

Olentangy High 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>Building Strengths: (What do our kids do well and how do we know?) (August)</p> <ul style="list-style-type: none"> • Met all state indicators and AYP for all subgroups on Local Report Card. • Achieved a Performance Index score of 110.3 (top 5% in the State of Ohio) • Increased AP Equity and Excellence percentage to 51.5% (top 400 schools in the nation) • 88.3% of all sophomores passed all five sections of the OGT. • The percentage of students meeting projections in 10th grade reading, math, and writing increased at least 8.7% over last year’s performance. • AP participation increased from 60.4% to 66% • 100% graduation rate for the senior class of 2011 • Senior exit surveys showed an increased rating in all areas.
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<p>Building Areas for Improvement: (What do our kids need and how do we know?) (August)</p> <ul style="list-style-type: none"> • Continue to work with students with learning disabilities in order to score proficient in all areas. • Only 66.8% of tenth grade students met or exceeded their projected performance in reading. • 10th grade science, at 49.8% of students meeting projections, did not meet the 80% district benchmark for students who met projections. • Increase the number of students who score a three or higher on AP exams to at least 75% • Increase the percentage of students meeting all four ACT College readiness benchmarks to 50%
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<p>Focus: (Where do we start? What one area of improvement is the highest priority? Why?) (August)</p> <ul style="list-style-type: none"> • To intentionally employ quality assessment and grading practices to support and communicate student achievement.
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<p>Actions: (What will we do?) (September)</p> <p>A- All teachers will focus on the following curriculum processes:</p> <ol style="list-style-type: none"> 1. Analyze curriculum maps to be clear and confident about map standards. 2. Research and explore curriculum map indicators to obtain deep content knowledge. 3. Unpack the curriculum to identify clear learning targets or the scaffolding to the learning targets. 4. Clearly define what mastery of the learning targets looks like when achieved. 5. Will know where students are in relation to the specified learning targets at any time. 6. Create common assessments, and analyze the results to improve 	<p>Mid Year Check: (Are we completing the improvement actions?) (January)</p> <p>Checks for Action A</p> <ol style="list-style-type: none"> 1. Survey our teachers regarding our building professional development program. 2. Teacher evaluation discussions 3. Weekly departmental focus sessions during collaborative time. 4. Ongoing discussions with our Building Leadership Team regarding the progress of our building CIP. 5. Collect quarterly departmental reflections toward achieving departmental/building CIP
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<p>student achievement.</p> <p>As the instructional leaders, we will:</p> <ol style="list-style-type: none"> 1. Make daily decisions aligned with the building and district focus. 2. Conduct building walk-throughs for the purpose of collecting evidence of progress on the curriculum focus. 3. Conduct evaluations of staff members with an emphasis on the curriculum processes. 4. Create professional development opportunities during late starts, curriculum days, etc. to support building CIP. 5. Collect feedback from staff on progress of the building CIP action steps. <p>B- OHS will focus on the following staff wellness areas:</p> <ol style="list-style-type: none"> 1. Career Wellbeing 2. Social Wellbeing 3. Physical Wellbeing 	<p>Checks for Action B</p> <ol style="list-style-type: none"> 1. The staff will complete a mid-year wellness survey. 2. Staff members will complete a mid-year reflection on personal and departmental CIP goals. 3. Teachers will complete a teaching preference sheet before the master schedule process begins for next year.
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<p>Results we expect: (How will we know it worked?) (September)</p>	<p>Mid Year Check: (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"> • An increase in the percentage of staff using classroom learning targets explicitly in their instruction based on the month to month principal walkthroughs. • OHS will increase proficiency rate for the IEP subgroup in Reading and Math on the Ohio Graduation Tests as determined on the Local Report Card for the 11-12 school year. • Increase the percentage of students who score at or above their projected levels on the OGT. • OHS will increase the percentage of students who participate in AP courses, and who score above a 3 on the AP exam. 	<ol style="list-style-type: none"> 1) Review walk-through data to determine the extent that teachers are using quality targets in the classroom that are alignment to assessments. 2) Monitor progress of students in acceleration classes. 3) Monitor progress of at-risk students using reading assistant, PassKey, and APEX courses. 4) Survey teachers regarding our professional development plan, and wellness goals.

<p>Link to District CIP: (What district benchmark results will get better because we improve our results?)</p> <ul style="list-style-type: none"> • Focus Area: To intentionally employ quality assessment and grading practices to support and communicate student achievement. • Benchmark 3: Meet state and national standards.
