

**North Ridgeville City Schools**  
**Strategic Continuous Improvement Plan**  
**CURRICULUM AND INSTRUCTION**

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**CURRICULUM AND INSTRUCTION**

**GOAL 1:** By 2016-2017, 100% of the North Ridgeville City Schools faculty will maintain a high degree of efficacy as measured through the continuation of active functioning Leadership Teams (District Leadership Team (DLT), Building Leadership Team (BLT), Teacher-Based Team (TBT) and Content Study Groups) across the district and in every building within NRCS.

<p><b>Strategy 1.A</b> Continue Building Leadership Teams (BLTs) for the purpose of continuous analysis of data, strategies and actions related to the implementation of state mandates, and monitoring of TBTs.</p>	<p><b>STRATEGY PROGRESS MEASURES</b></p>			
<p><b><u>STRATEGY IMPACT INDICATOR</u></b>  <b>PROGRESS INDICATOR: 100% OF DISTRICT BUILDINGS WILL HAVE FULLY FUNCTIONING TBTs WHO MEET REGULARLY TO ANALYZE DATA AND WORK TO IMPROVE INSTRUCTIONAL STRATEGIES.</b></p>	<p><b>Baseline September 2016</b>  BLTs will work with TBTs to arrange a time and monitor to make sure the TBTs are meeting one hour per month consistently at all buildings using the DLT agenda format. BLTs will report progress to the DLT.</p>	<p><b>October 2016</b>  Staff will have the opportunity to participate in PD within the district. PD is needed to support TBTs and BLTs. DLT's will support BLTs and TBTs.  The DLT will create a format for the end of year status report.</p>	<p><b>September-April 2016/2017</b>  TBTs will continue to analyze student data on a regular basis and use results of data to provide feedback to instruction and student performance.  TBT's will analyze sub scale/strand data from a variety of assessments such as AIMSWEB, STAR, SLO, IEP's, ELA, ECOSF, ASQ-3, Report Card and Big Day for Pre-K to identify targets.</p>	<p><b>April Each Year</b>  All BLTs will present status reports to the DLT including progress made on initiatives, student achievement results, and overall plans for each school year.</p>

<b>Actions</b>				
1.A.1	All TBT and BLT meetings will begin with a consistent agenda that contains student performance data and assessment data.			
1.A.2	BLT and TBT meetings will be scheduled prior to the start of the next school year.			
1.A.3	BLT in using data to analyze and communicate information about the instructional improvement process. Identify needs of core program and targeted interventions.			
1.A.4	The BLT will analyze data and prepare recommendations for staff professional development.			

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<p><b>Strategy 1.B</b> DLT will provide resources to the BLT for the purpose of BLT collaborating with TBTs to develop strategies for differentiating achievement from effort.</p>	<p><b>STRATEGY PROGRESS MEASURES</b></p>				
<p><b>STRATEGY IMPACT INDICATOR</b> <b>PROGRESS INDICATOR:</b> <b>The District will target sub group performance by examining effort and achievement. District personnel will focus on understanding the differences and the relationships between effort and achievement and how to provide specific feedback related to each.</b> <b>100% of teachers will consistently utilize strategies that inform and assess student's effort and achievement.</b></p>	<p><b>September/October 2016</b> Administration, DLTs and BLTs will discuss effort, achievement, grading and feedback at DLT and BLT meetings. Administration and DLT will explore possible professional development related to the topic. All district teachers and administration will be exposed to professional literature by Marzano, Hatie and others.</p>	<p><b>November 2016</b> Teachers will analyze classroom activities and separate the effort and achievement.</p>	<p><b>January 2017</b> Teachers will discuss effort and achievement related to student performance in their TBTs.</p>	<p><b>March/April 2017</b> Teachers will begin to explore feedback and the characteristics of effective feedback. Teachers will practice utilizing effective feedback and discuss their results with TBT and BLT.</p>	<p><b>November 2017</b> Teachers will develop rubrics to provide feedback to students. All BLT members will have participated in one PD opportunity related to effective feedback.  Teachers will develop rubrics relating to effort and achievement and share those with TBT and BLT.</p>

<b>Actions</b>					
1.B.1	The district DLT, BLT and Administration will actively seek out and plan PD and learning opportunities for teachers to learn about and be exposed to the differences and relationships around effort and achievement.				
1.B.2	The district DLT, BLT and Administration will actively seek out and plan PD and learning opportunities for teachers to learn about be exposed to the characteristics and use of feedback and recognition.				
1.B.3	All teachers will practice the implementation of strategies related to effort, achievement, feedback and recognition.				
1.B.4	TBTs will report progress to BLT and DLT.				
1.B.5	BLTs will communicate to parents the relationship between effort and achievement.				

