



Claymont City School Improvement Plan

Implementation and Monitoring Plan

2022 - 2025

The Claymont Community...providing a pathway for a lifetime of success for every student.

Goal Statement 1: By May 2025, the District will increase the English Language Arts achievement of all students by 15% using State Report Card - Indicators and Literacy Data.

Adult Implementation Indicators:

- ❖ 100% of teachers will have completed curriculum maps with curriculum, instruction, and assessments aligned to Ohio's Learning Standards by 2025
- ❖ All ELA TBTs will meet weekly to analyze data, select evidence-based strategies and/or monitor implementation of the plan
- ❖ All principals will attend TBT meetings

Student Performance Indicators:

- ❖ 100% of students will participate in MAP testing during each administration
- ❖ 80% of all students will meet their MAP RIT Projected Growth for English Language Arts annually.

Strategy 1A - Align curriculum and assessments to the Ohio Learning Standards					
Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S1A. A1: Purchase current ELA curriculum that meets the high standards of Edreports	Purchase of product	Asst. Supt. & ELA curriculum committee	McGraw Hill StudySync 9-12 Wonders K-5 Foundations K-3	Fall 2022	
S1A. A2: Review and Revise curriculum maps to ensure curriculum and assessments are aligned to Ohio Learning Standards.	Curriculum Maps in Atlas	Teachers	Rubicon Atlas	Ongoing	Quarterly at DLT meetings

Strategy 1B - Implement the Ohio Improvement Process to meet multi-tiered instructional needs of all students..

Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S1B.A1 ELA teachers will administer Benchmark assessments of all students K-12	MAP data	All ELA Teachers K-12	NWEA MAP assessment tool	October, February & May each year	At BLT & DLT meeting following benchmark administration for BOY, MOY & EOY
S1B.A2 TBTs and BLTs will analyze student benchmark data and formative assessment data to determine instructional practices and individual intervention needs.	MAP data Formative Assessments	ELA Teachers & Content Area Teachers Intervention Specialists Title & Reading Specialists	NWEA MAP assessment tool	Ongoing	Report Monthly to BLT Collaborate Weekly in TBT
S1B. A3 TBTs will gather data regarding implementation of evidence-based strategies and share at the TBT meetings.	TBT agenda and minutes	ELA Teachers & Content Area Teachers Intervention Specialists Title & Reading Specialists Principal	Evidence-based strategy TBT documentation Form	Ongoing	Collaborate Weekly in TBT
S1B.A4: Monitor student response to intervention with regard to frequency, time and duration of intervention and make adjustments when	Data Map	ELA teachers & Content Area Teachers Intervention	Data Map tool	Ongoing	Frequency determined by Tier.

necessary.		Specialists Title & Reading Specialist			
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Strategy 1C - Develop the professional capacity of the staff					
Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S1C. A1: Provide Writing Revolution professional development to all district teachers and administrators.	Attendance Documentation	All teachers Principals	School Quality Grant funds and Title II funds	Summer 2022- Spring 2023	District Assigned PD days
S1C. A2: Provide implementation training for new ELA curriculum and ongoing training as needed.	Attendance Documentation	ELA teachers	ESSER funds McGraw Hill curriculum	Ongoing	Walkthroughs TBTs Atlas
S1C. A3: Provide Dyslexia training to teachers that have not met the PD requirements.	Attendance Documentation	New K-3 teachers and 4-12 Intervention Teachers	Title II Funds	2023-2024 school year	District Assigned PD days
S1C. A4: Provide LETRS PD aligned to the science of reading as outlined in Ohio's Plan to Raise Literacy Achievement.	Attendance Documentation	New K-3 teachers and 4-12 Intervention Teachers	ESC consultant Title II Funds	2023-2024 school year	Walkthroughs TBTs

Strategy 1D -CCP and Career Readiness					
Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S1D. A1: Hold CCP courses within the High School to ensure equitable access for all students	High School Course List	High School Principal		Ongoing	Course scheduling in Spring
S1D. A2: Plan college visits and organize career fairs to expose students to opportunities.	Field trip requests	School Counselors		Ongoing	Throughout the school year.
S1D. A3: Hold annual CCP information nights and FAFSA nights to inform and support parents.	Event Flyers	High School Principal School Counselor		Each year	In Spring prior to students scheduling classes and FAFSA scheduled the winter of senior year.
S1D. A4: Develop partnerships with the business community to engage students in career-tech apprenticeship opportunities.	Partnerships	District Administration High School Principal Career-tech teachers	Community businesses	Spring 2024	

Goal Statement 2: By May 2025, the District will increase the Mathematics achievement of all students by 15% using State Report Card - Indicators Met.

