

JEFFERSON AREA LOCAL SCHOOLS

Our Vision is to be a pre-K-12 school district that is recognized for its academic excellence and for actively serving and improving the Jefferson Area Local School District's community.

School improvement in the Jefferson Area Local Schools is an ongoing effort to provide an effective education for our students while being responsive to our parents, community and taxpayers. We seek to provide instruction in a caring, safe and healthy learning environment, responsive to each student and in collaboration with families and the community.

*School Improvement
2019-2020*



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[Ohio Department of Education – Strategic Plan](#)

[Download Each Child, Our Future Ohio's Strategic Plan for Education: 2019-2024](#)

[Ohio's Learning Standards Identify what students should know and be able to do](#)

[Model Curriculum for English Language Arts](#)

[Ohio's Model Curriculum with Instructional Supports, ELA-Grades 9-10](#)

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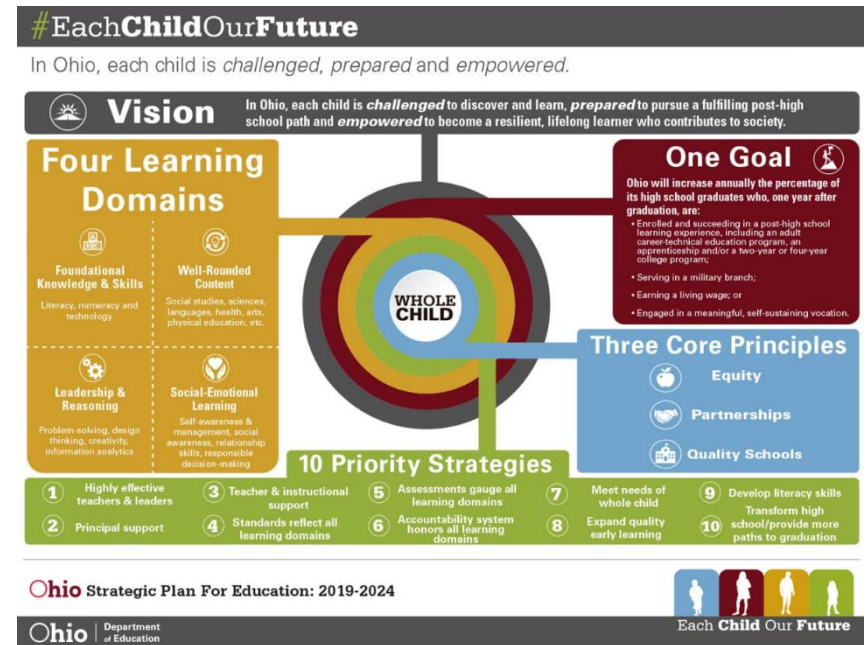
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The Ohio Improvement Process

The Jefferson Area Local School District uses [the Ohio Improvement Process \(OIP\)](#) to develop and guide its School District and Building Improvement Plans and Implementation.

In Stage One of the OIP process the ***District and Building Leadership Teams identifies the district's needs*** by using the state and district data in the decision framework. In addition, the DLT/BLTs also use a variety of data i.e. student academic performance and behavioral data to inform our district's school improvement plan.

In Stage 2 the DLT ***Develops a Focused Plan***. Stakeholders including the local school board, teachers, students and the community through an internal and external engagement process are involved in thinking about the district's overall direction and plan. During Stage 2, critical areas of need for student academic success are identified.

In Stage 3 the district and building teams Implement ***and Monitor the Improvement Plan***. Building Leadership teams review their success in meeting district goals and implementing strategies and action steps in response to the district's goals. This requires that all employees know their responsibilities for ensuring that the goals and strategies are achieved.

In Stage 4 of the process buildings and district leadership teams ***Evaluate the Improvement Process*** by examining the summative impact on student achievement as measured by Aimsweb Benchmark and progress monitoring data, Fountas and Pinnell benchmarking in grade K-6, State test data, value added data for grades 4-8, and tested high school subjects, KRA, and Terra Nova Data for grades 2 and 3, classroom assessments, nine week grade distribution data by subject area and by teacher, ACT data, attendance data and all other data in the district's / building decision framework.

The degree of implementation of initiatives and actions prescribed in the district / building's plan are measured by principal walk-through visits to classrooms, formal evaluation process through the OTES and OPES process, data presented at grade level meetings, monitoring the number of students referred for testing, the sharing of student work samples and review of classroom assessments.

The Jefferson Area Local Schools have adopted the following **Core Principles for School Improvement**:

1. We will use a [collaborative, collegial process](#) to initiate implement our goals and strategies.
2. We will produce one focused plan that aligns all improvement efforts.
3. We will rely on quality data, data interpretation and use data effectively at each grade level.
4. We will expect substantive changes in instructional practice and student performance as a result of our initiatives and professional development.

GOAL 1) The District-wide the percentage of students scoring at least proficient on the 2020 state test in Reading / ELA and Mathematics will increase to the state target by the spring of 2020.

Student Measure

ELA:

The number of students scoring at least proficient in Reading / ELA will increase to the [state target](#). Students will be reading at grade level by the end of grade 3.