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**GOAL 2:** By 2016-17, 80% of students in all subgroups will improve by one year of growth or greater on benchmark assessments in the following areas: Reading/Literacy (pre K to K) and Math (pre K to K).

<p><b>Strategy 2.A</b> Current Ohio standards, related formative assessments and relevant professional development will be used for each grade level and for each course to insure consistent and focused instruction.</p>	<p><b>STRATEGY PROGRESS MEASURES</b></p>				
<p><b><u>STRATEGY IMPACT INDICATOR</u></b></p> <p><b>PROGRESS INDICATOR:</b> <b>100% OF TEACHERS WILL CONSISTENTLY UTILIZE CURRENT OHIO STANDARDS, FORMATIVE ASSESSMENTS AND PROFESSIONAL DEVELOPMENT TO ENSURE STUDENT GROWTH IN READING/LITERACY AND MATH.</b></p>	<p><b>August/September 2016</b></p> <p>New teachers will be trained to administer and analyze STAR Early Literacy, KRA, ASQ:3, ELA, ECOSF, and Big Day for Pre-K assessments as well as design relevant and rigorous Student Learning Objectives (SLOs) where necessary.</p>	<p><b>September/October 2016</b></p> <p>Teachers will administer STAR Early Literacy, KRA, ASQ:3, ELA, ECOSF, and Big Day for Pre-K assessments as well as pre-assessments related to Student Learning Objectives (SLOs) where necessary.</p>	<p><b>October 2016 - May 2017</b></p> <p>Teachers will analyze STAR Early Literacy, KRA, ASQ:3, ELA, ECOSF, and Big Day for Pre-K assessments as well as SLO pre-assessments. Data will be shared at the TBT, BLT, and DLT levels. Necessary intervention plans will be created.</p>	<p><b>November 2016- May 2017</b></p> <p>Teachers will use STAR Early Literacy, ELA, Big Day for Pre-K, SLO, and relevant formative assessments to progress monitor students, analyze data to inform instruction, share data to identify best practices and adjust strategies as needed to ensure progressive student growth. Share at all levels (TBT, BLT, DLT).</p>	<p><b>November 2016 - June 2017</b></p> <p>Teachers will provide necessary interventions and continually analyze the effectiveness of planned, implemented interventions in order to ensure progressive student growth. Share at all levels (TBT, BLT, DLT).</p>
<p><b>Actions</b></p>					
<p>2.A.1</p>	<p>Teachers will implement lesson plans based upon current Ohio standards and will differentiate instruction for students and subgroups based on analyzed assessment data.</p>				

2.A.2	TBTs will measure students growth using benchmark data and collaborate to share best practices that generate positive results as related to Ohio standards.
2.A.4	Teachers will measure growth associated with implemented intervention strategies to ensure their relevance and effectiveness. Ineffective interventions will be adjusted and/or discontinued.
2.A.3	Common Core Standards will be utilized in Pre-K and K standards-based report cards.

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**GOAL 2:** By 2016-2017, 80% of students in all subgroups will improve by one year of growth or greater on benchmark assessments in the following areas: Reading/Literacy (grades PreK- K-12), Math (grades PreK- K-12).

