



EST. 1906

GRANDVIEW HEIGHTS SCHOOLS

District Continuous Improvement Plan 2018-2019

“A Small Place To Dream Big”

Our Mission is to maximize and personalize every student’s learning.

Our Beliefs

- **Small Schools can be great schools.** Only small schools can combine the quality, heritage and intimacy of private schools with the accessibility and inclusiveness of public schools.
- **Intimacy Creates an Amazing Environment.** A supportive and non-judgemental community cultivates humility, responsibility, and integrity.
- **HOW students learn is as important as WHAT they learn.** There is no such thing as one-size fits all education.
- **Personalized learning is the key to unlocking potential.** A customized mix of academic preparation and participation in athletics, the arts, and community service creates unlimited opportunities.
- **All students deserve the opportunity to achieve their dreams.** Higher Education and career choices should be boundless.
- **Critical thinking and intellectual curiosity create engaged world citizens.** A skill set that is vital to the development of tomorrow’s leaders.

Our Characteristics. We're different, and we like it that way.

- **HISTORIC:** We're established; a century of excellence
- **OPEN:** We're approachable
- **ENGAGED:** We're involved
- **RIGOROUS:** We're prepared
- **INTIMATE:** We're small
- **CURIOUS:** We're inquisitive

Our Commitment To Make It Happen: As we endeavor to meet the needs of 21st century learning while setting the standard for excellence in public education we will:

- Evolve curriculum and teaching methods to ensure college and career preparedness, empowering our students to lead and achieve in an increasingly competitive world.
- Create personalized learning experiences with and for our students to help challenge and prepare them for their future, encouraging them to reach their full potential.
- Design and implement innovative learning spaces in our facilities and with our technologies to ensure a solid infrastructure investment and strategic plan for the future.

Explore Passions | Develop Purpose | Unlock Potential



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Goals and Annual Objectives

2018- 2019

Goals are to be accomplished over the long term (five years or more).

Annual Objectives are to be written and accomplished each year and are the specific tasks that help move toward accomplishment of the long-term goal.

Monitoring Progress is the process and timeline for reporting on the progress of the annual objectives.

General Note: Communication is critical to the overall success of each goal to internal and external stakeholders and will be an overt expectation of each goal. Creating a positive stakeholder experience and continuing to enhance and improve the efficiency of the customer experience with and for our stakeholders is also important.

Grandview Heights Schools Goals and Annual Objectives for 2018-2019

Goal 1: Grandview Heights Schools will improve the academic performance and growth of all students with a clearly articulated vision for outcomes, communication, and global competencies for student learning K-12.

Objective 1.1: The Superintendent will improve the academic performance through the **continued development** of a K-12 Multi-Tiered System of Support (MTSS) and the use of **data** to provide additional time and instruction for students.

Objective 1.2: The Superintendent will provide leadership to ensure student learning is maximized through **authentic and personalized instruction** to meet the needs of a broad range of learners from enrichment to intervention.

Goal 2: Grandview Heights Schools will manage the district's financial resources in a fiscally responsible and sustainable manner in order to meet the academic goals of the district.

Goal 3: The Grandview Heights Schools will manage the district in a manner that inspires School Board, community and staff confidence through the review and revision of the district's operation and facilities' needs.

Monitoring Progress: The Superintendent will provide a report to the School Board in December/January regarding the progress on accomplishing the objectives. A final report of accomplishments will be given to the Board in July of 2019.

A majority of the School Board will rate the Superintendent's performance in each of the Standards for Superintendents of the Ohio Superintendent Evaluation System as proficient or excellent. The Superintendent will furnish updates with regard to each goal as well as furnish a portfolio of evidence and data with regard to each objective.

Five major areas for consideration: Alignment, data, vision and mission, facilities, communications thematic throughout.

Superintendent: Andy Culp
School District: Grandview Heights Schools

Date: August 2018 - July 2019

Action Steps	Persons/Groups Responsible	Target Completion Date
<p>Objective 1.1: Grandview Heights Schools will improve the academic performance through the refinement and continued implementation of a K-12 Multi-Tiered System of Support (MTSS) and the use of data to differentiate and enrich curriculum and course offerings, while providing additional time and instruction for students (July 2019).</p> <ol style="list-style-type: none"> 1. Continued implementation of a Multi-Tiered System of Supports K-12 to support students' academic, social, and behavioral needs. 2. Explicit and targeted implementation of a High School Model of MTSS to support students academically and behaviorally to realize their potential through graduation, college, and career-readiness. 3. Ensure formative instructional practices are being used to drive instruction to meet each individual learners needs. 4. Utilization of Data to Support MTSS K-12 as part of Building MTSS/Data Meetings and monthly principal meetings to ensure intentionality and fidelity of actionable strategies implemented based on the data. 5. Ensure viable and rich Tier I instruction through continued integration and horizontal collaboration K-12 across all content areas. 	<p>Superintendent and leadership team</p>	<p>July 2019</p>

Capacity Considerations

Development of systems to monitor progress to include release time and support of teacher involvement.
 Sub coverage for teachers to have time to engage in professional development.

