

SECTION A: EFFECTIVE TEAMS					
CRITERION	1 Beginning	2 Developing	3 Accomplished	4 Exemplar	Evidence or Examples
A1. Educators work in collaboration.	The team is at the forming stage of team development. Roles/responsibilities are not defined.	The team is at the storming stage of team development. Roles/responsibilities are not clearly defined.	The team is at the norming stage of team development. Roles/responsibilities are defined at each meeting.	The team is at the performing and adjourning stage of team development. Roles and responsibilities are defined at each meeting and applied across the system.	Meeting agendas Meeting schedule Team meeting minutes with defined actions. Self-assessment survey results or video of team process
			Wooster High School Parkview Elementary Cornerstone Elementary Melrose Elementary Kean Elementary Edgewood Middle School		
A2. Educators work in leadership teams and have regularly scheduled meetings to support their work.	Less than 25% of recommended members* participate on the team. Meetings are rarely held or not at all. Participants are present but lack engagement.	26-50% of recommended members* participate on the team. Meetings are scheduled but held occasionally. Participants are present and engagement is active or passive based on level of interest.	51-89% of recommended members* participate on the team. Meetings are held according to the prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments.	"90-100% of recommended members* participate on the team. Meetings are held according to a prescribed schedule. Participants are present and engaged by asking thoughtful questions and responding to comments."	Meeting schedule List of membership by position Self-assessment survey results or video of team process
			Wooster High School Edgewood Middle School Melrose Elementary	Parkview Elementary Cornerstone Elementary Kean Elementary	
A3. Teams meetings are purposeful.	Agendas are not provided during or in advance of the meeting. Teams have no clear data forms/protocols. Individuals do not come prepared.	Agendas are used but may not be provided in advance of the meeting. Agenda topics are not aligned to the plan. Teams inconsistently use team data forms/protocols. Individuals generally come prepared.	Agendas are used but may not be provided in advance of the meeting. Agenda topics are aligned to the plan. Teams consistently use team data forms/protocols. Individuals come to meetings prepared.	Agendas are used and provided in advance of the meeting. Agenda topics are aligned and focused to achieve plan results. Teams consistently use team data forms/protocols to facilitate their work. Individuals come to meetings prepared.	Meeting agendas Meeting forms/protocols Meeting notes with monitoring evidence and impact on improving student achievement, educator behavior and/or system changes
		Edgewood Middle School	Parkview Elementary Cornerstone Elementary Melrose Elementary Kean Elementary Wooster High School		
A4. Teams have a communication structure and approach.	Teams informally communicate within their own team.	Teams communicate within their own teams using formal means (e.g., minutes of meetings, forms/procedures).	Teams communicate within and across teams using formal means (e.g., minutes of meetings, forms/procedures).	Teams have forms/procedures for formally communicating their work within and across the system (district and building, horizontally and vertically, internal and external stakeholders – within all levels of the organization)	Communication approach within IMM Evidence consistent with communication approach, e.g., notes, newsletters, emails, wikki, SharePoint, Google docs
		Cornerstone Elementary	Wooster High School Parkview Elementary Melrose Elementary Kean Elementary Edgewood Middle School		

