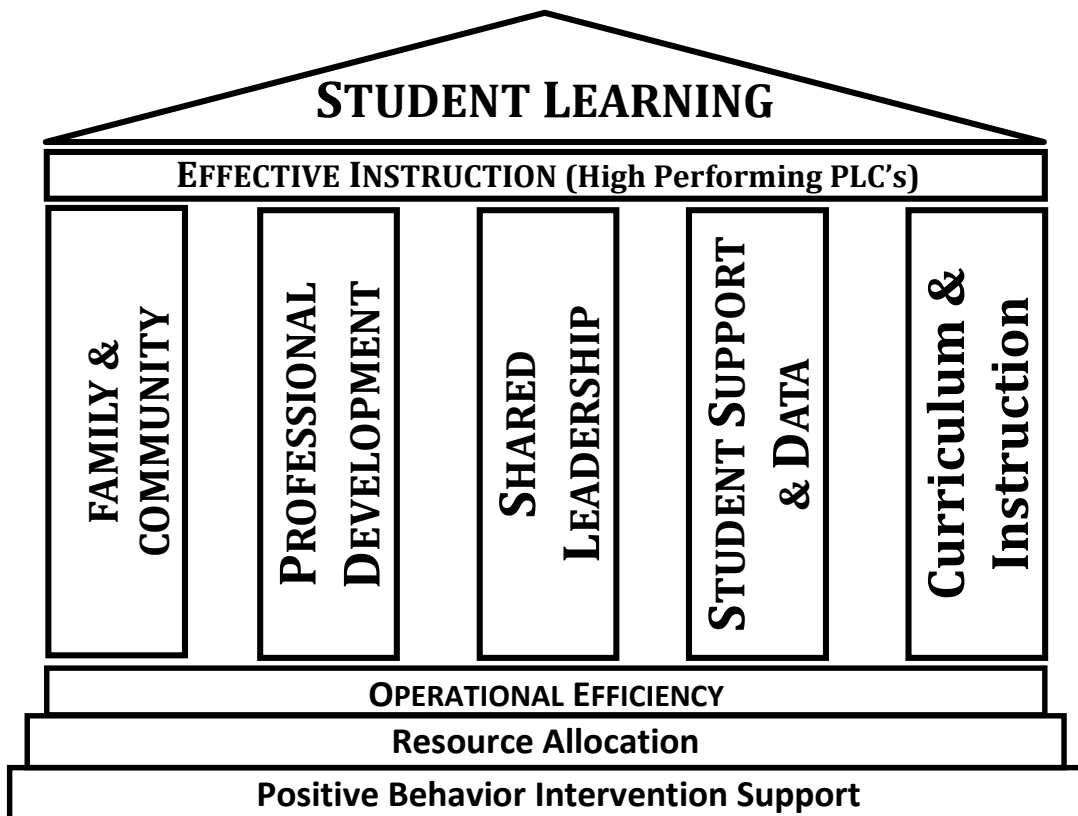


# Intervention Based Accelerated Student Performance Action Statement

What is Intervention Based Accelerated Student Performance (I-BAS Performance)?

It is a plan that creates the infrastructure to support the inclusion of all of the stakeholders in the Central School District in the planning, implementation, and operation of a system which will provide every student in our district the opportunity to be successful citizens and develop the knowledge and skills necessary to be college and/or career ready upon graduation.

*We believe that our actions in the following areas will drive us towards our target of Effective Instruction, which is the sole most important factor in reaching our bottom line: In every grade, each student will have the opportunity to reach proficiency and will meet the Central School District standard.*



**ACTION:** RESOURCE ALLOCATION

**ACTION:** OPERATIONAL EFFICIENCY

**ACTION:** FAMILY & COMMUNITY

**ACTION:** CURRICULUM & INSTRUCTION

**ACTION:** PROFESSIONAL DEVELOPMENT

**ACTION:** SHARED LEADERSHIP

**ACTION:** STUDENT SUPPORT & DATA

**TARGET ACTION:** EFFECTIVE INSTRUCTION

## **ACTION: RESOURCE ALLOCATION**

*Focus resources to support instructional improvement and improved student learning. Align budgets with District and building goals, and ensure they support the targets reported on the Achievement Compact submitted to ODE annually.*

