

Corrective Action Plan for Walton School

House Bill 525 directs CMSD to develop a school improvement plan for schools identified as in need of “corrective action.” Investment School Corrective Action Plans were developed based on research about what makes urban schools successful. The strategy has three core components- improving students’ “readiness to learn,” teachers’ “readiness to teach,” and school leaders’ “readiness to act.” District leaders determined the foundational change levers for each Investment School with input from staff members, collective bargaining unit leaders, family members and community members.

Readiness element	Foundational change levers
Safety, discipline & engagement: Students feel secure and inspired to learn	Establish school rules that convey high expectations and that are fairly and consistently enforced by all educators for all students
	Improve school culture by having all educators implement Positive Behavioral Interventions and Supports (PBIS) model that includes a proactive behavior policy and a system for students to earn positive consequences for scholarly behavior
	Promote a college-going and career-oriented culture by having college- and career-related activities targeted for each grade-level
	All educators create and implement school arrival, dismissal, breakfast, lunchtime and hallway procedures/routines to ensure orderliness and to maximize instructional time
Action against adversity: Schools directly address the non-academic needs of students	Expand mentoring opportunities for at-risk students with current and/or new community partners
	Teachers communicate weekly with families through a provided online platform, e-mail and/or phone calls about student attendance and updates towards learning goals; maintain log tracking content and form of communication
	Teachers oversee student maintenance of biweekly folders for students’ families containing student work and progress towards learning goals
	Teachers update grades in an electronic gradebook weekly
	Invite family participation in at least two quarterly school activities aligned to school goals
Close student-adult relationships: Every student forms consistent, enduring and positive connections	Principal devises a system to give all scholars the opportunity to develop a meaningful relationship with at least one staff member in the building (ex. “breakfast buddies” or advisory period)
Shared responsibility for achievement: Staff feel deep accountability for student success	Create a positive rapport with students
	Collaboratively establish school-level, grade-level and classroom-level goals that align to Investment School metric goals
	Devises a system for regularly monitoring progress towards school-level, grade-level and classroom-level goals and implement this system



	Model respect and appropriate behavior for students, dress professionally and treat students respectfully and positively
	Regularly celebrate and incentivize student attendance and academic successes
Personalization of instruction: Individualized teaching based on diagnostic assessment and adjustable time on task	Teachers use Data Wise protocol with fidelity
	Teachers use multiple data sources, including short-cycle assessments, quarterly assessments and student work samples to diagnose student needs and to measure instructional impact. Based on data analysis, teachers make changes to instruction as needed and re-assess students until they reach content mastery.
	Teachers plan differentiated lessons that are aligned to learning objectives based on student needs identified during analysis of student performance data
	Teachers monitor student understanding throughout the lesson and immediately adjusts instruction based on student understanding
	Lessons contain clear and measurable learning objectives
	Teachers collaborate to develop or select a daily lesson planning template that is approved by the principal
	Teachers submit daily lessons weekly to principal or principal designee
	Teachers track individual student assessment results and growth over time; submit assessments and corresponding standards to principal weekly using template provided by principal
	Teachers use AIMSweb progress monitoring as part of the implementation of the Response-to-Intervention framework
	Teachers provide and track regular feedback to students about their progress and targeted areas for growth
	Teachers involve students in the assessment of their work and in setting their achievement goals
	Teachers use technology to enhance instruction
Professional teaching culture: Continuous improvement through collaboration and job-embedded learning	Three waiver days at identified points during the school year for professional development for all educators, including one day prior to the first day of the school year for students. This professional development will focus on Data Wise protocols, Ohio's New Learning Standards and Asia Society's "global learning strategies."
	School leaders will regularly observe classroom instruction, after reviewing lesson plans and teacher and student performance data. School leaders will provide teachers with actionable, timely written and verbal feedback that is not part of the TDES process to help teachers improve in their professional practice. School leaders will use Observation 360 rounds template, and teachers will respond to feedback via the Observation 360 reflection questions.