SECTION B: DISTRICT/BUILDING/COMMUNITY SCHOOL LEADERSHIP TEAMS					
CRITERION	1 Beginning	2 Developing	3 Accomplished	4 Exemplar	Evidence or Examples
B5. The DLT/BLT/CSLT identifies and prioritizes needs using reliable, valid and timely quantitative and qualitative data generated from completion of the Decision Framework (DF)/Building Decision Framework (BDF).	Based on state and district data, the DF is completed with limited quantitative and/or qualitative data beyond pre-populated DF data and priorities are selected on need. Only buildings that are in school improvement complete the BDF. Data are not organized and there is limited accessibility to all DLT/BLT/CSLT members.	Based on state and district data, the DF is completed using quantitative and qualitative data for all levels within the DF and priorities are selected on need. Buildings in school improvement and some other schools but not all buildings in the district complete a BDF. Data are somewhat organized and DLT/CSLT/BLT members have varying degrees of access.	Based on state and district data, the DF is completed using quantitative and qualitative data for all questions within the DF and priorities are selected on need. All buildings in the district complete a BDF. Data are organized and accessible to all DLT/BLT/CSLT members.	Based on state and district data, the DF is completed using valid, reliable, and timely quantitative and qualitative data for all questions within the DF and priorities are selected on need. All buildings in the district complete a BDF. Data are organized and easily accessible to all DLT/BLT/CSLT members.	Quantitative and qualitative data, that is valid, reliable and timely (e.g., Special Education Profile, State Diagnostic Team Report, special education reviews, Early Learning reviews, LEP, PACTS, summative and formative assessments) Completed DF/BDF
*Melrose Elementary		Kean Elementary	Wooster High School Parkview Elementary Cornerstone Elementary Edgewood Middle School		
B6. The DLT/BLT/CSLT develops a focused plan with limited goals, strategies, and action steps.	Focused goals meet some but not all SMART requirements: Specific, Measurable, Achievable, Attainable, Relevant, Timely) Strategies are not aligned to goals. Action steps are not aligned to district goals and strategies. Action steps are written in general terms. TheCCIPandIMMarenot completed with SMART goals, goal targets, strategies, indicators and action steps. Goals, strategies and action steps meet 25% or less of the descriptors.**	Focused goals meet all SMART requirements. Strategies and action steps are vaguely aligned to goals. Action steps are somewhat aligned to district goals and strategies. Action steps are written more specifically but may or may not lead to achieving strategies/goals. The CCIPandIMMare partially complete with SMART goals, goal targets, strategies, indicators and action steps. Goals, strategies and action steps meet 26-50% of the descriptors.**	Few, focused goals meet all SMART requirements. Few, research-based, tightly aligned strategies based on prioritized needs. Action steps are aligned to district goals and strategies. Action steps are specifically written and have the probability of achieving strategies/goals. The CCIP and IMM are fully complete with SMART goals, goal targets, strategies, indicators and action steps. Goals, strategies and action steps meet 51- 89% of the descriptors.**	Few, focused goals meet all SMART requirement Few, research-based, tightly aligned strategies based on prioritized needs. Action steps are clearly aligned to district goals and strategies. Action steps are written specifically and targeted to achieving strategies/goals. TheCCIPandIMMare fully complete with SMART goals, goal targets, strategies, indicators and action steps. Goals, strategies and action steps meet 90% of more of the descriptors.*	Action steps that respond to compliance items, i.e., HQT, Transition, Help Me Grow, Class Size Reduction) List of district and building SMART Goals if not in the CCIP and/ or IMM Completed CCIP and IMM
			Wooster High School Parkview Elementary Cornerstone Elementary Melrose Elementary Kean Elementary Edgewood Middle School		
B7. The DLT/BLT/CSLT implements the plan and ensures instruction and the learning process for students and adults is standards-based, evidence-based, accessible and high quality.	Few adults are held accountable for implementing the plan. Few students have full access to challenging curriculum content. Professional development is inconsistent with plan priorities. Teachers have discretion to participate in professional development. 25% or less implementation with fidelity of action steps and monitoring of impact (opportunities for mid- course corrections).	Some adults are held accountable for implementing the plan. Some students have full access to challenging curriculum content. Professional development is consistent with plan priorities and the majority is job-embedded. Teachers are expected but not required to participate in professional development. 26-50% implementation with fidelity of action steps and monitoring of impact (opportunities for mid- course corrections).	Most adults are held accountable for implementing the plan. Most students have full access to challenging curriculum content. Professional development is consistent with plan priorities, the majority of which is job-embedded for all teachers. Teacher behavior in the classroom has changed as a result of professional development. 51-89% implementation with fidelity of action steps and monitoring of impact (opportunities for mid-course corrections).	All adults in the system are held accountable for implementing the plan. All students have full access to challenging curriculum content Professional development is consistent with plan priorities, the majority of which is job-embedded for all teachers. Teacher behavior in the classroom has changed as a result of professional development. 90% or more implementation with fidelity of action steps and monitoring of impact (opportunities for mid- course corrections).	Title of person(s) responsible for implementation of the plan(s) if not specified in the IMM Professional development embedded in the CCIP Professional development agendas and materials PD participation summary Data on assurance of implementation (e.g., walk-throughs, coaching, peer observation) Master professional development schedule and/or calendar
		Cornerstone Elementary Kean Elementary	Parkview Elementary Melrose Elementary Edgewood Middle School Wooster High School		