### **EXPECTATIONS FOR SCHOOLS**

- 🔑 The school's resources — people, time, funds, materials, technology — are allocated to meet its student learning and engagement goals, and its budget is the financial plan for implementing the Intervention Based Accelerated Student Performance Plan.
- 🔑 Business, family, and community resources support specific student learning and engagement
- 🔑 Administrators, Leadership Teams, parent clubs, PLC Teams, and individual staff members use student learning goals to decide whether to start, continue, or discontinue any initiative.
- 🔑 Schools manage resources within their approved budgets.
- 🔑 District and building budgets are clear, open, and accessible to all stakeholders.

### **WHAT WE SHOULD SEE AND HEAR**

#### **In Classrooms**

- Teachers have help in the classroom from other professional staff and trained volunteers to give students additional support, intervention, and attention.
- Literacy is emphasized across the curriculum and visible strategies are employed in all classrooms.
- Teachers start on time, get right to the lesson, and minimize “housekeeping” announcements.
- Teachers give individualized time to each student every week.
- Every classroom has a classroom library or access to a school library with instructional materials and equipment.

#### **Around the School**

- The schedule maximizes instructional time for core subjects and increases the number of professionals working with students
- School staff uses contractual time for professional development. If possible, teachers are not pulled from school for off-site professional development.
- School staff uses technology, supported by professional development, to enhance instruction, provide targeted individualized student assistance, and maximize productivity.
- Before- and after-school time programs incorporate student input and are coordinated with in-school time so that students have extended coherent instruction and access to enrichment opportunities. Teachers, other professional staff and trained volunteers to give students more individualized support outside of school regular hours.

### **EXPECTATIONS FOR ADMINISTRATORS**

- 🔑 The Superintendent and administrative staff allocate resources, so that all students have comparable, high-quality learning environments.
- 🔑 The District supports common standards for technology available to classrooms and support staff.
- 🔑 The Directors of Elementary and Secondary Education support principals to maximize instructional time and individualize support for each student.
- 🔑 The Administrative Council, in conjunction with the Business Office, supports schools in aligning budgeted resources to the Achievement Compact and the expectations of the Intervention based Accelerated Student Performance Plan.
- 🔑 District level administration partners with local businesses, higher education, and state agencies to leverage increased resources to support student achievement.

## **ACTION: OPERATIONAL EFFICIENCY**

*Maintain high levels of effectiveness, efficiency, and equity in our operations.*

### **EXPECTATIONS FOR SCHOOLS**

- 🔑 The school recruits and hires a diverse, highly qualified staff.
- 🔑 The school supports, evaluates, and retains a high-performing team of educators and support staff who have high expectations and achieve results for all students.
- 🔑 The school maintains a safe, clean, and orderly learning environment.
- 🔑 The school uses technology to analyze and provide access to information and resources in order to inform decision-making and to address systematically the needs of all individuals and subgroups.
- 🔑 The school reports accurate student, personnel, program, and operational data in a timely manner.

### **WHAT WE SHOULD SEE AND HEAR**

#### **In Classrooms**

- All classrooms are staffed with highly qualified teaching professionals.
- Classrooms are safe, clean, and orderly.
- Each classroom has adequate supplies and materials to conduct class and has resources available that reflect students' backgrounds and communities.

#### **Around the School**

- Instructional, support, and operations staff receive regular, meaningful evaluations in order to improve learning outcomes and are held accountable for their performance using District-approved evaluation procedures that are consistent with state expectations.
- The indoor and outdoor common areas of the school are safe, clean, and orderly.
- The District and school applies a Code of Conduct, as listed in the Parent/Student Handbook, consistently and fairly on school grounds, on school buses, and at all school-sponsored events.
- School safety plans are reviewed annually and updated when necessary, and schools conduct fire drills monthly, earthquake drills annually, and safety drills as indicated in their school safety plans.
- Visitors are approached promptly, both to welcome them and to ensure that they are appropriately identified and registered in the main office.