Monitoring Process

Academic Objective 1.1: Grandview Heights Schools will improve the academic performance through **the refinement and continued implementation** of a K-12 Multi-Tiered System of Support (MTSS) and the use of data to **differentiate and enrich curriculum** and course offerings, while providing additional time and instruction for

Evaluation Criteria

1. Building MTSS Team, District MTSS team, Grade level MTSS Team, problem solving model, systemic approaches for more time and support, digital database for reading and math,

students (July 2019).

1. Continued implementation of a Multi-Tiered System of Supports K-12 to support students' academic, social, and behavioral needs (PREPARE).
 - a. Established systems of focused interventions of increased time and support socially, emotionally, behaviorally, and academically for students.
Formative assessments and projects that provide choice for students.
Utilization of K-12 Decision Rules for academic and behavioral health.
2. Explicit and targeted implementation of a High School Model of MTSS to support students academically and behaviorally to realize their potential through graduation, college, and career-readiness.
 - a. Established systems of focused interventions of increased time and support socially, emotionally, behaviorally, and academically for students.
Formative assessments and projects that provide choice for students.
Utilization of Decision Rules for Academic and Behavioral Health.
 - b. System of data collection to provide evidence of Honors Diploma, Acceleration, Graduation Points based EOCs, ACT remediation free scores, AP Scores.
3. Ensure formative instructional practices are being used to drive instruction to meet each individual learners needs.
 - a. Revision of Curriculum maps K-12 in all content areas with the development of the extended standards.
 - b. Actualization of Balanced Literacy Framework K-6.
 - c. Continuity of diagnostic assessment in Reading K-8.
 - d. Utilization of Data Toolbox to support differentiation of instruction K-8.
 - e. Professional Collaboration, Coaching, Co-teaching, Grade Level Meetings, Department Meetings, On-line Professional Developments, Feedback Loop, Schoology Teaching & Learning Hub, Development of Personal Learning Spaces, Curriculum Formats.
4. Utilization of Data to Support MTSS K-12 as part of Building MTSS/Data Meetings and monthly principal meetings to ensure intentionality and fidelity of actionable strategies implemented based on the data (Data Map).
 - a. MPG, MAP, DRA, KRA, AP, ACT, PSAT, EOCs, NCE Score, Survey Data, OHYES Data, DESA, Academic Decision Rules, Behavior Decision Rules, Learning Attributes
5. Ensure viable and rich Tier I instruction through continued integration and horizontal collaboration K-12 across all content areas.
 - a. Aligned authentic assessments, Design Challenges, rubrics, Project Based Learning, Integrated Units of Planning

DESA Results, and decision rules.

2. Building MTSS Team, District MTSS team, Grade level MTSS Team, problem solving model, systemic approaches for more time and support, digital database for reading and math, DESA Results, Decision Rules
3. Aligned instruction and learning, Improved Student Achievement, OTES, OPES, PD, online curriculum posted, MPG, MAP, Data Toolbox, F&P, DRA, OGT, PSAT, Writing Diagnostics, SLOs, SLO Assessments, Learning Walks, principal feedback, and use of rubrics.
4. Data Map, Data Files, Data Binders, Metrics to demonstrate compliance and student growth K-12, Principal Meeting Agendas, Quarterly Data Sharing Meeting Notes
5. Pacing Guides, unit plans, shared vocabulary, 21st century learning, OTES, OPES, PD, online curriculum posted, MPG, MAP, Data tool box, F&P, DRA, OGT, PSAT, Writing Diagnostics, SLOs, SLO Assessments, Learning Walks, principal feedback, and use of rubrics, integration of 21st century learning skills.
6. Benchmark exemplars of student writing samples

Action Steps	Persons/Groups Responsible	Target Completion Date
<p>Objective 1.2: Grandview Heights Schools will provide leadership to ensure student learning is maximized through personalized instruction and learning opportunities to meet the needs of all learners (July 2019).</p> <ol style="list-style-type: none"> 1. Continue to provide explicit and rigorous professional development to support gifted operating requirements to meet the needs of gifted learners. 2. Continue to increase access of rigorous content for all students K-12. 3. Expand access to honors diplomas, acceleration, college credit plus and advanced placement offerings for students in grades 7-12. 4. Continue to implement strategies to personalize learning for all students through models of blended learning, project-based learning, design challenges, genius hour, and inquiry-based instruction. 5. Integrate technology plan with focus on 1:1 support of differentiated learning pathways to support personalization for students K-12. 6. Provide systematic professional learning opportunities to district staff on innovative practices that empower learners. 	<p>Superintendent and leadership team</p>	<p>July 2019</p>

Capacity Considerations

Development of systems to monitor progress to include release time and support of teacher involvement.
 Sub coverage for teachers to have time to engage in professional development.