2015 OIPIR Rubric

Wooster City School District

<p>B8. The DLT/BLT/CSLT has adult implementation indicators (Cause Data) that are monitored to provide statistically verifiable and reproducible data that show progress toward goal and strategy accomplishment.</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is randomly collected but is not easily accessible. Monitoring to include observation of classroom teaching occurs occasionally. Made some progress toward strategy indicators. Indicators meet 25% or less of the descriptors.***</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected but is not easily accessible. Monitoring to include observation of classroom teaching regularly occurs. Made substantial growth toward strategy indicators. Indicators meet 26-50% of the descriptors.***</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected and is easily accessible. Monitoring to include observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of instruction. Met strategy indicators. Indicators meet 51-89% of the descriptors.***</p>	<p>Adult implementation indicators clearly measure the effective implementation of the strategy. Data on the indicator is regularly collected and is easily accessible. Monitoring to include observation of classroom teaching regularly occurs and has a considered strategy for improving the quality of each teacher's instruction. Exceeded strategy indicators. Indicators meet 90% or more of the descriptors.***</p>	<p>"CCIP Monitoring process and tools Examples of data reviewed, Examples of walk-throughs, coaching, peer observation"</p>
		<p>Edgewood Middle School</p>	<p>Parkview Elementary Cornerstone Elementary Melrose Elementary Kean Elementary Wooster High School</p>		
<p>B9. The DLT/BLT/CSLT has student performance indicators (Effect Data) that are monitored to provide statistically verifiable and reproducible data that show progress toward goal and strategy accomplishment.</p>	<p>Data on the indicator is randomly collected but is not easily accessible. Made some progress toward annual growth goal. Indicators meet 25% or less of the descriptors.***</p>	<p>Data on the indicator is regularly collected but is not easily accessible. Made substantial growth toward annual growth goal. Indicators meet 26-50% of the descriptors.***</p>	<p>Data on the indicator is regularly collected and is easily accessible. Met annual growth goal. Indicators meet 51-89% of the descriptors.***</p>	<p>Data on the indicator is regularly collected and is easily accessible. Exceeded annual goal target(s). Indicators meet 90% or more of the descriptors.***</p>	<p>CCIP Examples of data reviewed. Examples of walk-throughs, coaching, peer observation</p>
		<p>Cornerstone Elementary Kean Elementary</p>	<p>Parkview Elementary Melrose Elementary Edgewood Middle School Wooster High School</p>		
<p>B10. The DLT/BLT/CSLT evaluates the impact of the focused plan.</p>	<p>Made some progress toward reaching goals and closing the achievement gap for all applicable subgroups. Has not completed the IMM Evaluation Section.</p>	<p>Made substantial progress toward reaching goals and closing the achievement gap for all applicable subgroups. Partial completion of the IMM Evaluation Section.</p>	<p>Met goals and made substantial progress toward closing the achievement gap for all applicable subgroups. Completed the IMM Evaluation Section.</p>	<p>Exceeded goals and closed the achievement gap for all applicable subgroups. Completed and used the results of the IMM Evaluation Section.</p>	<p>Evidence of goal attainment and positive trend data regarding achievement. IMM</p>
	<p>Cornerstone Elementary Melrose Elementary Kean Elementary Edgewood Middle School</p>	<p>Parkview Elementary</p>	<p>Wooster High School</p>		
<p>B11. The DLT/BLT/CSLT engages the community in continuous improvement.</p>	<p>Community is invited but engagement is minimal.</p>	<p>Community is involved in goal identification process.</p>	<p>Community is fully engaged with DLT/BLT processes.</p>	<p>Developing partnerships in addition to DLT/BLT processes focused on district goals</p>	<p>Community names and/or organizations represented Meeting schedules, agendas, minutes</p>
	<p>Melrose Elementary</p>	<p>Parkview Elementary Cornerstone Elementary Kean Elementary Edgewood Middle School Wooster High School</p>			