Students in grade K-12 will meet the standards for their grade level in each of the following Strands: READING FOR LITERATURE / READING FOR INFORMATION / READING FOUNDATIONS / WRITING / SPEAKING AND LISTENING / LANGUAGE

In grade 6-12

Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

In High school students will demonstrate the ability to read, write and think effectively with the goal of becoming positive contributors to society. Students will acquire an extensive vocabulary through reading, discussion, listening, and word study. Students will be college and career ready in literacy by the end of high school.

If Ohio's standards are implemented with integrity students will:

- Demonstrate Independence
- Have strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures



Click on the circle above to learn how these components work together to help teachers in the classroom.

Adult Implementation:

ELA:

Teachers will:

- Monitor student progress using state and classroom assessments
- Help all students make meaning from text
- Support individual reading growth.

- ✓ Teachers' classroom instruction will emphasize vocabulary and comprehension strategies and literacy response and analysis.
- ✓ Teachers will utilize the state of Ohio's Model Curriculum to implement state standards in Reading / ELA.
- ✓ Teachers K-6 will implement the district's literacy program with integrity as defined in the district's guidelines.

Assessment / Monitoring Student Progress:

- **Aimsweb (grades K-6)**
- **Fountas & Pinnell Benchmark Assessment System (grades K-3)**
- **State Reading Tests (Grades 3-6)**
- **Value Added Reports (Grades 4-6) (7-12)**
- **Classroom Formative Assessment (Grades K-12)**
- **Classroom Summative Assessments, i.e. tests, examination of student work samples, pre assessments (Grades K-12)**
- **The SLO (2019-20 only) (Grades K-12)**

Components of reading / ELA literacy program:

K-6

- Small Group Guided Reading Instruction
- Shared reading
- Small group book clubs
- Reading across the curriculum
- Interactive read aloud strategies
- Close reading strategies focusing on comprehension
- **K-3 Phonics (Foundations) & K-2 Phonemic Awareness using Heggerty**
- **Word Study (Phonics) an intervention in grades 4-6 (source for phonics instruction Reading Street, Just Words or other resources as determined by each grade level).**
- Writing across the curriculum
- Use of Wilson Reading as intervention

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7-12

Writing across the curriculum and address the following Text Types:

- Argument
- Informational/Explanatory Writing
- Narrative Writing
- Texts that Blend Types

Reading across the curriculum

Implement with integrity the following standards:

- Literacy in History/Social Studies, Science, and Technical Subjects 6-12
- General and Writing in History/Social Studies, Science, and Technical Subjects 6-12
- College and Career Readiness Anchor Standards for Speaking and Listening
- College and Career Readiness Anchor Standards for Language
- Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Longitudinal Test Data

English / Language Arts - Reading

Grade Level/EOY test ELA	2015-16 Percent at least Proficient actual	2017 Percent at least Proficient actual	2018 Percent at least Proficient actual	2019 Percent at least Proficient actual	2020 State Target	Grade Level/EOY test ELA	2015-16 Percent at least Proficient actual	2017 Percent at least Proficient actual	2018 Percent at least Proficient actual	2019 Percent at least Proficient actual	2020 State Target
Grade 3	59.30%	68.80%	72%	67%	80%	Grade 7	72.2	76.20%	70%	74%	80%
Grade 4	47.90%	66.70%	71%	64%	80%	Grade 8	54.9	68.30%	63%	74%	80%
Grade 5	64.70%	69.60%	77%	76%	80%	ELA 1	52.9	52.80%	81%	74%	80%
Grade 6	69%	71.30%	70%	60%	80%	ELA 2	49.7	51.80%	67%	81%	80%

Student Measure

Mathematics:

Student scores of at least proficient on the Mathematics Tests at Grade 3,4,5,6,7,8, Algebra I and Geometry will increase to meet [state target](#) in the spring of 2020. During the 2019- 20 school year 100% of grade 3-6 and 7, 8, 9 - 12 teachers either teaching grade level mathematics courses, algebra, geometry or preparing students for these courses in earlier grades will focus instruction and formative assessment on the following areas that have been identified as critical for passage of state assessments at each grade. See: [Mathematics – K-8 Critical Areas of Focus document](#)

Students will demonstrate proficiency in each standard area at their grade level as defined in the expectations for learning in Ohio Model Curriculum for mathematics.

Adult Implementation:

Mathematics:

During the 2019- 20 school year 100% of grade 3-6 and 7, 8, 9 - 12 teachers either teaching grade level mathematics courses, algebra, geometry or preparing students for these courses in earlier grades will focus instruction and formative assessment on the content that have been identified as critical for passage of state assessments at each grade. Reference: [Mathematics - K-8 Critical Areas of Focus document](#)

Teachers K-12 will utilize the state of Ohio’s Model Curriculum for mathematics to implement state standards.

Teachers will define student outcomes by using the expectations for learning section of the model curriculum for each standard at each grade level.