Monitoring Process

Academic Objective 1.2: Objective 1.2: Grandview Heights Schools will provide leadership to ensure student learning is maximized through **personalized instruction and learning opportunities to meet the needs of all learners (July 2019).**

1. Continue to provide explicit and rigorous professional development to support gifted operating requirements to meet the needs of gifted learners (2nd year of ODE required Minimum of 30 total hours).
 - a. Grandview Gifted Endorsement Cohort partnership with Muskingum University (Year II).
2. Continue to increase access of rigorous content for all students K-12. (compacted science 6-8, physical science 8th grade offering, environmental science, personalize learning through Explore opportunities 2 – 12, and one to one K-12 to enhance personalized learning).
 - a. Math trajectory compactions grades 5-8, access points to accelerated math grades 6, 7, 8.
3. Expand access to honors diplomas, acceleration, college credit plus and advanced placement offerings for students in grades 7-12.
 - a. Increased access to Math Pathways (grades 6-8), Written Enrichment Plans & Monitoring of High School Students in Honors, AP, Co-Teaching/Inclusive Models for Gifted Instruction 3-5
 - b. Evaluate the Global Scholars Diploma Program for Grandview Heights High School.
4. Continue to implement strategies to personalize learning for all students through Project-Based Learning, Design Challenge, Genius Hour, and Inquiry Based Instruction. (Project Based Learning)
 - a. The implementation of a Capstone experience for HS students. Self directed project based units of study (Service Learning and design thinking).
 - b. Farm to School Partnership K-12 (Developing, Sustaining, and Harvesting--Labs),
 - c. Bob-Tech Team
5. Integrate technology plan with focus on 1:1 support of differentiated learning pathways to support personalization for students K-12.
 - a. Improve the instructional interaction of the student computers
 - b. Provide project based lessons for digital literacy, safety, and citizenship to all students.
 - c. Continue to provide innovative professional development
 - d. Provide opportunities to focus on student productivity experiences.

Evaluation Criteria

1. Implementation of plan Fall 2018.
2. Acceptable use policy; internet filters; comprehensive student education plan; parent education plan.
3. Exemplars of student and staff usage in and with schoology to personalize learning, differentiate instruction and formatively assess student learning.
4. Usage rates by ALL staff, classroom walk throughs and observations, meeting minutes, LMS and MTSS teams, grade level teams utilizing data to help drive instruction, enrichment, and remediation.
5. Defined plan authored with implementation timeline (Chris deis/Jamie Lusher)
6. Continued expanded and formative feedback that is rich and informative to both the student and parents/guardian.
7. Professional learning activities; developed implementation plan as part of the PD schedule (Chris Deis, Marc Alter, Jamie Lusher).
8. Gifted Endorsement Certification (15 staff members), Content available through LMS.
9. Increased access to AP course offerings for all students. Monitor free and reduced participation in AP course offerings.
10. Increased Number of Students Graduating with Honors Diplomas, Increase access to accelerated courses/content in Math K-12, access to AP course offerings for all students.
11. The implementation of a Capstone experiences for HS students. Self directed project based units of study (Service Learning and design thinking).
12. Schoology, simulations, examples of

- e. Create a system of simplified access for all users to access technology.
 - f. Provide, promote and require enhanced security opportunities.
 - g. Elevate and evolve the IT service Management process.
 - h. Facilitate a move to more data interoperability services.
 - i. Full 1:1 for all students K-12.
 - j. Ensure that the students and staff successfully develop in their understanding of our established Learning Management System (LMS) – Schoology.
 - k. Expanded use of our established Data Dashboard to assist staff to more effectively and efficiently respond to data, inform instruction track interventions strategies and meet the needs of students.
 - l. Develop a plan and implementation timeline for student digital portfolios to increase student ownership of learning.
 - m. Continue to refine and improve upon the high quality teacher feedback through our established standards based grade cards 4-8.
6. Provide systematic professional learning opportunities to district staff on innovative practices that empower learners (blended learning, experiential learning, service learning, digital textbooks, Google, schoology etc.).

formative assessments to drive instruction, common language for assessing student work, OTEs, OPES, PD, online curriculum posted, MPG, MAP, Data tool box, F&P, DRA, OGT, PSAT, Writing Diagnostics, SLOs, SLO Assessments, Learning Walks, principal feedback, and use of rubrics.