

NULSD District Strategic Plan  
2017-2018

District  
Goal 1

# Improve Teaching and Learning

## Improvement Strategies and Indicators

## Data

## Action Steps

### Strategy 1.A: Formative Instructional practices

**Adult Implementation Indicator:**

- \*Growth data
- \*Increase of survey data measuring usable curriculum maps
- \*Teacher attendance at subject team meetings
- \*Principal observation of I Can statements

**Student Implementation Indicator:**

- \*Achievement scores
- \*MAP Achievement data
- \*Students can clearly articulate I Can statements as observed by principal

**Growth Data**

MAP – Spring – Mean RIT

Reading	202.9
Math	208.6
Language Usage	209.1
Science	210.6

**AIR**

Total	5/24 = 20.8%
Reading	0/8 = 0%
Math	3/8 = 37.5%
Science	1/3 = 33%
Social Studies	1/4 = 25%
Gifted Indicator	Not Met

Curriculum Map

% TBD

I Can Statements

I Can Statements

Subject Team Mtgs.

Students

% TBD

Teachers

% TBD

0%

- 1.A.1 – Subject team meetings
- 1.A.2 – Evaluate curriculum maps
- 1.A.3 – Gap analysis
- 1.A.4 – Develop I Can statements
- 1.A.5 – Identify current data that is accessible
- 1.A.6 – Professional Development
- 1.A.7 – Use assessment/data to drive instruction and develop a clear learning path for all students (classroom assessments, pre-test, post-test, exit slips, MAP, AIR, ACT, etc.)

### Strategy 1.B: Technology Integration

**Adult Implementation Indicator:**

- \*Complete technology checklist
- \*Increase teacher awareness of technology checklist
- \*Growth data (AIR)

**Student Implementation Indicator:**

- \*Student knowledge of technology checklist skills
- \*Achievement scores

**Growth Data**

**AIR**

Total	5/24 = 20.8%
Reading	0/8 = 0%
Math	3/8 = 37.5%
Science	1/3 = 33%
Social Studies	1/4 = 25%
Gifted Indicator	Not Met

Technology √ list  
% done

Technology √ list  
% staff use

% of students using  
Technology √ list skills

0%

0%

0%

- 1.B.1 – Develop technology checklist to increase student technology readiness (keyboarding, college and career skills, etc.)
- 1.B.2 – Technology integration professional development for staff
- 1.B.3 – Professional Development
- 1.B.4 – Dedicate Technology Integration Specialist to improve middle school instruction through the use of technology

## Strategy 1.C: English Language Arts

### Adult Implementation Indicator:

- \*Integration of ELA into Science and Social Studies
- \*Growth Data (ELA)
- \*Principal observation of I Can statements

### Student Implementation Indicator:

- \*Achievement scores
- \*MAP Achievement data
- \*Short-cycle assessment results
- \*Students can clearly articulate I Can statements as observed by principal

### Growth Data

MAP – Spring – Mean RIT

Reading	202.9
Language Usage	209.1

AIR

Reading	0/8 = 0%
Gifted Indicator	Not Met

I Can Statements

Students
% TBD

I Can Statements

Teachers
% TBD

Short-cycle assessments

TBD  
By  
Building

- 1.C.1 – Ensure alignment to ELA Ohio Academic Standards through ELA Adoption
- 1.C.2 – ELA team meetings
- 1.C.3 – Teacher identification or development of short cycle and summative assessments
- 1.C.4 – Development of I Can statements
- 1.C.5 – Dedicate Technology Integration Specialist to improve strategies toward embedding literacy standards into 6-8 Science and Social Studies
- 1.C.6 – Dedicate Technology Integration Specialist to improve middle school instruction through the use of technology
- 1.C.7 – Professional Development

## Strategy 1.D: Math

### Adult Implementation Indicator:

- \*% attendance at meetings
- \*2017 Curriculum MAP completed with I can statements
- \*Increased awareness and use of DOK activities, Growth Mindset, Writing in Mathematics, Gaise Method and its implications for student learning
- \*Growth in AIR data
- \*Principle observations of I can statements and technology use

### Student Implementation Indicator:

- \*AIR/MAP Scores
- \*Use of growth mindset phrases
- \*Students can represent mathematical thinking and data in multiple ways by a model, graph, equation, verbally or written solutions

### Growth Data

MAP – Spring – Mean RIT

Math	202.9
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AIR

Math	3/8 = 37%
Gifted Indicator	Not Met

I Can Statements

Students
% TBD

I Can Statements

Teachers
% TBD

Short-cycle assessments

TBD  
By  
Building

- 1.D.1 – Attendance at team/PD meetings
- 1.D.2 Completion of curriculum maps with 2017 revised Ohio Academic Standards.
- 1.D.3 Development and of I Can statements & posted daily.
- 1.D.4 Professional Development DOK, Growth Mindset, Writing in Mathematics, Number Sense, Gaise Method
- 1.D.5 Use and improve assessment data to drive instruction :AIR, MAP, Pre-Act, exit slips, classroom assessments
- 1.D.6 Dedicate technology specialist to improve instruction through use of technology.

