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 Schools 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 2018-2019

CONTENTS

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 Leadership Identifies the District's Critical Needs*** by using the state and district data in the decision framework. The DLT identifies the most pressing needs faced by the district using the decision framework. Data from four levels i.e. student performance, instructional management, expectations and conditions, and resource management are annually reviewed at this stage.

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 our Focused Improvement Plan***. Building Leadership teams develop building goals, 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 addition, each building has an action plan to implement and monitor their strategies.

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 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, all of the data in the district's decision framework.

The degree of implementation of initiatives and actions prescribed in the building's plan are measured by principal walk-through visits to classrooms, data presented at grade level meetings, monitoring the number of students referred for testing and 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 student performance and instructional practice because of our initiatives and professional development.

GOAL 1) The District-wide the percentage of students scoring at least proficient on the 2019 state test in Reading / ELA and Mathematics will increase to <u>the state target</u> by the spring of 2019.

ELA Description: The number of students scoring at least proficient in **Reading / ELA** will increase to the state target.
Commitment: every child will be reading at grade level by the end of grade 3. After grade 3, classroom instruction will emphasize vocabulary and comprehension strategies and literacy response and analysis. In the Jefferson Area Local Schools, we view every K-8 teacher as a reading teacher, and that it is his or her responsibility to monitor student progress using state and classroom assessments, to help all students make meaning from text, and to support individual reading growth.

MATH Description:
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 2019. During the 2018- 19 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

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 State Target		Grade Level / EOY test	2015-16 Percent at least proficient actual	**2017** Percent at least proficient actual	2018 Percent at least proficient actual	2019 State Target
Grade 3	**59.3%**	**68.8%**	72%	80%		**Grade 7**	**72.2**	**76.2%**	70%	80%
Grade 4	**47.9%**	**66.7%**	71%	80%		**Grade 8**	**54.9**	**68.3%**	63%	80%
Grade 5	**64.7%**	**69.6%**	77%	80%		**ELA 1**	**52.9**	**52.8%**	81%	80%
Grade 6	**69%**	**71.3%**	70%	80%		**ELA 2**	**49.7**	**51.8%**	67%	80%

Mathematics

Grade Level / EOY test Mathematics	2015-16 Percent at least proficient actual	*2017 Percent at least Proficient actual*	*2018 Percent at least Proficient actual*	2019 State Target		Grade Level / EOY test	2015-16 Percent at least proficient actual	*2016-17 Percent at least Proficient actual*	*20176-18 Percent at least Proficient actual*	2019 State Target
Grade 3	*71%*	*77.1%*	70%	*80%*		*Grade 7*	*56*	*55.2%*	41%	*80%*
Grade 4	*66.7%*	*77.8%*	81%	*80%*		*Grade 8*	*44.8*	*46.7%*	54%	*80%*
Grade 5	*67.2%*	*61.6%*	68%	*80%*		*Algebra 1*	*42.2*	*52.8%*	69%	*80%*
Grade 6	*56.3%*	*64.7%*	64%	*80%*		*Geometry*	*63.5*	*51.8%*	41%	*80%*

Strategies All District and Across the Curriculum to support ELA / Math Goal

Strategy 1: 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.

Strategy 2: Introduce teachers to **INFOhio's IMatrix** as a tool to incorporate the Dimensions of Inquiry –Questioning, Locating Information, Evaluating Information, Applying Information, Sharing Knowledge, and Reflecting on Learning into their instruction.

Action:
Teachers will utilize INFOhio's IMatrix a multidimensional framework designed to articulate the relationships among:
- K-12 scaffolding of the 21st Century Skills,
- College and Career Readiness Standards,
- Ohio's Standards, and
- Research and Inquiry.

INFOhio's IMatrix is designed to help educators practice inquiry-based instruction that aligns to skills embedded within the content standards of the four core curriculum areas, English/Language Arts, Mathematics, Science, and Social Studies. By searching the matrix, educators can more easily see how skills are scaffolded for students and find resources that will help them teach those skills, find interdisciplinary connections, and help plan quality instruction.

Strategy 3: 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.
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.

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.

Strategy 4:
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 areas of the curriculum in their regular classroom.

Strategy 5:
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 includes 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.

<u>Strategy 6:</u>

100% of teachers focus on the **development and implementation of classroom <u>formative, summative</u> and <u>performance</u> 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 **<u>district's rubric for evaluating assessments</u>**.
- 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 7:

100% of our teachers develop curriculum and classroom instruction to reflect the <u>rigor</u> 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 **<u>Hess Cognitive Rigor Matrix</u>***
- *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.*

Strategy 8:

100% of teachers and principals will continue through the 2017-2018 school year the process of <u>using technology to transform our classrooms</u> into <u>collaborative inquiry-based learning</u> 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 <u>Chromebooks</u>, (<u>Chromebook Tutorials</u>) <u>Google Classroom</u> and <u>online resources</u> in 100% of classes.