### **EXPECTATIONS FOR ADMINISTRATORS**

- 🔑 District office and administrators examine and ensure equity in the kind and quality of services they provide to students, staff, and families at all school sites.
- 🔑 District office and administrators work together to provide services efficiently and effectively, enabling schools to focus their time and resources on maximizing student learning.
- 🔑 District office and administrators are accessible and responsive to schools, families, and the community. They communicate clearly, maintain a clear decision-making process, document policies and procedures, and regularly solicit feedback to improve their service.
- 🔑 District office and administrators leverage technology to provide services more efficiently, drive decision making, and inform programmatic evaluation.

## **ACTION: FAMILY & COMMUNITY INVOLVEMENT**

*Partner with families and the community to support student learning and engagement.*

### **EXPECTATIONS FOR SCHOOLS & FAMILIES**

- 🔑 The creation of an open and welcoming environment that is inclusive of the needs of all of a schools stakeholders.
- 🔑 District and schools reach out to show they value all children and welcome families and community members as partners and contributors to the teaching/learning process.
- 🔑 Teachers and administrators establish family and community engagement opportunities outside of the classroom based on needs and interests related to student growth and learning.
- 🔑 Each school develops a plan, in line with District expectations, to engage families in their children’s school life.
- 🔑 Each teacher communicates regularly with families about their children’s progress and facilitates ways families can support students at home.
- 🔑 Families show interest in their children’s schoolwork and learning, monitor their attendance, attend parent conferences, and participate in other parent-focused opportunities.

### **WHAT WE SHOULD SEE AND HEAR**

#### **In Classrooms**

- Each teacher sends home an easy to understand common “syllabus” based on the District’s approved curriculum.
- Teachers call, write, e-mail, and/or meet with students’ families regularly to share progress and suggestions about helping students learn.
- Teachers work to engage families in promoting literacy at school and at home.

#### **Around the School**

- Families and community members are present and active in the school and in school activities, and the school organizes well-attended parent-teacher conferences each year.
- The school has a written Family Engagement Plan that outlines how families can participate in supporting their student to be successful in school.
- Parents are active participants in school leadership opportunities and play a consistent role in school.
- School staff follows a protocol for greeting visitors, taking messages reliably, and responding promptly to parent contacts and to questions or concerns.
- Community members and organizations actively participate with the school

### **EXPECTATIONS FOR ADMINISTRATORS**

- 🔑 Administrative Council creates and maintains a strong and measurable outreach to families and community.
- 🔑 The District’s administrators provide technical assistance to schools and staff to develop and implement their family engagement plans.

## **ACTION: PROFESSIONAL DEVELOPMENT**

*Invest in strategic and consistent professional development that supports and improves instruction.*

### **EXPECTATIONS FOR SCHOOLS**

- 🔑 The school's Intervention Based Accelerated Student Performance Plan is based on data and includes a professional development plan that:
  - Outlines the school's implementation of professional development priorities related to student learning and needs.
  - Protects instruction time when scheduling professional development activities.
  - Explains the school's use of contractual time.
  - Reflects staff understanding of the social, cultural, economic, and family factors that affect student learning and progress.
- 🔑 By engaging in PLC's, teachers continue to learn to teach more effectively and improve student performance.
- 🔑 Choices about professional development in which teachers participate are based on the school's goals and students' learning needs.

### **WHAT WE SHOULD SEE AND HEAR**

#### **In Classrooms**

- Teachers adopt and refine instructional strategies to meet the diverse needs of their students.
- Teachers know their content and their students well, and help each other improve their practice.
- Teachers are knowledgeable about the sociocultural characteristics of their students and incorporate that knowledge into instructional practice.
- Teachers make their practice public and visit each other's classrooms.
- Teachers have a deep understanding of the core content and effective literacy practices.

#### **Around the School**

- The Principal and other administrators participate in professional development along with teachers.
- The Principal develops a schedule that allows all teachers to participate in purposeful professional development tied to instructional outcomes.
- The Principal participates with PLC teams within his/her school as well as targeted vertically teamed PLC's.
- The school and District expectation is that staff discusses instructional problems and solutions in formal and informal settings and implements solutions for all.
- The school's professional development plan and schedule are shared with staff, students, families, school partners, and visitors.

