

OIP IMPLEMENTATION PLAN ELA GOAL: Annually, students will meet or exceed expected growth in all subgroups.

ADULT IMPLEMENTATION INDICATOR: 100% of staff will implement Ohio’s Learning Standards, utilizing assessment data to inform instructional design, lesson delivery and student engagement for all students.

STUDENT ACHIEVEMENT INDICATOR: 100% of PK-12 students will meet or exceed individual yearly growth projection to become college and career ready.

STRATEGY 1: Implement Ohio’s New Learning Standards with fidelity and ensure high levels of student engagement.

“Creating a Culture of Literacy: Part 1 of 3”

Action Step	Evidence	Monitoring	2016/17 SCHOOL YEAR	SUMMER 2017	2017/18 SCHOOL YEAR	SUMMER 2018	2018/19 SCHOOL YEAR
1. All teachers will implement Ohio’s Learning Standards by creating and/or revising curriculum maps.	1. Common Assessments 2. Draft of Curriculum maps and Pacing Guides 3. Revisions to maps.	1. TBT meeting records 2. Department meeting minutes/notes 3. Products (assessments, guides, etc.)	TBT discussion and development of effective common assessments for success on AIR/etc. Draft curriculum maps Draft unit plans, common assessments, and pacing guides for units.	One to five summer day(s) to meet as TBTs	Draft/revise curriculum maps involving revised unit plans and pacing guides. Utilize and focus upon formative and summative assessments to continue making changes in the maps. When available, use AIR results as well.	Revise curriculum maps and pacing guides as grade level teams. Create functional document For example .	Use Data from AIR and Formative/Summative assessments to “finalize” Map of the best K-12 progression possible (this will be subject to change based upon the Scaffold of skills (which will require at least five years at rough estimate).
2. All teachers will implement a Writer's Workshop model within a balanced literacy framework.	1. Scheduled trainings/off erings 2. Record of staff who have completed trainings/off erings	1. Department heads record teacher participation in training (hours/etc.)	Provide professional development focused on balanced literacy and writers/readers workshops to all staff.	National Writing Project Invitational Summer Institute, Literacy conferences, Mini-Workshops,	Following workshop training, participants implement the workshop model in their classrooms and discuss effective	National Writing Project Invitational Summer Institute, Mini-Workshops, literacy conferences	Ongoing PD and collaboration with grade level/department teams

	(viable on a Google Form survey & spreadsheet)			Lucy Calkins PD Day(s)	methodology in TBTs.		
--	--	--	--	------------------------	----------------------	--	--

Strategy 2: Respond to formative and summative data by informing and adjusting rigorous instructional practices.

“Creating a Culture of Literacy Part 2 of 3”

Action Step	Evidence	Monitoring	2016/17 SCHOOL YEAR		SUMMER 2017	2017/18 SCHOOL YEAR	SUMMER 2018	2018/19 SCHOOL YEAR
1. All teachers will engage readers in thinking and talking about complex texts, while teaching for fluency and comprehension of complex texts.	1. Sample questions developed 2. Lesson planning	1. TBT records 2. Dept./ grade level meetings 3. Question review and development	IA. Item analysis and deconstruction of released AIR questions in TBT (Grade Level) PK-4 F&P Continuum overview Implement Interactive Read Alouds	IB. Use released test items, share question formats, create and practice common question formats	IB2-4 Find the evolution of the questions/ how phrasing changes between grade levels IC. K-12 Alignment of scaffolded questions	IB2-4 Build bank of question formats scaffolded by grade level IC. K-12 Alignment of scaffolded questions	IIA-B. Develop skills/strategies for guided reading (mini-lessons , foundational lessons, etc.)	III. K-12 Implementation and discussion of draft for District Guided Reading Initiative

Strategy 3. Apply the structures and protocols of the Ohio Improvement Process, including the 5 step process, to support student growth.

“Creating a Culture of Literacy Part 3 of 3”

Action Step	Evidence	Monitoring	2016/17 SCHOOL YEAR		SUMMER 2017	2017/18 SCHOOL YEAR	SUMMER 2018	2018/19 SCHOOL YEAR
1. Vertical Progression of Writing (scaffold) create and collaborate PK-12	Final evidence will be documents of skill scaffold.	It will be critical to provide time and opportunities for this work to take place.	<p>I. Vertical discussion/ meetings to discuss and deconstruct writing standards.</p> <p>IIA. Grade level TBTs identify critical skills necessary for success on both grade level achievement test (AIR), common assessments and a progression of beginning, middle, and high achievement</p>	<p>IIB. Building teams align skills as a scaffold to identify what each grade level is able to do to prepare students for the next skill set.</p>	<p>II. Draft a scaffold for K-4, 5-7, and 8-12 respectively (at least 2 years... could be much, much more).</p>	<p>IIC. Draft a scaffold of skills with progressive alignment (skills can be developed earlier, but not later than prescribed in the standards).</p> <p>IID. K-12 comparison and understanding of scaffolds. The result should be a total awareness of K-12 skill mastery.</p> <p>IID2. Subdivide K-4, 5-7, and 8-12 into skill areas of focus (writing, reading, etc.) for subcommittees. Those subcommittees develop cohesive skill scaffolds K-12.</p>	<p>I. Ongoing vertical and grade level work.</p>	<p>III. Implement K-12 skill scaffold. Record observations (effectiveness) and compare with test scores (2-3 years).</p> <p>IV. Revise K-12 skill scaffold based upon observations. Continue forever.</p>

			in those skills.					
--	--	--	------------------	--	--	--	--	--