Teachers will focus on the Essential Understandings, Mathematical Thinking, and Instructional Focus components of the model curriculum to guide the choice of lessons, formative and summative assessments and intervention and differentiation practices.

For all content areas teachers will develop and utilize assessments aligned to the standards and that reflect the rigor that they define.

**Longitudinal Test Data
Mathematics**

<i>Grade Level /EOY test Math</i>	<i>2015-16 Percent at least Proficient actual</i>	<i>2017 Percent at least Proficient actual</i>	<i>2018 Percent at least Proficient actual</i>	<i>2019 Percent at least Proficient actual</i>	<i>2020 State Target</i>		<i>Grade Level/EOY test Math</i>	<i>2015-16 Percent at least Proficient actual</i>	<i>2016-17 Percent at least Proficient actual</i>	<i>2017-18 Percent at least Proficient actual</i>	<i>2019 Percent at least Proficient actual</i>	<i>2020 State Target</i>
<i>Grade 3</i>	71%	77.10%	70%	69%	80%		<i>Grade 7</i>	56	55.20%	41%	43%	80%
<i>Grade 4</i>	66.70%	77.80%	81%	73%	80%		<i>Grade 8</i>	44.8	46.70%	54%	55%	80%
<i>Grade 5</i>	67.20%	61.60%	68%	50%	80%		<i>Algebra 1</i>	42.2	52.80%	69%	59%	80%
<i>Grade 6</i>	56.30%	64.70%	64%	58%	80%		<i>Geometry</i>	63.5	51.80%	41%	56%	80%

Instructional Strategies

Strategy 1: 100% of teachers will [differentiate their instruction](#) to address the needs of the diverse students in their classrooms and promote academic success for every student through the use of [Universal design for learning \(UDL\) framework \(see OCALI\)](#)

Description: Test data in the Jefferson Area Local Schools indicate that our students who take classes together with the same teachers, curriculum, resources and time allotted have large discrepancies in their attainment level on state tests. Those students scoring proficient and better tend to score well across all the subscale areas for tests while students scoring limited or basic have deficiencies across subscale areas that are not consistent between students. This along with gap closing data and value added data indicate that we must become instructionally proficient in using [differentiation](#) and accurately addressing individual student needs.

Note: Universal Design for Learning (UDL) and differentiation are not the same.

“The difference between UDL and Differentiated Instruction is that UDL proactively evaluates the classroom instruction and environment and provides access to the content on the front end; differentiated instruction reactively evaluates individual students and retrofits and modifies on the back end.”

UDL is a framework that is used to design a lesson and learning environment with the intent to remove barriers. Using the options suggested within the framework, teachers can establish structures and supports to meet students’ variable learning needs. When using the UDL framework, the goal is to design, from the beginning, a lesson or learning environment that can be accessed by all students.

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The **UDL framework** encompasses three overarching principles that aim to minimize barriers and maximize learning. A universally designed curriculum includes:

- **Multiple means of engagement** to challenge appropriately, to motivate, and to allow learners to express and participate in their interests.
- **Multiple means of representation** to allow various ways of acquiring information and knowledge.
- **Multiple means of expression** to allow alternatives for demonstrating knowledge.

Differentiated instruction begins with identifying the learning styles and preferences of the students.

- Formative assessments are used to determine prior knowledge retention.
- Teachers use the students' learning styles, learning preferences and the formative assessment feedback to select instructional strategies and learning activities best suited to engage students and encourage learning.
- Some students may need additional supports to be successful, and some students may need additional enrichment to move beyond the learning standards.

Action:

Teachers Extend [Formative Instructional Practices](#) to meet the needs of struggling and advanced learners by:

- Regularly assessing students' readiness for learning and achievement of knowledge and skills during instruction
- Facilitating effective classroom discussions and tasks that elicit evidence of learning
- Collecting both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle
- Utilizing data to modify and adjust teaching practices and to reflect on the needs and progress of students

Action:

100% of teachers in grades K-6 will work within the TBT's to create strategies to identify and then intervene with students who have not mastered critical concepts or skills as a part of the instructional process.

Action:

100% of teachers at grade 7 and 8 will work within TBT's and the BLT to create strategies to identify and then intervene with students who have not mastered critical concepts or skills as a part of the instructional process. Involvement of the intervention specialists in double dosing content, providing small group pull-out opportunities and using the Jr. High resource room will be utilized.

Action:

100% of teachers at grades 9-12 will work in grade level and content area meetings to explore strategies for identifying and addressing the needs of students who have not mastered critical concepts or skills as a part of the instructional process. In the high school this will extend to systemic solutions including course structures and how course sections might be developed to address content area deficiencies for larger groups of students who do not have the foundational skills and knowledge to move vertically through the high school curriculum.

Action:

Teachers will study and engage in the use of [Universal design for learning \(UDL\)](#) and [differentiation](#) in their classroom instruction and assessment design. UDL is a framework to improve and optimize teaching and learning for all students based on scientific insights into how humans learn.