<p>B12. The DLT/BLT/CSLT manages resources effectively and efficiently to ensure plan implementation.</p>	<p>Vertical articulation is occurring between the DLT and BLTs as to how resources have been allocated and are working toward aligning resources to plan implementation. There are multiple, discrete plans that may or may not be aligned.</p>	<p>Vertical articulation is occurring between the DLT and BLTs and prioritizes the allocation of resources toward the plan goals. There are multiple, discrete plans that are aligned.</p>	<p>Vertical articulation is occurring between the DLT and BLTs and most resources are aligned to plan implementation. The DLT/BLT has chosen to seek funds that support plan implementation. There are a few discrete plans that are aligned.</p>	<p>Vertical articulation is occurring between the DLT and BLTs and most resources are allocated to plan implementation. The DLT/BLT has secured funds that support plan implementation. Resources across fund sources are leveraged and allocated to plan implementation. There is one plan.</p>	<p>CCIP List of district/building initiatives currently being pursued and/or implemented List of district/building plans if there is more than the CCIP</p>
			<p>Parkview Elementary Melrose Elementary Kean Elementary Wooster High School</p>	<p>Cornerstone Elementary Edgewood Middle School</p>	

SECTION C: TEACHER-BASED TEAMS					
CRITERION	1 Beginning	2 Developing	3 Accomplished	4 Exemplar	Evidence or Examples
C13. Step 1: Collect and Chart Assessment Data Aligned to Standards	Data is not assembled. A common pre-test/formative assessment is not used. No rubric/scoring guides exist.	Some teachers bring data to meetings. A common pre- test/formative data is used inconsistently. There are rubric/scoring guides with defined benchmarks but not agreed to by all team members.	Most teachers organize data prior to meeting using forms and protocols. Common assessments aligned to standards are given to ALL students at that level at least quarterly (e.g., SWD, ELL, Title I). There are rubric/scoring guides with defined benchmarks and agreed to by all members.	All teachers organize data prior to meeting using forms and protocols. Common assessments aligned to standards are regularly given to ALL students at that level (e.g., SWD, ELL, Title I). There are rubric/scoring guides with defined benchmarks and used by all team members.	Common assessment samples TBT protocols and rubrics Example of displayed data
		Edgewood Middle School	Parkview Elementary Cornerstone Elementary Kean Elementary Wooster High School	Melrose Elementary	
C14. Step 2: Analyze Student Work Specific to the Data	Student work is not analyzed to identify learning needs. No process is in place to select/use representative samples of student work. TBT makes little or no connection between data being analyzed and its connection to the building/district strategies/actions. TBT makes little or no connection between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards).	Student work is analyzed but only on an individual, student-by- student basis. There is a process in place to select/use representative samples of student work. TBT makes some connections between data being analyzed and its connection to the building/district strategies/actions. TBT makes some connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards).	Student work is analyzed for most groups of students. There is a process in place to select/use samples of student work that is representative of most students. TBT makes many connections between data being analyzed and its connection to the building/ district strategies/actions. TBT makes many connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards).	Student work is analyzed for all groups of students. There is a process in place to select/use samples of student work that is representative of all students. TBT makes consistent connections between data being analyzed and its connection to the building/ district strategies/actions. TBT makes consistent connections between data being analyzed and its connection to benchmarks and grade level indicators (Ohio Academic Content Standards).	TBT Minutes/Agenda Scoring rubric.
		Edgewood Middle School	Parkview Elementary Cornerstone Elementary Melrose Elementary Kean Elementary Wooster High School		
C15. Step 3: Establish shared expectations for implementing specific effective changes.	Instructional practices are not identified. Differentiating instructional practices to meet academic levels and subgroup needs is not evident. Targets are not established. Job embedded professional development is not present.	Instructional practices to implement are identified but not based on common assessment data. Differentiating instructional practices to meet academic levels is somewhat evident. Established targets are academic or behavioral but may not be specific and measureable. Professional development is limited to traditional methods, e.g., workshops.	Instructional practices to implement are identified and based on common assessment data. Differentiating instructional practices to meet academic levels and subgroup needs is somewhat evident. Specific, measureable group targets reflect consideration of enrichment groups. Job embedded professional development is available to support teacher use of the instructional practices (modeling, coaching, demonstration, co-teaching).	Instructional practices are evidence-based on common assessment data and are timely and intervention based. Differentiating instructional practices to meet academic levels and subgroup needs is evident. Specific, measureable targets established for each academic level and/or subgroups. Job embedded professional professional systemically implemented to support teachers use of the instructional practices (modeling, coaching, demonstration, co-teaching).	Examples of specific, measureable targets for subgroups of students. Meeting minutes/ agendas. Evidence of job- embedded professional development. Evidence of implementation of instructional practices if not included in the building plan
		Parkview Elementary	Cornerstone Elementary Melrose Elementary Kean Elementary Edgewood Middle School Wooster High School		