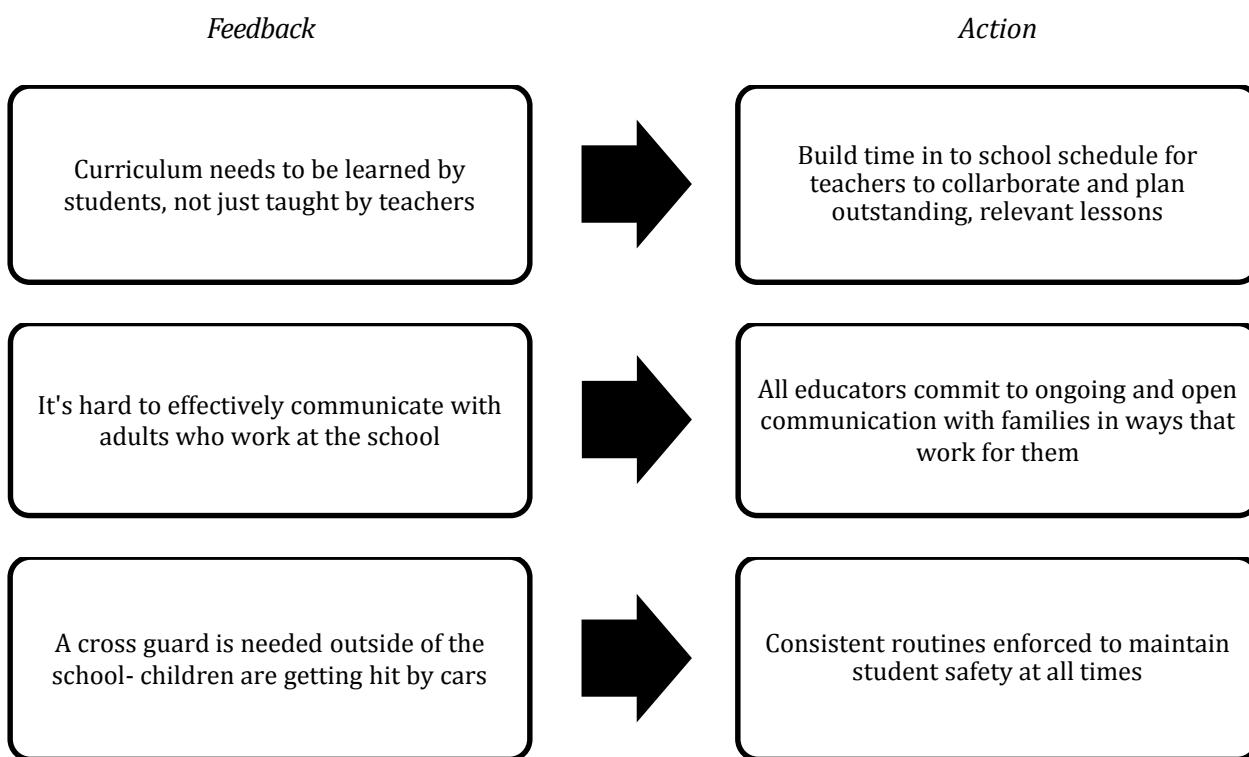


	Teacher participation in structured peer observations and feedback
	Coaching in best practices delivered by school instructional staff members, school leaders, district academic team members and/or through video recording
	Teacher participation in the Ohio Department of Education's five step process for Teacher-Based Teams, including completion of associated forms, through use of the Data Wise integration process
	Active teacher participation in regularly scheduled, uninterrupted collaboration time with established meeting routines and discussion protocols to ensure that time is used well
	Educators collaborate to collect and review risk indicator data to identify students in need of targeted academic, behavior and/or attendance supports, plan interventions and monitor progress.
Resource authority: Leaders make mission-driven decisions about people, time, money and programs	School-level Personnel Selection Committee conducts educator interviews as part of a rigorous hiring process that includes multiple measures to assess whether candidates have the skills required for the position and embody the core beliefs held by the school community
	School leaders have discretion to hire teachers for extended programming, which could be based on teacher attendance rates, student growth, TDES evaluations, Student Learning Objectives and Value-Added results.
	District and school leaders work with the Academic Progress Team (APT) to adjust the structure of the 200 minutes to support implementation of this Corrective Action Plan
	Principal re-structures master school schedule as needed to support the learning needs of scholars (ex. longer or different length class periods, staggered schedules, before- /after-school programming, and/or differentiated use of professional development and/or common planning time). Principal and APT/BLT review proposed master schedule to ensure alignment and to consider impact on student growth measures and other areas.
	The Academic Progress Team (APT) convenes at least monthly to review and improve implementation of the Corrective Action Plan, monitor progress towards reaching Corrective Action Plan metric goals and make recommendations to school and district leadership as necessary
	Principal submits plan for use of Investment School discretionary funds for approval by Chief Academic Officer
Resource ingenuity: Leaders are adept at securing additional resources and leveraging partners	School leaders acknowledge and celebrate the accomplishments of outstanding educators through recognition, awards and/or incentives
	The Academic Achievement Plan will be aligned to reflect all elements of this Corrective Action Plan. The Academic Achievement Plan will be used to facilitate implementation of this Corrective Action Plan. Regardless of whether the Academic Achievement Plan is passed by staff vote, the Corrective Action Plan must be implemented in its entirety. Should collective bargaining agreements contradict with the implementation of this Corrective Action Plan, the Corrective Action Plan will take precedence.