Based in neuroscientific research and primary brain networks, UDL is grounded in three key principles that are core to learning:

- **Provide Multiple Means of Representation**
- **Provide Multiple Means of Action and Expression**
- **Provide Multiple Means of Engagement**

Teachers and administrators will see the link between UDL and FIP (formative instructional practices).

[7 Smart, Fast Ways to Do Formative Assessment](#)

Strategy 2: 100% of teachers and administrators will implement the JALSD gifted program using a research-based cluster model.

Description: Cluster grouping is an educational process in which gifted and talented and/or high achieving students are assigned to a heterogeneous classroom within their grade to be instructed by a teacher that has had specialized training in differentiating for gifted learners with the support of a gifted teacher.

Action:

- We will place identified gifted students in clusters in the general education classroom by content area in the student's identified area of giftedness
- Teachers will have the required professional development in gifted education.
- Teacher and students will have ongoing support from Gifted Teacher
- Students have Written Education Plans.
- All regular classroom teachers will complete mandated gifted professional development.
- Projects and assignments will be aligned to each gifted student's classroom work, not independent and non-related.
- Students identified as gifted in reading, math, science, social studies or the arts be challenged in these specific areas.
- It is critical that differentiation be provided to our gifted students and students not identified as gifted but who excel in areas of the curriculum in their regular classroom.

Action:

Provide enhanced educational experiences for gifted students that introduce them to the arts, science, engineering, math and technology careers and hands on activities. To include non-gifted identified students in these events based on interest and aptitude.

Description; Using field trips, speakers, after school activities we expose students to resources, careers, activities and opportunities to apply curricular content knowledge to real-world experiences. The world of work has never been more complex and career paths more fluid. To prepare students for their future we must provide them the tools needed to become successful citizens and members of the world of work.

English / Language Arts / Literacy Strategies

Rock Creek and Jefferson Elementary K-6

Strategy: 100% of ELA / Reading and appropriate content area teachers will implement with integrity our district's literacy program. This includes the use of components from our Basal reading program (grades K-6-Reading Street), guided reading program (grades K-6) and a phonics / Phonemic Awareness program i.e. Foundations grades K-3 & Heggerty Grades K-2

Action: Specific areas of focus include:

- Shared reading
- Small group book clubs
- reading across the curriculum
- **K-3 Phonics (Foundations) & Phonemic Awareness (Heggerty)**
- **Word Study (Phonics) an intervention in grades 4-6 (source for phonics instruction Reading Street, Just Words or other resources as determined by each grade level).**
- Writing across the curriculum
- Use of Wilson Reading as intervention

Strategy: 100% of K-3 teachers will implement the requirements of the [Third Grade Reading Guarantee](#) with integrity.

Action:

The **TGRG** law requires that schools provide student-specific reading support and instruction to identified students within 60 days after identifying the student as not on track. Reading support includes intensive, individualized, and regular instruction using research-based strategies. The [JALS D TGRG program](#) aims to provide students with the resources they need to become on-track in reading. On / Off Track assessment is AIMSWEB Plus.

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Strategy: Employ a **District Literacy / Reading Program Coach (Marsha Howell)** to provide professional development and implementation support to teachers.

Action:

The **Guided Reading and district Literacy Program Coach** will:

- Provide guided reading professional development to teachers (K-6) at Rock Creek and Jefferson Elementary Schools
- Review the Guided Reading Program implementation steps and best practice for: lesson design, teacher practice/role, student role and interaction, choosing materials, measuring progress, benchmarking and using running records.
- Provide Support to teachers and principals in developing and implementing with integrity our district's literacy program for grades K-6

Strategy: Implement with Integrity an ELA curriculum Grade 7, 8, English I and English 2 aligned with Ohio's standards and the test blueprints provided by AIR that guide state tests.

Action:

Jefferson Jr. & Sr. High school will align their ELA curricula to Ohio's 2017 revised standards and the test blueprints provided by AIR. In grades 7-12 Teachers will focus on reading across the curriculum consistent with the key requirements of the State Standards for Reading that "all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers". [See appendix A Common Core Standards ELA](#)

Action: Jefferson Jr. & Sr. High school will align their ELA curricula to Ohio's 2017 revised standards and the test blueprints provided by AIR

Jefferson Jr. & Sr. High school will align their ELA curricula to Ohio's 2017 revised standards and the test blueprints provided by AIR. In grades 7-12 Teachers will focus on reading across the curriculum consistent with the key requirements of the State Standards for Reading that "all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers". [See appendix A for Standards in ELA](#)

Strategy: 100% of teachers in ELA, Social Studies, Science and Technical subjects will review Ohio's Learning Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects with a focus on writing across the curriculum ([Appendix B](#)) and incorporate selected texts as appropriate for their instructional program.

Description:

Because the text samples in [Appendix B](#) serve to exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with, it is important that teachers become familiar with them. Additionally, they are suggestive of the breadth of texts that students should encounter in the text types required by the Standards and these texts can and often do serve as a source for readings on State Tests. The texts in Appendix B are to be used as a guide for teachers in selecting texts of similar complexity, quality, and range for their own classrooms. This is consistent with the district's goals for reading and writing across the curriculum.