<p>C16. Step 4: Implement Changes Consistently</p>	<p>25% or less of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with few identified groups of students.</p>	<p>50% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with some identified groups of students.</p>	<p>75% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with most identified groups of students.</p>	<p>100% of teachers implement agreed upon instructional practices. Agreed upon instructional practices are implemented with all identified groups of students.</p>	<p>Any TBT self- assessment procedures.</p>
			<p>Parkview Elementary Cornerstone Elementary Melrose Elementary Kean Elementary Edgewood Middle School Wooster High School</p>		
<p>C17. Step 5: Collect, chart and analyze post- data</p>	<p>Common post-test results are not analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are not documented, shared and duplicated. Course corrections are not discussed.</p>	<p>Common post-test results are inconsistently analyzed. Instructional practices are inconsistently evaluated on their effectiveness and level of implementation. Instructional practices are occasionally documented, shared and duplicated. Course correction is discussed.</p>	<p>Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are generally documented, shared and duplicated. Course correction is discussed but not documented.</p>	<p>Common post-test results are analyzed relative to the targets. Instructional practices are evaluated on their effectiveness and level of implementation. Instructional practices are always documented, shared and duplicated. Course correction is discussed, documented, defined and timely.</p>	<p>TBT protocol, agendas, minutes. Examples of documented, shared and duplicated instructional practices</p>
		<p>Edgewood Middle School</p>	<p>Parkview Elementary Cornerstone Elementary Melrose Elementary Kean Elementary Wooster High School</p>		

SECTION D: FORMATIVE ASSESSMENT					
CRITERION	1 Beginning	2 Developing	3 Accomplished	4 Exemplar	Evidence or Examples
D1. Formative Assessments are developed and utilized for data driven decisions.	Annual summative district/state assessments data are distributed to ALL staff members for use in lesson planning, tiered instructional delivery and differentiated instruction. Item analysis and monitoring student work are consistently being practiced. The District Level Team (DLT) is responsible for this articulation.	All of the assessments in the beginning stage in addition to data collection and analysis 2-4 times a year with ALL staff members in the use of curriculum maps, demographic or enrollment figures, observational data and/or survey responses. The DLT and Building Level Teams (BLTs) are responsible for sharing/discussing data through vertical and horizontal articulation with the focus aligned to the unified district and building plans.	Benchmarking common assessments occurring quarterly or end-of-unit. ALL staff would be utilizing common grade level tests that include item analysis. Formative common assessments are analyzed 1-4 times a month. The Teacher Based Teams (TBTs) are responsible for sharing/discussing data through vertical and horizontal articulation. A district-wide data warehouse is under construction.	Formative classroom assessments for learning are occurring daily/weekly in ALL classrooms. A district-wide data warehouse is fully operational. All three teams (DLTs/BLTs/TBTs) are responsible in sharing these additional assessments through vertical and horizontal articulation.	Meeting notes Formative Common Assessments Data warehouse. Curriculum maps. Sample classroom assessments
		Parkview Elementary Edgewood Middle School Wooster High School	Cornerstone Elementary Kean Elementary	Melrose Elementary	

