

Ohio County Strategic Plan

DATE PUB: 09/25/2015

SECTION I - MISSION STATEMENT - What are the core beliefs that guide improvement? What does the district want to accomplish for students?

CORE BELIEFS:

Core Beliefs: The Core Beliefs for Ohio County include: Positive Climate and Cohesive Culture: All students can learn in an inclusive and supportive environment. School Leadership: Distributive leadership provides opportunities to advance and influence professional practice. Standards-Focused Curriculum, Instruction and Assessment: Personalized instruction engages students in West Virginia's standards-based curriculum. Student Support Services and Family/Community Connections: Education is a shared responsibility with the family and community. Educator Growth and Development: Professional growth and collaborative learning communities ensure that teachers have the skills and expertise to help all students. Efficient and Effective Management: Efficient and effective management of resources add value to student learning. Continuous Improvement: All stakeholders have a collective commitment to communicate the changes necessary for school improvement.

MISSION STATEMENT:

The mission of Ohio County Schools is to Inspire Dreams.

SECTION II - GOALS - What are the district's improvement goals? What evidence will be used to judge success in accomplishing these goals?

GOALS:

EVIDENCE (EV):

Goal1. All Ohio County students will increase the overall academic achievement in mathematics a minimum of 3% as measured by 2016 WV General Summative Assessment data.	EV1. 2016 WV General Summative Assessment and Interim Assessment data
Goal2. All Ohio County students will increase the overall academic achievement in English language arts a minimum of 3% as measured by 2016 WV General Summative Assessment data.	EV2. 2016 WV General Summative Assessment data and Interim Assessment data
Goal3. All Ohio County students will increase the overall academic achievement in all content areas a minimum of 3% as measured by 2016 WV General Summative assessment and a balance of assessment data.	EV3. 2016 WV General Summative Assessment data and Interim Assessment data
Goal4. All Ohio County Schools will work collaboratively to improve student learning and achievement a minimum of 3% as measured by 2016 WV General Summative Assessment data and by the overall professional development hours completed in 2015-16 in research-based, sustained, and collaborative learning opportunities.	EV4. 2016 WV General Summative Assessment data, 2015-16 High Quality Professional Development reports, and Teacher Evaluation WOW data
Goal5. All Ohio County students will increase the college and career readiness measure by a minimum of 3% as measured by the 2016 WV General Summative Assessment data.	EV5. 2016 WV General Summative Assessment data and Wheeling Park High School's graduation rate

NOTE: Red background for goal indicates no action items recorded for that goal.

SECTION IIIA - ACTION PLAN - What core actions or processes will be implemented to accomplish the goals?

ACTION PLAN:

Goal 1: All Ohio County students will increase the overall academic achievement in mathematics a minimum of 3% as measured by 2016 WV General Summative Assessment data.

Action Step	Date(s) or Time Span	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Implement instructional practices consistent with Next Generation Mathematics CSOs and provide professional development to support effective implementation.	August 12, 2015, to May 26, 2016	Ohio County Schools' administrators and teachers	General, Title I, Title II, and Special Education funding	Interim Assessment data, Pearson Successnet Benchmarks, Moby Max, and WV General

				Summative Assessment data
2. Implement MAP (Management of Academic Performance) plan for continuous school improvement.	September, 2015, and January, 2016, School Leadership Team meetings and monthly data-all principals	OCS Leadership Team and all School Leadership Team	None	Interim Assessment data, Pearson Successnet Benchmarks, Moby Max, and WV General Summative Assessment data
3. Provide technical assistance to oversee school improvement efforts in all Focus and Support Schools to identify strategies to increase overall academic achievement and address achievement gap issues as well as develop strategies to ensure growth of the lowest 25% of students with the lowest performance. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth of the lowest 25% in each school.	August 12, 2015, to May 26, 2016	OCS Leadership Team, RESA FAST, School Leadership	General, Title I, Title II, and Special Education funding	Interim Assessment data, Pearson Successnet Benchmarks, Moby Max, and WV General Summative Assessment data
4. Provide technical assistance to oversee school improvement efforts in all Transition and Success Schools to identify strategies to increase overall academic achievement. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth of the lowest 25% in each school.	August 12, 2015, to May 26, 2016	OCS Leadership Team and all School Leadership Team	General, Title I, Title II, and Special Education funding	Interim Assessment data, Pearson Successnet Benchmarks, Moby Max, and WV General Summative Assessment data

Goal 2: All Ohio County students will increase the overall academic achievement in English language arts a minimum of 3% as measured by 2016 WV General Summative Assessment data.