Action:

100% of teachers will utilize [Appendix A](#), [Appendix B](#) and [Appendix C](#) from Ohio's ELA Standards during department meetings as a guide for extending reading and writing across the curriculum

Description:

The updated appendices to the standards reflect the revisions adopted in 2017 for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects A. One of the key requirements of the standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete their schooling, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers. The first part of this section makes a research-based case for why the complexity of what students read matters. In brief, while reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K-12 texts have actually declined in sophistication, and relatively little attention has been paid to students' ability to read complex texts independently. B. Text samples primarily serve to exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with. Additionally, they are suggestive of the breadth of texts that students should encounter in the text types required by the Standards. C. Writing samples that have been annotated to illustrate the criteria required to meet Ohio's English Language Arts Learning Standards for types of writing-argument, Common Core State Standards for types of writing-argument, informative/explanatory text, and narrative-in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade.

Strategy: 100% of teachers, in order to improve student achievement in writing and to promote academic success across the curriculum, will incorporate writing into their content area. Promote a schoolwide standard for grammar, structure, syntax, semantics, usage and mechanics in writing that is consistent with the criteria required to meet the State Standards for types of writing – argument, informative/explanatory text, and narrative – in grades K-12.

[See appendix C - Ohio Standards](#)

Action:

Teachers will have students write as a part of the assessment process in their content area. Teachers across the curriculum will reinforce that:

- Writing promotes learning and that the standards for writing taught in ELA is to be used when writing in all content areas.
- Integration of the writing process promotes student participation, a diversity of student voices, and engages students as critical thinkers while promoting their texts as important resources and thinking tools.
- The opportunity to write in every class develops good writers.
- By practicing the thinking and writing conventions of an academic discipline, students begin to communicate effectively within that discipline.

From: College and Career Readiness Anchor Standards for Reading

Grades K-5

NOTE ON RANGE AND CONTENT OF STUDENT WRITING

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 6-12

NOTE ON RANGE AND CONTENT OF STUDENT WRITING

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They must become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Mathematics Strategies

Strategy: 100% of the grade level mathematics, algebra and geometry teachers will create and track performance on formative and summative assessments that are aligned to the grade level mathematics, algebra or geometry test blueprints published by AIR.

Description:

During the 2017- 18 school year 100% of grade 3-6 and 7, 8, 9 - 12 teachers either teaching grade level mathematics courses, algebra, geometry or preparing students for these courses in earlier grades will focus instruction and formative assessment on the following areas that have been identified as critical for passage of state assessments for state tests at each grade. See: Mathematics – K-8 Critical Areas of Focus document

Algebra and Geometry teachers will document their instruction and assessments for the following identified standards: Algebra Number, Quantities, Equations and Expressions: A.SSE.1ab A.CED.1 A.REI.1 A.SSE.2 A.CED.2 A.REI.3 A.CED.3 A.REI.4ab A.APR.1 A.CED.4 Functions: A.REI.11 F.IF.5 A.REI.12 F.IF.6 F.IF.1 F.IF.2 F.IF.3 A.REI.10 F.IF.4 Statistics: S.ID.7 S.ID.8 S.ID.9 Geometry: Congruence and Proof: G.CO.6 G.CO.11 G.GPE.4mG.CO.7G.GPE.5 G.CO.8 G.GPE.6 G.CO.9 G.GPE.7 G.CO.9 G.GPE.7 G.CO.10 Similarity & Trigonometry: G.SRT.1 G.SRT.4 G.SRT.6 G.MG.1 G.SRT.2 G.SRT.5 G.SRT.7 G.MG.2 G.SRT.3 G.SRT.8 G.MG.3 – See: Ohio’s Learning Standards for Mathematics

Action Step: Provide all math teachers with test blueprints, K-8 Critical Focus Guide and Instructional Strategies for Mathematics at their grade level and the grade levels above them.

Description:

All teachers of mathematics will be provided the test blueprints for their grade level and the grade levels above them vertically. Focus will be placed on identifying where in the curriculum students are being taught the critical concepts as identified by AIR and then identify where these skills are taught and assessed.

Benchmark Indicator: Standards are identified within teacher / grade level curriculum maps and model curriculum checklists.

Strategy: 100 % of Jefferson's math teachers will implement Ohio's standards for mathematics with a focus on the rigor they dictate and by using formative instructional practices during the 2019-2020 school year.

Description: Teachers of mathematics will continue the implementation of Ohio's standards for mathematics throughout the 2019-2020 school year by applying Formative Instructional Practices that guide teachers and students in achieving their learning goals.

Formative instructional practices (FIP) are the formal and informal ways that teachers and students gather and respond to evidence of learning. The four core components: 1) Creating and using clear learning targets 2) Collecting and documenting evidence of student learning 3) Analyzing evidence and providing effective feedback 4) Preparing students to take ownership of their learning are the basis for exploring and demonstrating the rigor of the standards and provide the means to measure student performance against the standards.