NULSD District Strategic Plan  
2017-2018

District  
Goal 2

# Improve Culture

## Improvement Strategies and Indicators

## Data

## Action Steps

### Strategy 2.A:

### Development and Implementation of Focus3

#### Adult Implementation Indicator:

- \*Attendance at NUniversity events
- \*Increase in positive referrals
- \*Decrease in negative referrals
- \*Improved staff attendance Growth data

#### Student Implementation Indicator:

- \*Reduce OSS
- \*Reduce ISS
- \*Improved student attendance
- \*Increased extra-curricular/co-curricular participation
- \*Achievement data

<p><b>NUniversity Attendance</b> 2015 - 16: 0 2016 - 17: 2017 - 18:</p> <p><b>Positive Referrals</b> 2015 - 16: 0 2016 - 17: 1226 (through December 28, 2016) 2017 - 18:</p> <p><b>Negative Referrals</b> 2015 - 16: 0 2016 - 17: 712 (through December 28, 2016) 2017 - 18:</p>	<p><b>Staff Absences</b> 2013 - 14: 94.2% 2014 - 15: 95.1% 2015 - 16: 93.8% 2016 - 17: 2017 - 18:</p> <p><b>Growth Data</b> 2013 - 14: + 5.76 2014 - 15: - 12.48 2015 - 16: + 7.09 2016 - 17: 2017 - 18:</p>
<p><b>OSS Assignments</b> 2013 - 14: 55 2014 - 15: 108 2015 - 16: 78 2016 - 17: 2017 - 18:</p> <p><b>ISS Assignments</b> 2013 - 14: 165 2014 - 15: 226 2015 - 16: 130 2016 - 17: 2017 - 18:</p> <p><b>Student Attendance Rate</b> 2013 - 14: 94.6 % 2014 - 15: 93.9 % 2015 - 16: 94.5% 2016 - 17: 2017 - 18:</p>	<p><b>Student extra-curricular /co-curricular participation</b> 2013 - 14: 55 2014 - 15: 108 2015 - 16: 78 2016 - 17: 2017 - 18:</p> <p><b>Achievement Data - Performance Index</b> 2013 - 14: 100.6 2014 - 15: 83.8 2015 - 16: 84.4 2016 - 17: 2017 - 18:</p>

#### 2016-17

2.A.1 - District employee participation in the development and implementation of the "Pawprint."

2.A.2 - Build awareness around "Pawprint."

- a. State of North Union
- b. Board Meeting
- c. NUniversity Events

2.A.3 - Staff Focus3 training sessions.

#### 2017-18

2.A.4 - Building level development of "Pawprint."

2.A.5 - Signage and conversation

2.A.6 - Continued Staff Focus3 training sessions.

2.A.7 - Student Focus3 training sessions.

## **Strategy 2.B:**

### **Build Community Connections in learning**

#### **Adult Implementation Indicator:**

- \*Community Partners
- \* Parent communication participation
- \* Community communication participation
- \* Sponsorships, Endorsements, Advertising

#### **Student Implementation Indicator:**

- \*Educational Field Trips
- \*Guest Speakers
  - a. Classroom
  - b. School Wide
  - c. District Wide
  - d. Progressbook
  - e. Schoology

Twitter followers

Website hits

Honeywell subscribers

Facebook followers

Attendance at State of North Union

Fiscal Partners

#### **2016-17**

2.B.1 - Development of #NUPride Award

2.B.2 - State of North Union Community Meetings

2.B.3 - Memorial Partnership – Trainer

2.B.4 - Memorial Partnership – Facility

2.B.5 – Twitter

2.B.6 – Facebook

2.B.7 – Webpage

2.B.8 – RABA

2.B.9 - Aligned, purposeful Field Trips

#### **2017-18**

2.B.10 - NUniversity Community Events