

# Claymont City School District Improvement Plan

2016-2019

## District Goal

## Strategies

## Action Steps

**Goal 1:**  
Claymont City School District will increase overall academic achievement across all content areas for all students as evidenced by local report card (LRC) data that will demonstrate an upward trend in the performance index points per year from the 2014-2015 performance points received baseline of 88.5 moving toward a goal target of 120.0, by the release date of the 2018-2019 LRC.

**Strategy 1A:** Implement district-wide pacing guides aligned to the curriculum maps and Ohio Learning Standards (OLS).

**Strategy 1B:** Using data from a variety of assessment tools, student progress will be measured and monitored. Based upon the assessment data, instructional changes across content areas will be implemented (PreK-12).

### **Adult Implementation Indicator:**

100% of Content Areas Teachers will implement the pacing guides as designed.

### **Student Performance Indicator:**

Students will demonstrate an upward trend toward content mastery from 2016-2019 as evidenced by SLOs (PreK), DIBELS (K-3), SLOs and Common Assessments (4-12)

### **Adult Implementation Indicator:**

100% of Content Areas Teachers will use data from a variety of assessment methods to drive instructional changes

### **Student Performance Indicator:**

Students will demonstrate an upward trend toward content mastery from 2016-2019 as evidenced by SLOs (PreK), DIBELS (K-3), SLOs and Common Assessments (4-12)

**A.1** Establish content area committees to develop PK-12 curriculum maps and pacing guides that are vertically aligned with the Ohio Learning Standards.

**A.2** Provide time during PD days to develop PK-12 curriculum maps and pacing guides vertically aligned with the Ohio Learning Standards.

**A.3** Implement PK-12 curriculum maps and pacing guides that are vertically aligned with the Ohio Learning Standards.

**A.4** Monitor the implementation of the curriculum maps and pacing guides as designed for the purpose of identifying any mid-course revisions to maps or guides.

**A.5** Evaluate the effectiveness of the curriculum maps and pacing guides for the purpose of any needed revisions to maps or guides.

**B.1** Administer Benchmark Assessments (DIBELS K-3 Rdg & 4-8 STAR Math/Rdg) or SLO Pre-assessments (PK, 4-12 Content Areas).

**B.2** Provide Professional Development in Data Analysis to all teachers

**B.3** Develop Formative Assessments (Quarterly curriculum-based assessments and short-cycle assessments) to monitor and measure student progress.

**B.4** Monitor the Data Analysis of assessments and progress monitoring.

**B.5** Evaluate the district-wide implementation of Data Analysis to improve instruction.

## Claymont City School District Improvement Plan (cont.)

District Goal	Strategies		Action Steps
<p><b>Goal 1:</b></p> <p>Claymont City School District will increase overall academic achievement across all content areas for all students as evidenced by local report card (LRC) data that will demonstrate an upward trend in the performance index points per year from the 2014-2015 performance points received baseline of 88.5 moving toward a goal target of 120.0, by the release date of the 2018-2019 LRC.</p>	<p><b>Strategy 1C:</b> Implement evidence-based practices for writing instruction across all content areas PreK-12.</p>	<p><b>Adult Implementation Indicator:</b></p> <p>100% of content area PreK-12 teachers will implement evidenced-based practices for writing instruction.</p> <p><b>Student Performance Indicator:</b></p> <p>Students will demonstrate an upward trend toward writing content mastery from 2016-2019 as evidenced by state developed writing rubrics in grades 3—12 or locally developed PreK-2 writing rubrics.</p>	<p>C.1 Research evidenced-based writing practices to be implemented in all content areas &amp; grade levels PK-12</p> <p>C.2 Develop K-2 writing rubrics.</p> <p>C.3 Provide PD on evidenced-based writing practices and consistent scoring of student writing assignments using state &amp; locally developed rubrics PK-12</p> <p>C.4 Monitor implementation of evidenced-based writing practices and use of scoring rubrics for the purpose of identifying any needed PD/coaching.</p> <p>C.5 Evaluate the effectiveness of the district-wide implementation of evidence-based writing practices and use of scoring rubrics as evidenced by an upward trend on writing rubric category scores.</p>
	<p><b>Strategy 1D:</b> Implement the Ohio 5-Step Process in Teacher Based Teams (TBTs) PreK-12.</p>	<p><b>Adult Implementation Indicator:</b></p> <p>100% of TBTs will implement the Ohio 5-Step TBT Process.</p> <p><b>Student Performance Indicator:</b></p> <p>Students will demonstrate an upward trend toward content mastery from 2016-2019 as evidenced by SLOs (PreK), DIBELS (K-3), SLOs and Common Assessments (4-12)</p>	<p>D.1 Based upon district reconfiguration, establish the distributive leadership structure of:</p> <ol style="list-style-type: none"> <li>1. District Leadership Team (DLT),</li> <li>2. Building Leadership Team (BLT),</li> <li>3. Teacher Based Teams (TBTs)</li> </ol> <p>D.2 Develop the DLT (min. quarterly), BLTs (min. monthly), and TBTs (min. weekly) meeting schedule.</p> <p>D.3 Provide job-embedded PD for all staff on the Ohio 5-Step TBT Process.</p> <p>D.4 Monitor the implementation of the Ohio 5-Step Process for the purpose of identifying any needed PD/Coaching.</p> <p>D.5 Evaluate the district-wide implementation of the Ohio Improvement Process (OIP) using the OIP Implementation Criteria &amp; Rubric, for progress toward 4-Exemplary.</p>