Intervention Strategy (Jefferson Elementary)

During the 2019-2020 school year, teachers will incorporate a W.I.N.N. (What I Need Now) intervention/enrichment block to improve the academic achievement of all students. An efficient system of monitoring and tracking students will be developed to ensure academic progress.

- a) To be measured through anecdotal notes, walkthroughs, and observation data.

Rigor Strategies

Strategy 100% of our teachers develop curriculum and classroom instruction to reflect the [rigor](#) of Ohio's learning standards in English language arts, mathematics, science, social studies, visual art, music, financial literacy and technology in order to provide students a challenging course of study that will prepare them for success in later life.

Action: Teachers and Principals document and share instructional practices in TBT and BLT meetings that:

- Create a challenging classroom learning environment with high expectations and lessons that incorporate more rigorous opportunities for learning and questioning at higher levels of the **Hess Cognitive Rigor Matrix**
- Move students to more challenging work while simultaneously providing support for students who do not meet targets
- *Provide students with opportunities to demonstrate learning at high levels through increased student engagement.*

Assessment Strategies

Strategy: 100% of teachers focus on the **development and implementation of classroom [formative](#), [summative](#) and [performance based assessments \(including homework\)](#)** in order to enhance their reliability and validity and prepare students for state assessments.

Action:

- Principals and teachers review and evaluate classroom assessments in grade level or department meetings against the [district's rubric for evaluating assessments](#).
- Grade level, department and building meeting agendas and minutes document the study of assessment design and review of classroom assessment
- Grade level, department and building meeting agendas and minutes document the study of the work being done ODE / AIR to provide actionable materials including test blueprints, released test questions, test item analysis, etc. for Ohio's assessments.

Strategy: 100% of teachers and administrators continue the study and implementation of [Formative Instructional Practices \(FIP\)](#) and the [Five Step Process](#) to monitor student progress

Action:

- Documentation of the study of [Formative Instructional Practices \(FIP\)](#) by teachers and administrators in meetings or independent study is provided to the BLT.
- Walkthrough and observation process include documentation of the use of *Formative Instructional Practices (FIP)*.
- Grade level, department and building meeting agendas and minutes document the use of the [Five Step Process](#). Documentation submitted to the superintendent / DLT bimonthly.

Strategy: 100% of teachers and administrators will use data to make instructional decisions.

Description: Evidence, data and clarity on desired outcomes are essential to school improvement. At the state level, Ohio is prioritizing the use of evidence as schools determine what strategies yield maximum results in student success. This is especially important as educators support more and more students with diverse needs. Evidence and data also provide critical feedback that can enable continuous improvement.

The JALSD is committed to using multiple sources of data to make decisions about instruction, identifying student needs and setting academic priorities. Data can be drawn from standardized tests, formative classroom assessment, summative assessments, student work samples and progress monitoring. Student-level data such as attendance, discipline, grades, credit accumulation, and student survey results provide early warning indicators of students who are at risk of educational failure or who might benefit from the additional challenges available to them through gifted instruction, college credit plus or extra-curricular or co-curricular opportunities within our school district.

Jefferson Area Local Schools Improvement Plan 2019-2020

Access to district and building level **achievement data that** evaluates how well students perform against a standard and **progress data (value added)** that measured by how much “gain” or “growth” students make over time is integral to our school improvement process. Teachers and administrators use this data to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions previously taken. Individual student data is utilized to personalize the educational program for all our students. Principals and teachers reflect on and use value added data in pre and post observation and evaluation conferences as a framework for setting personal, department, grade level, building and district instructional and achievement goals.

Action Step: Student data is used to promote collaborative problem-solving and action planning around grade level and content area instruction in Teacher Based team and Building Leadership team meetings.

Action Step: 100% of teachers in the core content areas grades K-6 will use Aimsweb Plus to both benchmark and progress monitor students in the areas of ELA/ Reading and Math.

Description: AimswebPlus screens and monitors the reading and math skills of PreK-12 students. With its set of standards-aligned measures, aimswebPlus is used to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. aimswebPlus also has add-on screeners for behavior and dyslexia for a comprehensive.

Description: We are committed to assessments that are aligned with Ohio’s content standards. We are committed to using a multi-faceted approach to assess students that provides opportunities for focused and timely interventions for students in need. This is true for both students who are struggling, and students who are performing at advanced levels. Formative and summative assessments aligned to the standards provide critical data to teachers throughout the year as they plan their instruction for students’ individual needs.

An effective system of student assessment is critical and must have the following components: (1) multiple measures that are employed throughout the course of learning; (2) blending traditional testing with curriculum-embedded performance tasks; (3) engaging teachers as partners in the process and honoring their judgments; (4) using technology such as student response systems and electronic survey instruments to assess students in the classroom in order to provide immediate feedback that is reliable and informs instruction.

Technology in Support of Instruction and Assessment

Strategy: 100% of teachers and principals will continue through the 2019-2020 school year the process of using technology to transform our classrooms into collaborative inquiry-based learning environments that support the use of formative instructional practices as evidenced by classroom observation, the use of Chrome Books as an instructional and assessment tool. Integrate the use of technology including Chromebooks, (Chromebook Tutorials) Google Classroom and online resources in 100% of classes.