Adult Implementation Indicators:

- ❖ 100% of Math teachers will have completed curriculum maps with curriculum, instruction, and assessments aligned to Ohio's Learning Standards by 2025

- ❖ Math TBTs will meet weekly to analyze data, select evidence-based strategies and/or monitor implementation of the plan
- ❖ All principals will attend Math TBTs
- ❖ 100% of Math teachers will actively participate in job-embedded professional learning and coaching
- ❖ Grade 4-8 principals will participate in HQIM training to support Math implementation.

Student Performance Indicators:

- ❖ 100% of students will participate in MAP testing during each administration.
- ❖ 80% of all students will meet their MAP RIT Projected Growth for Mathematics annually.

Strategy 2A - Align curriculum and assessments to the Ohio Learning Standards					
Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S2A. A1: Purchase current Math curriculum that meets the high standards of Edreports	Purchase of product	Asst. Supt. & Math curriculum committee	McGraw Hill - Reveal Math K-12	Fall 2022	
S2A. A2: Review and Revise curriculum maps to ensure curriculum and assessments are aligned to Ohio Learning Standards.	Curriculum Maps in Atlas	Teachers	Rubicon Atlas	Ongoing	Quarterly at DLT meetings
S2A. A3 Implement evidenced-based Math intervention programs at Tier 2 and Tier 3	Tier 2 and Tier 3 Math Intervention Data	Teachers & Intervention Specialists	ALEKS and Redbird Intervention programs	Fall 2022 and ongoing	TBTs weekly Quarterly at DLT

Strategy 2B - Implement the Ohio Improvement Process to meet multi-tiered instructional needs of all students..

Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S2B.A1 Math teachers will administer benchmark assessments for all K-12 students	MAP data	All Math Teacher K-12	NWEA MAP assessment tool	October, February & May each year	At BLT & DLT meetings following benchmark administration for BOY, MOY & EOY
S2B.A2 TBTs and BLTs will analyze student assessment data to determine instructional practices and individual intervention needs.	MAP data Formative Assessments TBT agenda and minutes	Math Teachers Intervention Specialists Title Teachers	NWEA MAP Assessment tool	Ongoing	Report Monthly to BLT Collaborate Weekly in TBT
S2B. A3 TBTs will gather data regarding implementation of evidence-based strategies and share at the TBT meetings.	TBT agenda and minutes	Math Teachers Intervention Specialists Title Teachers Principals	Evidence-based strategies TBT documentation	Ongoing	Report Monthly to BLT Collaborate Weekly in TBT
S2B. A4: Monitor student response to intervention with regard to frequency, time and duration of intervention and make adjustments	Data Map	Math Teachers Intervention Specialists Title Teachers	Data Map tool	Ongoing	Frequency determined by Tier.

when necessary.					
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Strategy 2C - Develop the professional capacity of the staff					
Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S2C.A1 Provide implementation training for new Math curriculum and ongoing training as needed.	Attendance Documentation	Math Teachers	ESSER funds McGraw Hill curriculum HQIM Implementation Pilot (Grades 4-8)	Fall 2022 and as needed following	Report Monthly to BLT Collaborate Weekly in TBT
S2C.A2 Provide job-embedded Math professional development and coaching	Attendance Documentation Implementation data collected	District leadership Principals Math Teachers	HQIM Implementation Pilot (Grades 4-8) Ky Davis - Math Consultant (Title II)	2022-2023 School Year 2023-2024 School Year	Report Monthly to BLT Collaborate Weekly in TBT

Goal Statement 3: School Climate/Culture Each year, the District will achieve a 1.1% reduction in chronic absenteeism based off of the State Report Card - absenteeism indicator.