SECTION E: INSTRUCTION					
CRITERION	1 Beginning	2 Developing	3 Accomplished	4 Exemplar	Evidence or Examples
E1. Use of differentiated instruction	Students are occasionally exempted from basic skills work in areas where they demonstrate a high level of performance. Students are matched to skills work by virtue of readiness.	Teacher provides guidance and structure to supplement the students' capacity to monitor their own learning. Teachers and students establish criteria for success. Teachers encourage student independence.	Teacher is coaching and monitoring students' understanding and progress. Lessons are designed to accommodate differences in readiness, interests and learning style preferences among students.	Assessment is used to formally record student growth and inform instructional decisions. Various means of assessment are used so that all students can fully display their skill and understanding.	Assessments Lesson plans. Observations by peers
		Parkview Elementary Melrose Elementary Kean Elementary Wooster High School	Cornerstone Elementary Edgewood Middle School		

SECTION F: STANDARDS					
CRITERION	1 Beginning	2 Developing	3 Accomplished	4 Exemplar	Evidence or Examples
F1. Common Core preparation and implementation.	Develop and initially implement an organized transition plan which includes gap analysis work, beginning with K-2. Redesign district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula and instructional practice.	Continue to implement transition plan. Make changes (if needed) to the plan based on the gap analysis data. Pilot and refine the redesigned district curriculum based on revised Academic Content Standards and Model Curriculum. Phase out content no longer present in the common core and revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Continue to implement transition plan. Fully implement (and continue to modify) the refine district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Full implementation of the refined district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Curriculum maps PD calendars PD plans Gap analysis documents
		Parkview Elementary Kean Elementary Wooster High School		Melrose Elementary Cornerstone Elementary Edgewood Middle School	
F2. Model Curriculum preparation and implementation.	Develop and initially implement an organized transition plan which includes gap analysis work, beginning with K-2. Redesign district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula and instructional practice.	Continue to implement transition plan. Make changes (if needed) to the plan based on the gap analysis data. Pilot and refine the redesigned district curriculum based on revised Academic Content Standards and Model Curriculum. Phase out content no longer present in the common core and revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Continue to implement transition plan. Fully implement (and continue to modify) the refine district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Full implementation of the refined district curriculum based on revised Academic Content Standards and Model Curriculum. Provide opportunities for staff to participate in state and district sponsored professional development on Academic Content Standards, model curricula, instructional practice and assessment.	Curriculum maps PD calendars PD plans Gap analysis documents
		Parkview Elementary Kean Elementary Wooster High School	Melrose Elementary Cornerstone Elementary	Edgewood Middle School	

SECTION G: TEAM MEMBERSHIP					
CRITERION	1 Beginning	2 Developing	3 Accomplished	4 Exemplar	Evidence or Examples
G1. Inclusion of Special Education/Early Childhood Staff on Teacher Based Teams and Building Level Teams.	Special Education/Early Childhood staff is invited to the meetings, but may not attend.	Special Education/Early Childhood staff attends meetings on either a Teacher Based Team or a Building Level Team but not regularly.	Special Education/Early Childhood staff attends meetings and provides input into the plans.	Special Education/Early Childhood staff attends meetings and are fully engaged in the improvement process.	List of membership by position Meeting notes
		Parkview Elementary Melrose Elementary Kean Elementary	Wooster High School	Cornerstone Elementary Edgewood Middle School	

SECTION H: DESK TOP REVIEW OF DLT/CSLT/BLT/TBT MINUTES					
CRITERION	1 Beginning	2 Developing	3 Accomplished	4 Exemplar	Evidence or Examples
H1. The OIP Five Step Process is utilized with fidelity.	TBTs are meeting weekly and BLTs are meeting monthly. Staff members are familiar with the OIP template and have a basic understanding of the OIP Five Step Process. Data was not prepopulated for the meeting.	Roles and responsibilities are clearly defined. Data is assembled and organized prior to meeting. Student work samples are analyzed. Needs are prioritized across subgroup areas.	Data is organized by students' performance against the measurement standard and consistently used to guide the discussion. Differentiated strategies to meet levels and subgroup needs are evident.	Data results in a specific designated change in adult indicators and instructional strategies. Strategies with the desired impact are being documented, shared and duplicated.	Data is assembled and organized prior to meeting. Student work samples are analyzed. Alignment between the data and discussion is evident. Specific instructional strategies are listed in the minutes. Specific measurement for each instructional strategy is listed in the minutes. Instructional correction is evident if student achievement does not improve.
		Parkview Elementary Melrose Elementary Edgewood Middle School Wooster High School	Cornerstone Elementary Kean Elementary		