	Academic Progress Team conducts regular instructional rounds that include family and community members starting no later than the second semester of the school year. Family and community members who participate in instructional rounds will receive prior training, and advance notice will be provided to educators.
	Strategically coordinate community partners to meet school goals
Agility in the face of turbulence: All staff are flexible and inventive in responding to constant unrest	All educators are expected to engage constructively in ongoing outreach and communication with families and use feedback received to address school- and classroom-level challenges (which may include, for example, participation in community walks, home visits and meetings with families in locations other than the school site or after school hours)

Family and community feedback



Professional learning

Walton School will build and maintain a professional learning community that will increase collaboration and shared accountability among educators, and contribute to a school-wide culture of high expectations for all students and all adults.

District- and school-level professional development will be focused on organizational goals and priorities, including Ohio's New Learning Standards, curriculum, assessments, data analysis, and family engagement. Professional development offerings will be informed by ongoing analysis of student performance, instructional data and educators' professional learning needs.

Asia Society and the International Studies Schools Network (ISSN) was selected as one of Walton School's professional development partners for the 2015-2016 school year. As part of this partnership, all staff members will participate in four workshops throughout the year in addition to job-embedded learning from Asia Society professional coaches using the "global competency" framework. The workshops will focus on training teachers to embed lesson activities that align to the following four domains: Investigate the World, Recognize Perspectives, Take Action and Communicate Ideas. There will be one staff retreat during the year.

Three to five teachers will be invited to participate in a Response-to-Intervention Summer Institute during the first week of August through the Center for Student Achievement Solutions. Teachers will be paid a rate of \$41.16/hour for their participation at the Institute and for leading and preparing subsequent trainings at the school. These teachers will collaborate with school leaders to plan and execute workshops on the following topics:

- Developing and implementing a Response-to-Intervention continuum of behavior support through prevention and positive intervention
- Differentiating instruction to ensure that all students learn
- Unpacking Ohio's New Learning Standards into focused learning targets
- Designing common assessments
- Engaging and empowering students in the learning process

Educators will develop and implement whole-school and personalized supports for students using the Positive Behavioral Intervention and Support and Response-to-Intervention frameworks. School leaders will draft a robust student orientation plan to be used during the first two weeks of school. The first two weeks of school will be devoted to explicitly teaching and practicing academic and behavioral expectations and routines/procedures. Educators will engage in role plays and full-day walkthroughs prior to the start of the school year so that they are prepared for the student orientation, and educators will meticulously enforce these expectations and routines/procedures throughout the school year.

In addition, New Leaders will work with the Building Leadership Team and/or Academic Progress Team to use practices of high-performing teams to develop ambitious action plans based on school goals, systematically collect and analyze data from a variety of sources to track progress towards goals and adjust action plans in response to root cause analyses of the data. New Leaders will also work with the Building Leadership Team and/or Academic Progress Team to support educators in understanding their role in achieving school goals, providing feedback, celebrating success and initiating difficult conversations.

Educators are expected to actively engage in all aspects of the professional learning community, including professional development workshops and/or conferences, in-classroom coaching, development of and commitment to professional growth plans, common planning across grade-levels and/or subject areas, and frequent collegial collaboration.



Educators are expected to demonstrate their learnings in tangible and assessable ways determined by the principal. Educators will be provided with opportunities to offer input, and evaluate the quality of, professional development offerings.

Accountability metrics and reporting

CMSD will produce quarterly Investment School progress reports to update the community on progress to goals. Quarterly progress reports will include data for each metric and a narrative explanation of progress made.

Metric	Goal
Chronic student attendance	11% reduction
Average daily staff attendance	2% increase
Positive school culture- students report feeling safe at school (as indicated in the <i>Conditions for Learning</i> survey)	9% increase
Academic rigor- students report feeling challenged (as indicated in the <i>Conditions for Learning</i> survey)	3% increase
Disciplinary referrals to office	10% reduction
Suspensions	10% reduction
Number of family/community outreach events	10% increase
Participation at family/community outreach events	10% increase
Student achievement- NWEA reading proficiency	7% increase
Student achievement- NWEA math proficiency	9% increase

Commitment

The scholars of Walton School deserve a high-quality education to prepare them to be successful in college and careers. This challenging work requires the collective efforts and commitment of all educators, including the principal, teachers and operations staff members, families and community members. Educators are driven by the conviction that all students can succeed and understand the tremendous responsibility to dramatically improve student outcomes. Educators will always act in the best interests of students.

By working at Walton School for the 2015-2016 school year, educators commit to honoring the terms and conditions outlined herein. Refusal to do so will result in appropriate discipline under the applicable collective bargaining agreement and/or re-assignment.

There may be changes to this Corrective Action Plan as determined by district leadership. Any changes would be discussed with the Corrective Action Team, comprised of union leadership, prior to adoption.