Adult Implementation Indicators:

- ❖ 100% of buildings will fully implement PBIS by 2023
- ❖ Using the Tiered Fidelity Inventory, each building will improve PBIS to 70% fidelity by May 2025
- ❖ All principals will develop a calendar of parent involvement activities

- ❖ 90% of staff (classified and certified) will use PBIS monitoring tool to help collect data by 2025.
- ❖ Each building lighthouse team will meet monthly to plan LIM lessons and student activities.

Student Performance Indicators:

- ❖ By May 2025, the District will see a 20% increase in Positive Office Referrals

Strategy 3A - School Climate and Supports					
Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S3A.A1 Provide district-wide PBIS refresher training and roll out PBIS CARE matrix.	Agenda & Powerpoint presentation	PBIS committee	Powerpoint created by Mrs. Henry and Lisa Maxwell	August 16, 2022	Review Annually
S3A. A2 All district classified staff and new teaching staff will participate in Tier 1 PBIS training.	Attendance documentation	PBIS committee	Train the trainer materials	September 19, 2022	Annually
S3A.A3 Complete Tiered Fidelity Inventory annually to identify areas for improvement.	Completed Inventories and action plan for improvement.	PBIS committees at each building Principals	Support from SST 12	Annually	Monthly at PBIS meetings
S3A.A4 Develop consistent monitoring tool to collect and analyze PBIS data.	Monitoring tool shared with each building's principals and staff	PBIS committee	Google Forms	Fall 2022	Monthly
S3A.A5 New staff	Agenda &	PBIS trainers in the	Train the trainer	Annually at New	Annually

will participate in PBIS training for staff onboarding.	powerpoint presentation	district	materials	Staff Orientation	
S3A.A6 Provide Core 3 Leader in Me training and continue implementation of Leader in Me program.	Lighthouse meeting minutes Surveys of implementation	Franklin Covey Building Lighthouse Teams	Title IV	August 2022	Monthly

Strategy 3B - Community, Family Engagement					
Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S3B.A1 Survey Parents to determine best way to communicate and best times for activities.	Responses to surveys	Principals & Teachers	Survey	Beginning of each year.	Annually
S3B.A2 Develop list of parent involvement activities per building per year and publish on webpage.	List on Website	Principal & BLTs	Title I Family Engagement Funds Title V Funds	By October	Annually - Beginning of Year
S2B.A3 Monitor parent involvement in student activities.	Parent sign-in sheets	Principal & BLTs		Ongoing	As events occur

Goal Statement 4: Educator Equity - By May 2025, the District will improve the Mathematics and Reading achievement of low economic status students by 5% as measured by the State Report Card - Gap Closing data.

Adult Implementation Indicators:

- ❖ Using the Equitable Access Data Tool, each building will close the equity gap between buildings with the highest and lowest % of Highly Effective Teachers by less 5%

Student Performance Indicators:

- ❖ 75% of low socio-economic students will meet their MAP RIT Projected Growth for English Language Arts and Math annually.

Strategy 4A - Building Leadership will improve evaluation processes so teachers receive consistent evaluations and quality feedback and coaching to improve teacher practice.					
Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
S4A. A1: The administration will develop a list of look-fors in the OTES 2.0 areas and develop a consistent set of questions to use to evaluate teacher use of HQSD.	List of look-fors, HQSD questions	Administrative Team & Asst. Supt.	OTES 2.0 training tools	By Fall 2022	Monthly Admin. Meeting
S4A. A2: Administrators will be encouraged to participate in professional development to improve coaching techniques.	Attendance at Professional Development.	Administrative Team & Asst. Supt.	Training Opportunities through ESC, SST, Writing Workshop, and other PD	Ongoing	Each Semester
S4A. A3: Administrators will annually review OTES 2.0 evaluation data to determine areas for administrator improvement.	Analysis of Evaluation Data	Administrative Team & Asst. Supt.	OhioES platform	Ongoing	June Administrator Retreat