION PLAN CHRONOLOGY

Language Arts 2009-2010	A.5.1 Complete initial curriculum maps.	Academic services Principals Teachers
Language Arts 2009-2010	A.5.2 Incorporate curriculum maps into course of study revision.	Academic services
Language Arts 2009-2010	A.6.2 Embed technology standards into curriculum maps.	Academic services Principals Tech Resource Teachers
Ongoing	A.1.4 Use the AYP progress monitoring system to define programs and make instructional and curricular adjustments and modification.	Pupil services Academic services Principals Teachers
Ongoing	A.2.4 Use the value-added progress monitoring system to define programs and make instructional and curricular adjustments and modification.	Pupil services Academic services Principals Teachers
Ongoing	A.4.3 Adjust instruction based on short cycle, formative assessment.	Building administrators Teachers
Ongoing	A.5.3 Utilize <i>Sharepoint</i> to make maps accessible to teachers.	Technology services
Ongoing	B.1.11 Adjust DMSs as indicated from evaluation.	DMS committee Pupil services Academic services
During 2010-2011	B.4.2 Conduct a comprehensive accountability check as part of the next CIP cycle.	Superintendent Academic services Pupil services

Table 7
2008-2009 PERFORMANCE INDICATORS AUDIT FORM

Audit Code:
A = Achieved
IP = In Progress
NA = Not Achieved

DATE	INDICATOR (Goal)	AUDIT		
		A	IP	NA
June 2009	Student achievement in AYP sub-groups will increase to meet AYP state standards. (Focus Area A: Curriculum, Instruction, and Assessment Alignment)			
June 2009	A comprehensive, research-based set of behavior and academic interventions and services associated with the three-tiered pyramid of services (POS) will be in place. (Focus Area A: Curriculum, Instruction, and Assessment Alignment)			
August 2009	Establish a collaborative planning time schedule for each grade level and department. (Focus Area A: Curriculum, Instruction, and Assessment Alignment)			
Each year	All students will exceed the value-added state standard for growth in grades 3 to 8. (Focus Area A: Curriculum, Instruction, and Assessment Alignment)			

Table 8
2009-2010 PERFORMANCE INDICATORS AUDIT FORM

Audit Code:
A = Achieved
IP = In Progress
NA = Not Achieved

DATE	INDICATOR (Goal)	AUDIT		
		A	IP	NA
September 2009	The high school will implement a schedule flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively and to allow for effective teacher training/planning. (Focus Area B: Varied Learning Needs)			
October 2009	Collaborative planning time will be used to analyze student data to inform and adjust instruction as revealed through lesson plans and agendas/recorded minutes of staff meetings. (Focus Area B: Varied Learning Needs)			
January 2010	The district will have data management systems in place for monitoring progress at all levels (K-4, 5-6, 7-8, and 9-12). (Focus Area B: Varied Learning Needs)			
June 2010	Extended learning opportunities will be identified/developed beyond the current options that exist for: (a) pre-K [full day], (b) kindergarten [full-day], (c) summer programming [enrichment, comprehensive intervention], (d) project-based learning, (e) post-secondary options, (f) financial literacy, (g) global awareness, (h) entrepreneurial skills, (i) gifted education [beyond WINGS, international baccalaureate]. (Focus Area A: Curriculum, Instruction, and Assessment Alignment)			
June 2010	The high school will have a structure that that uses real data to measure growth in addition to achievement. (Focus Area A: Curriculum, Instruction, and Assessment Alignment)			
June 2010	Comprehensive curriculum maps will be utilized that incorporate 21 st century skills, project based learning, integrated subject areas, and higher order thinking skills. ((Focus Area A: Curriculum, Instruction, and Assessment Alignment))			
June 2010	Teachers will embed 21 st century skills through new technology into instructional practices. (Focus Area A: Curriculum, Instruction, and Assessment Alignment)			
June 2010	A proportional random selection of fifty student files across grade level bands (K-2, 3-5, 6-8, 9-10, 11-12) will reflect full implementation of RTI/POS. (Focus Area B: Varied Learning Needs)			
June 2010	Approved strategies from the ethnic diversity study committee will be implemented and evaluated. (Focus Area B: Varied Learning Needs)			
July 2010	The percentage of students in each tier will match benchmarks as measured by the selected data management/progress monitoring systems. (Focus Area B: Varied Learning Needs)			
Each year	All students will exceed the value-added state standard for growth in grades 3 to 8. (Focus Area B: Varied Learning Needs)			

