

## Parma Senior High School OIP Implementation and Monitoring Plan – 10-24-09

Smart Goals									
<b>Goal 1:</b> By 2012, 1) student performance in reading and math as measured by the OGT/local assessments will increase by 5% per year, and the performance gap of all subgroups will be reduced by 10% each year.									
Strategies, Indicators and Progress Measures									
<b>Strategy 1a:</b> Teachers will use common formative and summative assessments aligned with the Ohio Academic Content Standards									
	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
Adult Implementation Indicator	(Date)	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results
Secondary – Department meeting minutes reflect the use of data	9/09	11/09		1/10		3/10		5/10	
Dept. meeting analysis of common assessments reflect the use of data including special education math teachers	11/3/09	2/16/10		4/20/10		August 2010 (Voluntary Inservice Day)			
Student Performance Indicator									
Formative and curriculum-based assessments	9/09 Fall benchmark	Winter benchmark		Spring benchmark					
OGT scores will increase as indicated above	2008-09	2009-10		2010-11		2011-12			

### Implementation Details

Action Steps	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline				Resources Needed: Budget/Material/Technology
			June - Aug	Sept - Nov	Dec - Feb	March - May	
1.a.1 Develop/identify and administer common formative and summative assessments with administration timelines (in accountability system) <ul style="list-style-type: none"> <li>• Secondary quarterly (math)</li> <li>• Identify/develop summative assessment(s)</li> <li>• Set schedule for administration of assessment</li> </ul>	Study Island OAT/OGT Common Grade Level	Teachers, Principals	Voluntary Day	Inservice Day	Inservice Day	Curriculum Tuesday	

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<ul style="list-style-type: none"> <li>Develop tool for recording and reporting results</li> <li>Provide professional development for teachers on administration, scoring, recording and analyzing data</li> </ul>	Assessments						
<p>1.a.2. Require and monitor staff use of common assessment data to inform instructional decisions (evidence of implementation)</p> <ul style="list-style-type: none"> <li>AYP subgroups (students with disabilities, economically disadvantaged)</li> </ul>	Meeting minutes Data reporting form Walk thru Quarterly audit meetings	DLT, BLT, Principals, Department chairs	Quarterly		Quarterly		
<p>1.a.4. Provide and document time for collaboration including regular educators, specialists, ELL, intervention specialists, etc.</p> <ul style="list-style-type: none"> <li>focus on subgroups (students with disabilities, economically disadvantaged)</li> </ul>	Grade/department level meeting minutes	Specialists, Teachers, Principals					
<p>1.a.5. Provide HQPD to both teachers and administrators to support the development and effective use of common formative and summative assessments</p> <ul style="list-style-type: none"> <li>Provide training, support and guidance in the effective use of data for building level teams</li> <li>Assist administrators and building leadership teams (BLTs) to effectively monitor the progress of all students in their building toward meeting district goals</li> <li>Use of staff meetings and Curriculum Tuesdays to monitor coherence</li> <li>Focus on meeting the needs of subgroups (students with disabilities, economically disadvantaged)</li> </ul>		Staff Development, Specialists, Principals	X	X	X	X	

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			June - Aug	Sept - Nov	Dec - Feb	March - May	
1.a.6. Monitor the effect of HQPD on instructional practice <ul style="list-style-type: none"> <li>• Require ongoing evaluation, and adjustments of/ in prevention /intervention strategies within classrooms</li> </ul>	Grade/ dept. level meeting minutes Walk-throughs	Central Office, Principals	X	X	X	X	

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### Strategies, Indicators and Progress Measures

**Strategy 1b:** Teachers will use curriculum and materials aligned to the Ohio Academic Content Standards

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
Adult Implementation Indicator	(Date)	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results
Secondary – Department and building level meeting minutes reflect the use of board adopted instructional materials and assessments	9/09	11/09		1/10		3/10		5/10	
Student Performance Indicator									
Formative and curriculum-based assessments	9/09 Fall benchmark	Winter bench- mark		Spring bench- mark					
OGT scores will increase as indicated above	2008-09	2009-10		2010-11		2011-12			