### **EXPECTATIONS FOR ADMINISTRATORS**

- 🔑 The administrators and Superintendent are responsible for ensuring that professional development in schools has coherence, is aligned with District Action Steps, supports the improvement of teacher practice, and enhances the sustainability of Intervention-Based Accelerated Student Performance.
- 🔑 The Superintendent may participate in building level PLC sessions when visiting schools.
- 🔑 Administrative Council will annually review the District's professional development plans and schedules and collect data to be used in the planning process for the following year.

## **ACTION: SHARED LEADERSHIP**

*Share leadership to sustain instructional improvement.*

### **EXPECTATIONS FOR SCHOOLS**

- 🔑 Principals have concrete strategies to develop shared leadership with teachers and other staff.
- 🔑 Teachers have opportunities to assume leadership roles outside of the classroom.
- 🔑 Teachers share responsibility for the school’s instructional decisions within the framework of District expectations.
- 🔑 The Principal and District administrators make it “safe” for teachers to talk about their practice.

### **WHAT WE SHOULD SEE AND HEAR**

#### **In Classrooms**

- School administrators are in classrooms regularly, talking with students about what they are learning and conferring with teachers about their informal observations and planning.
- Teachers describe their colleagues and school leaders as resources for helping them improve instruction and meet their goals.
- Teachers teaching each other.
- Students work collaboratively, teach each other and, when appropriate, co-facilitate class discussions; students publicly demonstrate their learning.

#### **Around the School**

- Teachers lead PLC and other meetings looking at student work, and data.
- Teachers take part in Superintendent Walk Throughs in their own and other schools.
- Teachers and students work collaboratively to help create school policies and practices which foster an encouraging, inclusive, “risk free” environment that reflects the social and cultural backgrounds of the students served.
- Staff and students refer to the school as “our” school, not “my” school.

### **EXPECTATIONS FOR ADMINISTRATORS**

- 🔑 District administrators and Association representatives work collaboratively to align evaluation tools with expectations for instructional improvement and the goal of proficiency for all staff.
- 🔑 District level administrators work with principals to increase teacher and student voices in each school.

## **ACTION: STUDENT SUPPORT & DATA**

*Examine student work to find information to be developed into data and use that data to inform instruction, curriculum, and professional development decisions.*

### **EXPECTATIONS FOR SCHOOLS**

- 🔑 School staff will identify and analyze data — student work, formative assessments, classroom observations, state assessments, and feedback from students, teachers, and family — for the purpose of:
  - Tracking each student’s progress toward proficiency
  - Planning instruction & intervention for each student
  - Checking alignment among standards, curriculum, instruction, and assessments
  - Holding themselves accountable for students achieving proficiency and for closing the achievement gap between sub-groups
- 🔑 The Principal and Leadership Team will use data to develop each school’s Improvement Plan (SIP), with the use of the state-identified performance measures.
- 🔑 Schools will define what proficiency is for each standard, in student friendly language.
- 🔑 The school communicates data in a timely manner to students, parents, community and stakeholders

### **WHAT WE SHOULD SEE AND HEAR**

#### **In Classrooms**

- Teachers keep track of each student’s learning, provide feedback, and modify their instruction in response to data.
- Teachers give specific and timely feedback to students on their progress.
- Teachers utilize technology to track and report on student progress.
- Teachers employ a variety of appropriate assessment strategies.

#### **Around the School**

- A data management team, including the Principal, manages data and presents findings to school staff at least quarterly to track each student’s and each subgroup’s progress toward proficiency.
- School teams analyze data and student work to plan instruction and identify their own learning needs.
- The Leadership Team uses data to identify and recommend school-wide and district-wide professional development needs in content or pedagogy.