Action:
- Establish 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](#).
- Create awareness of Tech Best Practice website which connects technology with Classroom Instruction the Works. [http://www.techbestpractice.net/)](http://www.techbestpractice.net/)
- [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.
- Create awareness of the SAMR model for technology integration (The Substitution Augmentation Modification Redefinition Model offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology).

Action:
- Continued Chrome Book and Google training provided for teachers.
- Chrome Books distributed to all grade 7, 8, 9, 10 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.

Rock Creek and Jefferson Elementary K-6

ELA-

Strategy 9/1: 100% of ELA / Reading and appropriate content area teachers will Implement with Integrity a comprehensive balanced literacy program at Jefferson Elementary and Rock Creek Elementary Schools that includes the use of components from our Basal reading program (grades K-6-Reading Street), guided reading program (grades K-6) and a phonics program (Fundations -grades K-3).

Action:
Specific areas of focus include:
- Assessing Students' Reading Competencies using a Benchmark Assessment System
- Small Group Guided Reading Instruction
- Interactive Read Aloud Strategies
- Close Reading Strategies focusing on Comprehension

Strategy 10/2: 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 JALSD TGRG program aims to provide students with the resources they need to become on-track in reading.

Strategy 11/3: Employ a **Guided and Balanced Literacy Reading Program Coach (Marsha Howell)** to provide professional development and implementation support to teachers.

Action:
The **Guided and Balanced Literacy Reading 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 a comprehensive and balanced literacy* program for grades K-6

Jefferson Jr. & Sr. High School

ELA
  Strategy 12/1: Implement with Integrity an ELA curriculum Grade 7, 8, English I and English 2 <u>aligned with Ohio's standards</u> and the <u>test blueprints provided by AIR</u> that guide state tests.

  Action:
  Jefferson Jr. & Sr. High school will align their ELA curricula to <u>Ohio's 2017 revised standards</u> 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". <u>See appendix A Common Core Standards ELA</u>

  <u>**Strategy 13/2:**</u> 100% of teachers in ELA, Social Studies, Science and Technical subjects will review <u>Ohio's Learning Standards for English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects</u> with a focus on **writing across the curriculum** (Appendix B) and incorporate selected texts as appropriate for their instructional program.

  <u>**Description:**</u>
  Because the text samples in <u>Appendix B</u> 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 <u>Appendix A</u>, <u>Appendix B</u> and <u>Appendix C</u> from Ohio's ELA Standards during department meetings as a guide for extending reading and writing across the curriculum

  Strategy 14/3: 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 (ODE Strategic Plan).

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.

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.

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:
 100% of teachers extend their study of [assessment design in support of SLOs](#) to their development and implementation of classroom [formative, summative](#) and [performance based assessments](#) (including homework). Teachers are to also make use of [state released testing resources](#) such as suggested reading lists and released test questions.

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.

Action: 100% of teachers and the principal continue [Formative Instructional Practices (FIP)](#), the [Five Step Process](#) to monitor student progress, enhance student learning, and use data to make educational decisions.

Action: 100% of teachers will use the Enrichment Class Period / Study Hall as a resource in targeting students who have been identified using assessment data in Language Arts or Math. In addition, staff will regularly meet to identify struggling students and determine proper interventions such as IAT, academic coach assignment, and/or Academic Prep change of placement.

Mathematics K-12

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: Appendix A of the Ohio's Learning Standards for Mathematics

Action Step: Provide all math teachers with test blueprints, K-8 Critical Focus Guide and Appendix A from Math Standards Guide 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 continue to implement Ohio's standards for mathematics with a focus on Ohio's 2017 standards revision including a focus on the rigor they dictate and by using formative instructional practices during the 2018-19 school year.

Description: Teachers of mathematics will continue the implementation of Ohio's standards for mathematics throughout the 2017-18 school year by applying Formative Instructional Practices. The JALSD has worked to support the implementation of the student growth measures and the creation of student learning objectives specially to promote a system of 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.

Strategy: 100 % of Jefferson's math teachers continue the process of transitioning to Ohio's 2017 Mathematics Learning Standards by reviewing and implementing Ohio's transition plan and using the tools provided by the Ohio Department.

Description: See State three year Transition Plan

GOAL 2) 100% of building leadership / School-wide PBIS Teams will develop and begin 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 2018-2019 school year.

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 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 reoccurrences 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.

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

Our Continuous Improvement Plan has been developed 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 (OIP Crosswalk)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.

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 be 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).
- 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. 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.