### Implementation Details

Action Steps	Monitoring Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline				Resources Needed: Budget/Material/ Technology
			Jun e- Aug	Sept -Nov	Dec-Feb	Mar ch- May	
1.b.2. Assure that the district curriculum is the curriculum used in all schools and with <u>all</u> students <ul style="list-style-type: none"> <li>• Document during teachers appraisals curricular/alignment</li> <li>• Use of walk-throughs to assess fidelity of alignment in lessons</li> <li>• Use of the district-adopted, standards-based curriculum in self-contained classrooms and resource</li> </ul>	Appraisals, Walk-throughs	Principals, Dept. chairs, Special education department, Professional development	X	X	X	X	

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			June-Aug	Sept-Nov	Dec-Feb	March-May	
rooms <ul style="list-style-type: none"> <li>• Examine co-teaching models between regular education and intervention specialists</li> <li>• Provide professional development for principals, department chairs on walk-throughs</li> </ul>							
1.b.3. Continue to implement research-based Reading to Learn strategies in all content areas, specifically Max Teaching, 21 <sup>st</sup> Century Skills and the Marzano nine	Lesson plans, Grade/Dept meeting min., Walk-Throughs, Appraisals	Grades 3-12	X	X	X	X	

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### Strategies, Indicators and Progress Measures

**Strategy 1c:** Teachers will use common tools to increase students vocabulary skills in preparation for OGT/ACT/SAT

	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
Adult Implementation Indicator	(Date)	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results
Student Performance Indicator									

### Implementation Details

Action Steps	Monitoring Evidence/Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline				Resources Needed: Budget/Material/Technology
			June-Aug	Sept-Nov	Dec-Feb	March-May	
1.c.1 <ul style="list-style-type: none"> <li>Incorporate Common Greek &amp; Latin prefixes, roots, and suffixes</li> </ul>		All Department Chairs, All Teachers & Intervention Specialist					
1.c.2 <ul style="list-style-type: none"> <li>Incorporate SQ3R or comparable study skill methods</li> </ul>		Teachers					
1.c.3 <ul style="list-style-type: none"> <li>Using OGT and DOL format as model to create and use vocabulary in context on weekly basis</li> </ul>		Teachers					
1.c.4 <ul style="list-style-type: none"> <li>Use department meetings to monitor common assessments</li> </ul>	Meeting minutes	Department Chairs and Teachers					

## Parma Senior High School OIP Implementation and Monitoring Plan – 10-24-09

Smart Goals									
<b>Goal 2:</b> Reduce student suspensions and expulsions by 5%, and increase attendance by 2% as measured by the Risk Report.									
Strategies, Indicators and Progress Measures									
<b>Strategy 2a:</b> Parma City Schools will support initiatives to provide learning environments that promote positive school climate.									
	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
Adult Implementation Indicator	(Date)	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results
Student Performance Indicator									

### Implementation Details

Action Steps	Monitoring Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline				Resources Needed: Budget/Material/ Technology
			June-Aug	Sept-Nov	Dec-Feb	March-May	
2.a.1. Investigate and revise the policy/ practices for coding absences into the computer <ul style="list-style-type: none"> <li>Consider college approved visits as school business in attendance</li> <li>Clarify what qualifies as a full/ partial day absence</li> <li>Discourage extended absence/ vacation</li> </ul>	E-school	District Policy Committee, DLT, Administration, Attendance Clerk, Records Clerk	8/26/09	10/1/09	1/29/10	5/21/10	
2.a.2 Develop approved alternatives to OSS in order to reduce OSS days <ul style="list-style-type: none"> <li>Required participation in small group sessions</li> <li>Proof of completing community service</li> <li>Mandatory parental evening groups</li> <li>Effectively Communicate and Continue the social restriction policy</li> </ul>	E-School	Administration	quarterly	quarterly	quarterly	quarterly	