### **EXPECTATIONS FOR ADMINISTRATORS**

- 🔑 The administrators and Superintendent will use data to examine the effectiveness of major initiatives, in order to monitor the performance of subgroups and to inform decisions.
- 🔑 The District will make student performance data available to teachers and schools in a timely manner, using the existing school information system, Data Warehouse, and OAKS Online.
- 🔑 The District will provide training on data analysis and data support systems to district personnel.




## TARGET ACTION: CURRICULUM

*Implement curriculum that is aligned to instructional standards, academically challenges our students and is reflective of our diverse population.*

**Definition:** Curriculum is the content we teach, aligned to the subject content standards. A planned sequence of learning targets articulated across grades. Curriculum begins with content standards and then to learning targets that are assessed before, during and after the instructional unit.

### EXPECTATIONS FOR SCHOOLS

By engaging in PLCs, teachers deconstruct the standards with the learning objective in mind. The instructional materials are aligned to the learning objective. To be effective the curriculum must include the following:

-  Alignment to the Common Core and subject area standards.
-  Vertically aligned K-12 in a learning progression of skills and knowledge.
-  Contain a depth of knowledge so that our students graduate college and/or career ready.

### WHAT WE SHOULD SEE AND HEAR




#### In Classrooms

- Posted learning targets are aligned to Common Core and content standards. Students have access to standards based grade level text.
- Students actively engaged with the learning target. They fully understand the target and the criteria for proficiency is clear.
- The ability to differentiate in order to meet students' academic needs.
- Reflective of our diverse population, representing a variety of cultures.

#### Around the School

- PLCs use a curriculum map to determine what to teach and when.
- Curriculum is vertically aligned in all content areas.
- Students have access to aligned instructional materials that is current and regularly updated.
- Technology is used to support and enhance the curriculum.

### EXPECTATIONS FOR ADMINISTRATORS

-  Professional development is provided to support the curriculum and instructional process.
-  Administrators observe and monitor the use of curriculum, providing support as needed.
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## TARGET ACTION: EFFECTIVE INSTRUCTION

*Use effective and relevant instructional practices and create a collaborative school climate that improves student learning, promotes student engagement, and builds on prior knowledge and experiences.*

### EXPECTATIONS FOR SCHOOLS

In every classroom, teachers are using learning strategies that are tested and proven to be successful and correlate with their styles and approaches to improving student learning. It is expected that these strategies answer the four PLC questions:

- What is it we want our students to learn? (learning targets)
- How will we know if they have learned it? (assessment strategies)
- What will we do if they have not learned it? (intervention plan)
- What will we do when they learn it? (enrichment)

### WHAT WE SHOULD SEE AND HEAR

#### In Classrooms

- Students are able to explain what they are learning and why and how it connects to what they have already learned. They are able to talk about the quality of their own work and what they must do to improve it.
- Students are active participants and valued partners in their education and academic achievement.
- Teachers and students engage in a high level of discourse that goes beyond right/wrong and yes/no answers to an emphasis on evidence, which demonstrates student comprehension of the content.
- Teachers give prompt and specific feedback to students on their work. In conferences, both the teacher and students talk about the work.
- Classroom walls display meaningful and up-to-date resources and exemplars of student work.
- Classroom space is organized so that students can access the learning materials they need on their own.
- Classroom environments reflect the socio-cultural characteristics of the populations served.

#### Around the School

- All students and staff are treated with dignity and respect at all times, with sensitivity towards cultural and linguistic differences.
- Students read, write, and work on their own, in pairs and in large groups. Current, exemplary student work is posted throughout the school.
- Teachers vary their instruction mode and create opportunities for intervention and enrichment.
- The Principal and teachers meet regularly in teams to talk about instructional practice.
- The Principal models learning by regularly observing classroom practice, leading learning walks, and discussing the information gathered with staff.

### EXPECTATIONS FOR ADMINISTRATORS

- 🔑 The administrators and Superintendent use consistent expectations for schools and teachers when observing classrooms.
- 🔑 Every employee is familiar with the Intervention-Based Accelerated Student Performance Plan and their role in the plan.
- 🔑 Decisions are based on the answer to these four questions: What should the student know and be able to do? How do we know they learned it? What will we do if they do not learn it? What will we do when they do learn it?