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Action:

- Continue to work on a sustainable funding system for technology integration for the JALSD District and buildings to increase access to technology for all students, staff and members of the community.
- Introduce instructional resources and assessments that help teachers to integrate the [standards for educational technology into K-12 core subject areas](#).
- [The National Educational Technology Standards \(ISTE Standards\)](#) will be integrated into core curriculum courses.
- Staff will participate in ongoing professional development that supports teaching and learning with technology.

Action:

- Continued Chrome Book and Google training provided for teachers.
- Chrome Books K-6 are available to all students through Chromebook carts at each grade level
- Chrome Books distributed to all grade 7, 8, 9, 10, 11, 12 and AP students.
- Teachers in grades 7-12 develop and deliver both content and assessment materials using the Chrome Book.
- Students trained in the use of the Chrome Book. (grades 3-6: for assessment and in classroom; 7-12 for instruction, assessment and research)
- **Digital resources** identified and used to enhance instruction.

Action:

We will embrace the Technology Standards as defined in the National Education Technology Plan, Ohio's 2017 Technology Standards and by [The ISTE \(International Society for Technology in Education\) Standards](#). The standards when implemented will assist students in meeting the following goals:

- **Computer literacy** is the ability to appropriately use computer hardware and software. It includes the usage of technology tools for information access and sharing, remote information access, retrieval and multimedia and hypermedia publishing.
- **Information literacy** is the acquisition, interpretation, and dissemination of information. Information literacy focuses on the usage of the Internet and other electronic information resources.
- **Technological literacy** incorporates problem-based learning utilizing mathematics; science, and technology principles, Technology education addresses the impact of technology on society, and includes the study of technological advances in medical, agricultural, communication, energy, manufacturing and other trades, the arts and the impact of these advances on job readiness and post-secondary preparation for students.

PBIS / SOAR

GOAL 2: 100% of building leadership / School-wide PBIS Teams will continue the implementation of a school-wide incentive and discipline program (PBIS) in order to improve the overall school climate by teaching and rewarding appropriate behavior, providing consistent consequences for inappropriate behaviors, and creating a peaceful and uniform environment to increase academic achievement during the 2019-2020 school year.

[Additional Resources JALSD Web Site](#)

District -Wide Definitions / Description:

[Positive Behavior Intervention and Supports \("PBIS"\)](#) means a school-wide systematic approach to embed [evidence-based practice and data-driven decision making to improve school climate](#) and culture in order to achieve improved academic and social outcomes and increase learning for all students.

PBIS will encompass a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish re-occurrences of challenging behaviors, and teach appropriate behaviors to students.

Positive Behavior Support Plan means the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.

PBIS shall serve as the foundation for the creation of a learning environment that promotes the use of [evidence-based behavioral interventions](#), thus enhancing academic and social behavioral outcomes for all students. An emphasis shall be placed on promoting positive interventions and solutions to potential conflicts. PBIS emphasizes prevention of student behavior problems using non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion.

Student Measure:

- Students will be able to define PBIS practices and terms as presented and appropriate at each grade level
- Students will be able to identify student expectations for proper behavior
- Students will be able to articulate and implement **S.O.A.R. / Safe / On Task (at the high school O= Occupational Skills) / Always Respectful / Responsible paradigm**

Adult Implementation Measure:

Administrators and teachers will collaborate to:

- prevent bullying
- improve classroom management practices [OTES]
- ensure student safety [prevent and reduce Seclusion & Restraint]
- promote a positive school climate [OPES] that improves outcomes for all students.
- promote a common definition for school climate as the quality and character of the school community.

Each BLT will be guided by research that indicates that the following are true in a school with a positive school climate:

- Achievement inequities are reduced;
- A safe and drug-free learning environment is provided;
- Social and emotional needs of the whole child are met;
- Student learning is promoted;
- Positive relationships among students, staff, and community are fostered.

Each BLT / School-wide PBIS Team will develop age / grade level appropriate strategies to accomplish the following objectives for students:

- Students will come and leave school safely.
- Students will experience a positive social culture in their eating environment.
- Students will create and participate in a productive learning environment.
- Students will be able to walk through the hallways safely without disturbing other students
- Students will engage in a positive and safe atmosphere.
- Students will be using the bathroom appropriately
- Students participation in athletic, co-curricular and extra-curricular activities will take place in a safe and healthy environment.

PBIS shall include:

A. School staff trained to identify conditions such as where, under what circumstances, with whom, and why specific inappropriate behavior may occur

B. Preventative assessments that include:

1. review of existing data;
2. interviews with parents, family members, and students; and
3. examination of previous and existing behavioral intervention plans.

C. Development and implementation of preventative behavioral interventions, and the teaching of appropriate behavior, including:

1. modification of environmental factors that escalate inappropriate behavior;
2. supporting the attainment of appropriate behavior; and
3. use of verbal de-escalation to defuse potentially violent dangerous behavior.

