

**Olentangy Hyatts Middle School**

**BUILDING CONTINUOUS IMPROVEMENT PLAN (CIP)**

The Olentangy Local Schools are committed to facilitate maximum learning for every student. The district's focus on continually improving the achievement of its students results in Continuous Improvement Plans or (CIP) at the district and building level. CIPs start with a review of all data available to identify strengths and target opportunities for improving student achievement. Each year from these data, the district, buildings and departments identify targets for improvement and implement strategies to achieve results.

<p><b>Building Strengths:</b> (What do our kids do well and how do we know?) (August)</p> <ul style="list-style-type: none"> <li>• Met all indicators on local report card and AYP</li> <li>• 8<sup>th</sup> grade math passage rate increased by 9.2%</li> <li>• The percentage of Advanced or Accelerated students in 8<sup>th</sup> grade math increased by 10.6% over last year's performance</li> </ul>
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<p><b>Building Areas for Improvement:</b> (What do our kids need and how do we know?) (August)</p> <ul style="list-style-type: none"> <li>• 7<sup>th</sup> grade reading, at 76.1% meeting projected growth, and 8<sup>th</sup> grade science, at 76.6% meeting projected growth, did not meet the 80% district benchmark for students who met projected growth and did not improve over last year's performance</li> </ul>
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<p><b>Focus:</b> (Where do we start? What one area of improvement is the highest priority? Why?) (August)</p> <ul style="list-style-type: none"> <li>• To intentionally employ quality assessment and grading practices to support and communicate student achievement</li> <li>• To increase PI to 106.0</li> <li>• Wellness.</li> <li>• Our students will perform at a level that surpasses or is equal to their anticipated level of achievement based on measured ability.</li> </ul>
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<p><b>Actions:</b> (What will we do?) (September)</p>	<p><b>Mid Year Check:</b> (Are we completing the improvement actions?) (January)</p>
<p>All teachers will focus on the following curriculum processes:</p> <ol style="list-style-type: none"> <li>1. Analyze curriculum maps to be clear and confident about map standards.</li> <li>2. Research and explore curriculum map indicators to obtain deep content knowledge.</li> <li>3. Unpack the curriculum to identify clear learning targets or the scaffolding to the learning targets.</li> <li>4. Clearly define what mastery of the learning targets looks like when achieved.</li> <li>5. Will know where students are in relation to the specified learning targets at any time.</li> <li>6. Through the addition of student assist, students</li> </ol>	<ol style="list-style-type: none"> <li>1. Walk-through: analyze data through our walkthrough process in regards to quality and alignment of targets. Walkthrough data will be queried to determine how frequently targets are posted. We will focus on targets in language arts and math; posting targets is an achievement-gap closing strategy that can help IEP students.</li> <li>2. Implementing job-embedded professional development and its alignment to our building CIP. Professional development will focus on combining assessment for learning and daily teaching and assessment activities. Staff will create a common assessment and share data.</li> <li>3. Student progress through formative assessments with a focus on IEP students, 7th grade Reading.</li> </ol>

<p>will receive support in areas of need as determined by teachers and support staff.</p> <p><b>As the instructional leaders, we will:</b></p> <ol style="list-style-type: none"> <li>1. Make daily decisions aligned with the building and district focus.</li> <li>2. Conduct building walk-throughs for the purpose of collecting evidence of progress on the curriculum focus.</li> <li>3. Conduct evaluations of staff members with an emphasis on the curriculum processes.</li> <li>4. Create professional development opportunities during late starts, curriculum days, etc. to support building CIP.</li> <li>5. Collect feedback from staff on progress of the building CIP action steps.</li> </ol>	<ol style="list-style-type: none"> <li>4. Teacher evaluation process. Administration and staff will focus on domain 1 and 3: planning/preparation and instruction.</li> <li>5. Department chairs will meet bi-monthly to report out on departmental progress towards CIP goals.</li> <li>6. HMS data team will meet monthly to analyze, interpret and collect data in regards to student achievement and progress. We will create a program using the accelerated funding.</li> <li>7. Weekly administration meetings with grade levels with a focus on quality learning targets and assessment practices.</li> <li>8. Interim and semester grade checks will reveal an increase in the number of students earning As and Bs.</li> </ol>
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<p><b>Results we expect:</b> (How will we know it worked?) (September)</p> <p>An increase in the percentage of staff using classroom learning targets explicitly in their instruction based on the month to month principal walkthroughs.</p> <ul style="list-style-type: none"> <li>• Monitor the frequency of learning target types being utilized in classrooms.</li> <li>• OHMS will increase the proficiency passage rate of IEP subgroup in Reading and Math.</li> <li>• OHMS will have more 7th and 8th grade students meeting or exceeding their projected performance level in Math.</li> </ul>	<p><b>Mid Year Check:</b> (What evidence do we have that the plan is working? Do we need to edit the plan?) (January)</p> <ul style="list-style-type: none"> <li>• Walk-through data shows quality learning targets are being posted on a consistent basis and learning targets are aligned with assessments.</li> <li>• Staff completed a common assessment and shared data regarding the results of these assessments.</li> <li>• The literacy teacher works daily with students who have been identified as needing extra support in reading.</li> <li>• We have implemented the math and reading acceleration program.</li> <li>• Administration and staff continue to have ongoing conversations regarding planning/preparation and instruction.</li> </ul>
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<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly meeting with grade-levels are focused on quality learning targets and alignment with assessments.</b></li> <li>• <b>The leadership team continues to monitor grade cards and meets with students who are falling below their academic achievement expectations.</b></li> </ul>
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<p><b>Link to District CIP:</b> (What district benchmark results will get better because we improve our results?)</p> <ul style="list-style-type: none"> <li>•</li> <li>• Focus Area: To clearly articulate quality learning targets that directly align curriculum to assessment and instruction.</li> <li>• Benchmark 1: Percentage of students achieving at or above their projected performance level.</li> <li>• •Benchmark 3: Meet state and national standards .</li> <li>• Aligning assessments with learning targets.</li> </ul>
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