Action Step	Date(s) or Time Span	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Implement instructional practices consistent with Next Generation English language arts CSOs and provide professional development to support effective implementation.	August 12, 2015, to May 26, 2016	Ohio County Schools' administrators and teachers	General, Title I, Title II, and Special Education funding	Interim Assessment data, DIBELS benchmarks, Moby Max, and WV General Summative Assessment data
2. Implement MAP (Management of Academic Performance) plan for continuous school improvement.	September, 2015, and January, 2016, School Leadership Team meetings and monthly data-all principals	OCS Leadership Team and all School Leadership Team	None	Interim Assessment data, DIBELS benchmarks, Moby Max, and WV General Summative Assessment data

3. Provide technical assistance to oversee school improvement efforts in all Focus and Support Schools to identify strategies to increase overall academic achievement and address achievement gap issues. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth of the lowest 25% of students in each school.	August 12, 2015, to May 26, 2016	OCS Leadership Team, RESA FAST, School Leadership	General, Title I, Title II, and Special Education funding	Interim Assessment data, DIBELS benchmarks, Moby Max, and WV General Summative Assessment data
4. Provide technical assistance to oversee school improvement efforts in all Transition and Success Schools to identify strategies to increase overall academic achievement. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth in the lowest 25% of students in each school.	August 12, 2015, to May 26, 2016	OCS Leadership Team and all School Leadership Team	General, Title I, Title II, and Special Education funding	Interim Assessment data, DIBELS benchmarks, Moby Max, and WV General Summative Assessment data

Goal 3: All Ohio County students will increase the overall academic achievement in all content areas a minimum of 3 % as measured by 2016 WV General Summative assessment and a balance of assessment data.

Action Step	Date(s) or Time Span	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Implement instructional practices consistent with Next Generation CSOs in literacy and mathematics and provide professional development to support effective implementation.	August 12, 2015, to May 26, 2016	Ohio County Schools' administrators and teachers	General, Title I, Title II and Special Education funding	Interim Assessment data, WV General Summative Assessment data, HEAP, and Moby Max
2. Implement MAP (Management of Academic Performance) plan for continuous school improvement.	September, 2015, and January, 2016, School Leadership Team meetings and monthly data-all principals	OCS Leadership Team and all School Leadership Team	None	Interim Assessment data, WV General Summative Assessment data, HEAP, and Moby Max
3. Provide technical assistance to oversee school improvement efforts in all Focus and Support Schools to identify strategies to increase overall academic achievement and address achievement gap issues. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth in the lowest 25% of students in each school.	August 12, 2015, to May 26, 2016	OCS Leadership Team, RESA FAST team, School Leader	General, Title I, Title II and Special Education funding	Interim Assessment data, WV General Summative Assessment data, HEAP, and Moby Max
4. Provide technical assistance to oversee school improvement efforts in all Transition and Success Schools to identify strategies to increase overall academic achievement. Identify the lowest 25% of students with the lowest performance and develop academic, behavioral, and motivational strategies to ensure accelerated growth of the lowest 25% in	August 12, 2015, to May 26, 2016	OCS Leadership Team and all School Leadership Team	General, Title I, Title II and Special Education funding	Interim Assessment data, WV General Summative Assessment data, HEAP, and Moby Max

each school.

Goal 4: All Ohio County Schools will work collaboratively to improve student learning and achievement a minimum of 3% as measured by 2016 WV General Summative Assessment data and by the overall professional development hours completed in 2015-16 in research-based, sustained, and collaborative learning opportunities.