Strategy 1: Each BLT / School-wide PBIS Team will identify the: 1) Baseline Data, 2) Desired Outcomes, 3) Practices, and 4) Systems needed to successfully implement and measure the effectiveness of their PBIS program.

Description: We will utilize test scores, course grades, attendance and behavior data to identify at-risk students.

At-Risk Indicators:

- Suspension
- Students with Mild Learning Disabilities
- Mobility
- Limited English Proficiency
- Retention
- Grades and Grade History
- Truancy
- Depression
- Substance Abuse

Student Success is contingent on our ability to provide our students instruction and introduce resources within the existing curriculum and through specialized grade appropriate lessons, activities and initiatives that help them lead a healthy life and move through their K-12 career and successfully graduate from high school with a clear post-secondary pathway.

Action Step: Building Leadership / School-wide PBIS Teams uses the OIP 5-step process to design and implement school-wide PBIS.

Administrators and teachers will collaborate to:

- prevent bullying
- improve classroom management practices [OTES]
- ensure student safety [prevent and reduce Seclusion & Restraint]
- promote a positive school climate [OPES] that improves outcomes for all students.

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Strategy 2: Promote a common definition for school climate as the quality and character of the school community. Each BLT will be guided by research that indicates that the following are true in a school with a positive school climate:

- Achievement inequities are reduced;
- A safe and drug-free learning environment is provided;
- Social and emotional needs of the whole child are met;
- Student learning is promoted;
- Positive relationships among students, staff, and community are fostered.

Action Step: Each BLT / School-wide PBIS Team will develop age / grade level appropriate strategies to accomplish the following objectives for students:

- Students will come and leave school safely.
- Students will experience a positive social culture in their eating environment.
- Students will create and participate in a productive learning environment.
- Students will be able to walk through the hallways safely without disturbing other students
- Students will engage in a positive and safe atmosphere.
- Students will use the bathroom appropriately
- Students participation in athletic, co-curricular and extra-curricular activities will take place in a safe and healthy environment.

Strategy 3: To promote the implementation of proactive and research-based district and school-wide positive behavioral interventions and supports, classroom PBIS practices and a safe and secure learning environment the DLT / BLT / SW-PBIS teams will invest in systems to support teachers and administrators, including explicit professional development, supportive and data-driven coaching, and staff recognition.

Description: The District Leadership Team commits to an ongoing process of developing and supporting the PBIS framework and plan for the following:

- Maintaining an ongoing improvement process focusing on student behavior and school climate which is consistent with the Ohio Improvement Process 4 Stage, 5 Step format and is guided by the Seven Principles of the OIP.
- Identify behavior and school climate as one of the top two goals in the CCIP.
- Maintain a data collection and application systems in support of the improvement process.
- Provide meaningful professional development or technical assistance support.
- Commit administrative time, planning systems and resources to support PBIS
- Maintain communication and parent/community engagement efforts in support of PBIS.
- Commit to providing PBIS in conformity with the identified Essential Elements for [Ohio School-wide Positive Behavioral Interventions and Supports](#) (SWPBIS).

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- Plan and develop a multi-tiered system of support with [Tier II and Tier III interventions](#) which are linked to the school's Tier I principles and structure.

Action Step: School administrators commit to the following:

- Obtaining and maintaining needed training for themselves and their staff.
- A commitment to regular attendance and involvement with team meetings in support of PBIS at all levels (teacher-based teams, building leadership teams, district leadership teams, or other).
- Preparation to take a leadership role in modeling and sustaining the values, beliefs and actions to support PBIS.
- A commitment to maintaining an ongoing Improvement Process as reflected in the OIP 4 Stage, 5 Step Process, or similar process.

Action Step: Teacher based teams (TBTs, IEP Teams, IATs, or other) commit to an ongoing process of developing and supporting the PBIS framework in their classrooms and in the larger school environment. Teacher based teams commit to the following:

- Participating in regularly scheduled meetings to plan and develop PBIS supports.
- Collect, share and utilize data in support of PBIS planning.
- Apply data and problem solving in a manner consistent with the OIP/PBIS 5 Step Process and maintain meeting minutes and organized behavioral progress monitoring.
- Support all phases of the PBIS process in all school and school related settings.
- Obtain training and technical assistance as needed and support others in obtaining this knowledge.

Action Step: teachers will consider the following guiding questions to:

- (a) ensure foundational practices are in place;
- (b) promote the consistent implementation of planned, preventative, and positive classroom PBIS practices; and
- (c) make decisions for responding to students' problem behavior.
- d) are the Foundations of effective PBIS in place?

- Are proactive and positive classroom PBIS practices implemented consistently?
- Do data indicate that students are still engaging in problem behavior?

Strategy 4: To help in the implementation of the building PBIS initiative a student / family behavior and case manager will be hired and placed in each building to assist teachers and administrators in supporting at-risk or vulnerable students and their families.

Action Step: The case managers will be hired through the Ashtabula Community Counseling Center. They are a non-profit behavioral health provider focused on engaging the community in recovery.

Action Step: The Community Counseling Center's staff will serve as a consultant group in developing a behavioral support and providing professional development to teachers and administrators.