<p><b>Strategy 2.B</b> Current Ohio standards, related formative assessments, and appropriate student services will be used to identify and target subgroups and individuals that are showing growth rates and/or achievement scores below other peers and peer groups to reduce the achievement gap.</p>	<p><b>STRATEGY PROGRESS MEASURES</b></p>			
<p><b><u>STRATEGY IMPACT INDICATOR</u></b></p> <p><b>PROGRESS INDICATOR: 100% OF TEACHERS WILL UTILIZE ASSESSMENT DATA TO IDENTIFY STUDENTS WHO SHOW GROWTH RATES THAT CONTRIBUTE TO THE ACHIEVEMENT GAP AND TECHNIQUES TO ENSURE STUDENT GROWTH IN READING/LITERACY and MATH.</b></p>	<p><b>September 2016</b></p> <p>Teachers will identify:  Individual students who score below proficient on pre-assessments and therefore need to show a growth rate greater than one year.</p>	<p><b>October 2016 - May 2017</b></p> <p>Teachers will participate in the NRCS IAT process and/or collaborate with team members and identify effective strategies and interventions for assisting students who scored below proficient. NREC teachers will use AIMS Web for progress monitoring. Students performing 25% below on STAR Early Literacy assessments will be benchmarked with Fountas &amp; Pinnell. Lowest 10% will be offered free full day program.</p>	<p><b>October 2016 - May 2017</b></p> <p>TBT will identify and/or create assessments tools that provide an accurate understanding of students' individual instructional needs.  These tools should be designed to measure students' reduction in their achievement gap related to peers.</p>	<p><b>November 2016- May 2017</b></p> <p>NREC's BLT and TBT will consistently monitor students who show a rate less than one year of growth on STAR Reading and Math. Reports will be analyzed bi-monthly and TBT/BLT will ensure that these students are receiving appropriate supports and interventions (IAT, IEP, etc.) needed to ensure student growth related to the reduction of achievement gap.  ECLC will monitor students using the Early Learning Assessment and Big Day for PreK assessments.</p>

		Progress monitoring will be used to measure student growth and analyze effectiveness of interventions.		
<b>Actions</b>				
2.B.1	100% of ELA, Math, Science and Social Studies teachers will analyze assessment data to identify individuals that are growing/achieving below peers. Ongoing data analysis will continue to progress monitor student growth.			
2.B.2	IAT will be used to collaborate and establish interventions for students who are not showing growth in the areas of Reading and Math.			
2.B.3	TBTs will identify and/or create assessments tools that provide an accurate and relevant understanding of students' individual instructional needs and if/how/when students are showing a reduction in their achievement gap related to peers.			
2.B.4	NREC: Monitoring of student growth and identification of struggling students (those who are showing less than one year of growth in Reading and Math) will take place in October, December, February and April of each school year. ECLC: Monitoring of student growth will take place in the Fall and Spring of each school year.			

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**GOAL 3:** By the end of 2016-2017, 90% of students will be at or above benchmark on the STAR Early Literacy/Reading test.

<p><b>Strategy 3.A</b> Assessment data will be analyzed and best practices intervention will be implemented to raise individual students' sub-domain scores to a level to allow for success on the end of year state test.</p>	<p><b>STRATEGY PROGRESS MEASURES</b></p>			
<p><b><u>STRATEGY IMPACT INDICATOR</u></b>  <b>All core academic teachers will develop a system of intervention which allows for the addressing of sub domain deficiencies as identified by the most</b></p>	<p><b>Baseline August 2016</b> ECLC/NREC will get baseline data. Anyone below benchmark will be on a RIMP. Title I Reading Interventions will be provided to qualified students who scored below benchmark.</p>	<p><b>November 2016</b> BLT and TBT will analyze progress monitoring data to guide instructional practices and interventions.</p>	<p><b>January 2017</b> BLT and TBT will analyze current year data to ensure SGP is trending in alignment with established goals and discuss interventions for areas of concern.</p>	<p><b>April-May 2017</b> Students that are not making adequate yearly progress after the implementation of classroom interventions will be recommended to the IAT.</p>

<b>recent state assessments.</b>				
<b>Actions</b>				
3.A.1	Administrators or designee will provide a list of students who achieved at each subdomain level for intervention/enrichments purpose.			
3.A.2	BLT's/TBT's will develop an appropriate intervention plan to address the needs identified by sub-domains.			
3.A.3	Teachers will use STAR assessments or another appropriate measure when STAR is not available in January of 2017 and make adjustments to the implemented intervention and groups.			
3.A.4	Teachers will use STAR assessments or another appropriate measure when STAR is not available in April of 2017 and make adjustments to the implemented intervention and groups.			