Action Step	Date(s) or Time Span	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Professional development will focus upon research-based, sustained, collaborative practices consistent with Next Generation CSOs to improve student learning and achievement.	August 12, 2015, to May 26, 2016	All OCS professional and service staff	General, Title I, Title II, Special Education, and Professional and Service Staff Development	2015-16 High Quality Professional Development reports, Teacher Evaluation data WOW, 2016 WV General Summative Assessment data
2. Professional development will focus upon research-based, sustained, collaborative practices consistent with the WV Teacher Evaluation system to improve student learning and achievement.	August 12, 2015, to May 26, 2016	All OCS professional and service staff	General, Title I, Title II, Special Education, and Professional and Service Staff Development	2015-16 High Quality Professional Development reports, Teacher Evaluation data WOW, 2016 WV General Summative Assessment data
3. Professional development will focus upon research-based, sustained, collaborative practices consistent with Support for Personalized Instruction and Differentiated Instruction.	August 12, 2015, to May 26, 2016	All OCS professional staff	General, Title I, Title II, Special Education, and School Professional Staff Development Council	2015-16 High Quality Professional Development reports, Teacher Evaluation data in WOW, 2016 WV General Summative Assessment data
4. Professional development will focus upon research-based, sustained, collaborative practices based upon individual school needs assessment data and implemented in the professional learning communities in each school. Action research book studies will include such sources as Engaging Students with Poverty in Mind and Making Thinking Visible. The Ohio County Leadership Team (all OCS administrators) will engage in professional learning focused on Killion and Roy's Becoming a Learning School.	August 12, 2015, to May 26, 2016	All OCS professional staff	Title II	2015-16 High Quality Professional Development reports, Teacher Evaluation data WOW, 2016 WV General Summative Assessment data
All Ohio County Schools will implement IPI (Instructional Practices Inventory) monitoring to increase student engagement and learning.	August 12, 2015, to May 26, 2016	All OCS professional staff and IPI coders	Title II and School Professional Development Council	Individual school reports for IPI

Goal 5: All Ohio County students will increase the college and career readiness measure by a minimum of 3% as measured by the 2016 WV General Summative Assessment data.

Action Step	Date(s) or Time Span	Person(s) Responsible	Funding Source(s)	Progress Monitoring
1. Implement instructional practices consistent with Next Generation English language arts and mathematics CSOs and support literacy skills in all core content areas.	August 12, 2015, to May 26, 2016	Ohio County Schools' administrators and teachers	General, Title I, Title II, Special Education, and Innovation Zone funding	Interim Assessment data, WV General Summative Assessment data, ACT COMPASS results
2. Monitor all student learning and academic performance to assure that students are on track for graduation.	August 12, 2015, to May 26, 2016	Ohio County Schools' administrators and teachers	General, Title I, Title II, Special Education, and Innovation Zone funding	Wheeling Park High School graduation rate

SECTION IIIB - PROFESSIONAL DEVELOPMENT NEEDS - What skills or knowledge are needed to accomplish your goals?

PROFESSIONAL DEVELOPMENT:

What skills enhancements/developments needs to occur to accomplish your goals? (Professional Development should be aligned with your beliefs, your mission, the self-study analysis, goals, action plan and any other local/state/federal compliance considerations).

Identify strengths and weaknesses as determined by the educator evaluations system and explain how these findings guide your professional development.

Ohio County Schools uses the data from the educator performance evaluation system to serve as a basis for providing professional development specifically targeted to meet areas identified through the evaluation process. In 2011-12, Ohio County had two pilot schools participate in the initial educator evaluation system, and in 2012-13 two additional schools were added as demonstration schools. In 2013-14 and in 2014-15, all schools fully implemented the educator evaluation system, and data from the educator evaluation system will be included in the county and school strategic plans and utilized to identify professional development needs which focus on effective collaborative practices to ensure a focus on student learning and achievement, as advocated by research from Joyce, B. & Showers, B. (1987-88)

Beginning Teachers (Years 0-2)