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			June-Aug	Sept-Nov	Dec-Feb	March-May	
2.a.3 Provide specific information to parents on attendance policies and practices <ul style="list-style-type: none"> <li>• Address attendance policies at freshmen orientation (mediations, police, attendance court, etc.)</li> <li>• Include information on website</li> <li>• Identify students who are 20% or more to render mandatory meeting with parent and school</li> <li>• Place attendance comment on each students progress report and report card</li> </ul>	E-School, Ohio Revised Code	At Risk Team, Guidance Dept., Administration, Teachers, Home Liaison	Weekly	Weekly	Weekly	weekly	
2.a.4. Promote school climate and recognize positive behaviors <ul style="list-style-type: none"> <li>• Continue attendance reinforcement programs in classrooms</li> <li>• Use of courtyard picnic tables</li> <li>• Alternate room for Renaissance Lounge</li> <li>• Establish inviting and personalized classrooms</li> <li>• Improve outdoor landscaping</li> <li>• Encourage extra-curricular participation</li> <li>• Maintain I Can Student of the Month Program</li> <li>• Continue Student Ambassador Program</li> <li>• Maintain Mandatory House Program Service Projects</li> </ul>		Guidance Dept. Administration, Teachers, Home Liaisons, Athletic Director, Advisors					
2.a.5 Provide ongoing positive feedback to students and parents <ul style="list-style-type: none"> <li>• Utilize Success Cards</li> <li>• Recognize good citizenship</li> <li>• Place (+) comments on report cards</li> <li>• Continue utilizing the electronic sign board</li> <li>• Maintain consistency of recognition on morning announcements</li> </ul>							

## Parma Senior High School OIP Implementation and Monitoring Plan – 10-24-09

Smart Goals									
<b>Goal 3:</b> Increase graduation rate to 90 percent or more									
Strategies, Indicators and Progress Measures									
<b>Strategy 3a:</b> Develop interventions and strategies in order to improve graduation rate									
	Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
Adult Implementation Indicator	(Date)	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results	(Date)	Actual Results
Student Performance Indicator									

### Implementation Details

Action Steps	Monitoring Evidence/ Data Sources	Person(s) Responsible / Group(s)	Implementation Timeline				Resources Needed: Budget/Material/ Technology
			June-Aug	Sept-Nov	Dec-Feb	March-May	
3.a.1 Identify and analyze data to determine cause for low graduation rate <ul style="list-style-type: none"> <li>Explore possibility of semester classes so students would not have to make up a full year credit</li> <li>Better utilize skill building programs</li> </ul>	Ed Options, E-School, Study Island	Guidance, Administration, Attendance Clerks	quarterly	Quarterly	Quarterly	Quarterly	
3.a.2 Establish Intervention programs <ul style="list-style-type: none"> <li>Place appropriate students in dropout prevention programs such as CBI, academic assistance for ½ of lunch period</li> <li>11<sup>th</sup> and 12<sup>th</sup> grade TLC program</li> <li>Identify at-risk/ credit deficient students so they can participate in credit recovery program</li> </ul>	E-School	Guidance, Administration, Special Ed Coordinator, Home Liaison, Resource Officer, Drug Prevention	ongoing				

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			June-Aug	Sept-Nov	Dec-Feb	March-May	
		Counselor					
3.a.3 Compare and contrast strategies that were utilized to improve graduation rate over the past three years in effort to increase options for students <ul style="list-style-type: none"> <li>• Continue encouraging potential dropouts to pursue credit recovery, virtual school, etc.</li> <li>• Explore alternative funding for credit recovery cost</li> <li>• Explore creating a credit recovery lab during the school day with teacher suspension</li> </ul>	CIP, At-Risk team minutes	At- Risk Team	Monthly	Monthly	Monthly	Monthly	