Action Step	Timeline	Target Audience	Desired Method	Funding Source
Ohio County Schools provides strong support and supervision to assist beginning teachers by requiring all teachers new to the profession to complete three years of a beginning teacher induction program with monthly meetings facilitated by the Director of Human Resources and Director of Student Services. Based upon research from Charlotte Danielson's A Framework for Teaching, all beginning teachers receive professional development on the four key domains.	August, 2015 to May, 2016	Teachers (0-2)	Face to Face	Title II
Ohio County Schools provides strong support through professional development which focuses on knowledge and understanding of all WVDE and OCS policies and procedures related to professional responsibilities, curriculum and instruction, grading and effective classroom management (provided by Ohio County's	August, 2015, to May,	Teachers (0-2)	Face to Face	Title II and Mentor funds

highly qualified mentors) and embedding Charlotte Danielson's four domains from A Framework for Teaching. Strong alignment exists with the WV Educator Performance Evaluation System.	2016			
Ohio County Schools provides strong support through professional development focus for teachers in the second year of service which centers on student learning and achievement, national teaching standards, and current "best practices" in instructional delivery as an extension of Charlotte Danielson's four domains from A Framework for Teaching. Strong alignment exists with the WV Educator Performance Evaluation System's critical standard elements.	August, 2015, to May, 2016	Teachers (0-2)	Face to Face	Title II

Experienced Teachers (3+ Years)

Action Step	Timeline	Target Audience	Desired Method	Funding Source
All Ohio County Schools have strongly developed collaborative teams in each school, and all professional educators are required to participate in collaborative team meetings as established by their principals. School-based support and supervision are monitored by the principal. Ohio County principals have established processes in their schools to provide strong school-based support for all teachers. The OCS Professional Development Council plans, implements, and monitors all PD activities.	August, 2015, to May, 2016	Teachers (3+)	Face to Face	Title II, Special Education, and School Professional Development Council funds
Ohio County provides strong support and supervision to assist beginning teachers in their third year of service. These teachers are required to attend monthly county teacher induction meetings with a professional development focus on collaborative practices which improve student learning and achievement as well as extending Charlotte Danielson's A Framework for Teaching. Strong alignment exists with the WV Educator Performance Evaluation System's critical standard elements.	August, 2015, to May, 2016	Teachers (3)	Face to Face	Title II
Ohio County provides additional countywide support for professional development on curriculum, instructional best practices, and effective assessment to support student learning and achievement on all CE days and through Teacher Academy. Ohio County professional educators meet by grade level/content level for professional development about Next Generation CSOs, Support for Personalized Instruction (SPI), differentiated instruction, and using data to improve student learning and achievement.	August, 2015, to May, 2016	Teachers (3+)	Face to Face Blended Study	Title II and Special Education

Student Teachers

Action Step	Timeline	Target Audience	Desired Method	Funding Source
All Ohio County Schools have developed partnerships with West Liberty University as Professional Development Schools to assure collaboration with higher education. All West Liberty University	August,	Student		

pre-service teachers complete extensive observation/collaboration with their cooperating teachers the semester before their student teaching placement. Student teachers participate in professional learning communities, engage in data analysis, and observe research-based instructional interventions.	2015, to May, 2016	Student Teachers	Face to Face	PDS funds
Ohio County Schools Human Resource Director maintains a collaborative working relationship with all local colleges and universities. The HR Director conducts workshops regarding professional expectations and responsibilities, reviews policies, and maintains strong communication with cooperating teachers and supervisors from the colleges and universities.	August, 2015, to May, 2016	Student Teachers	Face to Face	None
All Ohio County Schools have strongly developed collaborative teams in each school, and all student teachers are fully incorporated into professional learning communities during their student teaching experiences as well as during the observation cycles as well to ensure their focus on student learning and achievement.	August, 2015, to May, 2016	Student Teachers	Face to Face	None
All Ohio County Schools strongly support pre-service teacher growth through video-based reflective practice with students to increase reflective practice as part of the continuous improvement process.	August, 2015, to May, 2016	Student Teachers	Face to Face	None

Other Staff (administrators, counselors, paraprofessionals, academic coaches, etc)

Action Step	Timeline	Target Audience	Desired Method	Funding Source
Ohio County Schools provides an annual OCS Leadership Academy for all administrators in June each year as well as monthly sustained, collaborative, and research-based professional development sessions for administrators.	June, 2016	Administrators	Face to Face	Title II and Special Education
Ohio County Schools provides professional development resource materials to support research-based study groups based upon identified school needs assessment data.	August, 2015, to May, 2016	Administrators, counselors, and paraprofessionals	Face to Face Blended Study	Title II and Special Education
Ohio County Schools provides professional development opportunities for all teachers and counselors to increase educator effectiveness to support personalized learning, growth, and development of personal, physical, social, emotional, and academic needs of each student.	August, 2015, to May, 2016	Administrators, counselors, and paraprofessionals	Face to Face Blended Study	Title II and Special Education
Ohio County Administrative Leadership Team (all administrators) will engage in professional learning based on Killion and Roy's Becoming a Learning School during 2015-16. All administrators will focus upon research based instructional processes to implement the "Learning School" model for 2016-17.	September, 2015, to May, 2016	Administrators	Face to Face	Title II

Meeting Highly Qualified Teachers Compliance

Action Step	Timeline	Target Audience	Desired Method	Funding Source
Ohio County's Professional Development Council reviewed and approved the HQ Teacher Plan on Nov. 20, 2014, with the following action steps: 1. recruit and retain HQ and fully certified teachers through Human Resources Office and RESA 6, in collaboration with colleges and universities; 2. accept only applications from potential teachers most highly qualified and fully certified/certifiable; 3. interview only the most highly qualified and fully certified/certifiable applicants.	November, 2015, review HQ Plan annually	Professional Staff	Face to Face	Title II and Special Education
Ohio County Schools will develop an individualized Highly Qualified plan for each teacher not deemed highly qualified.	As needed	As needed	Face to Face	Title II and Special Education
Ohio County Schools will implement its Highly Qualified Teacher Plan with the following steps: 1. evaluation of the certified list of personnel; 2. evaluation of the list of teachers on permit; 3. review of school schedules, including course/class codes and teacher areas of certification; 4. review of list of aides/assistants/paraprofessionals.	August, 2015, to May, 2016	All Ohio County staff	Face to Face	Title II and Special Education

Professional Development

Action Step	Timeline	Target Audience	Desired Method	Funding Source
1. Implement instructional practices consistent with Nxt Gen CSOs of literacy and mathematics and provide PD to support effective implementation	August 10, 12, 13, and Oct. 16, 2015 & Mar. 4, 2016	All OCS Professional Staff	Face to Face	Title II
2. Implement instructional practices consistent with Advanced Placement course requirements and provide PD to support effective implementation	August, 2015, to May, 2016	AP and pre-AP teachers	Face to Face	Title II
3. Implement research-based, collaborative practices aligned with the WV Teacher Evaluation process to increase teacher leadership and teacher competencies	August, 2015, to May, 2016	All OCS Professional Staff	Face to Face	Title II and Special Education
4. Implement research-based, collaborative practices to increase teacher leadership and teacher competencies through the National Board Certification process	August, 2015, to May, 2016	All OCS Professional Staff	Face to Face Blended Study	Title II and Special Education
5. Implement research-based collaborative practices aligned to Support for Personalized Instruction to increase student learning and achievement	August 10, 13, and Oct. 16, 2015 and Mar. 4, 2016	All OCS Professional Staff	Face to Face	Title II and Special Education

6. Implement research-based collaborative practices to meet the needs of students who are identified as English Language Learners. Professional development for teachers of LEP students will focus on the comprehensive needs of LEP students and their families, including language acquisition stages, sheltered instruction for teaching core content, assessments for LEP students, cultural diversity, and classroom modifications to meet individual student needs.

August,
2015 to
May,
2016

OCS
Professional
Staff who
teach ELL
students

Face to
Face

Title II

Implement professional learning school processes to support Middle Creek Elementary School's pilot of Catalyst Learning School processes

July,
2015, to
May,
2016

Middle Creek
staff and all
OCS
administrators

Face to
Face

Title II