

Wooster City School District: OIP Academic 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 and student engagement.

Student Implementation Indicator:

100% of our students will meet or exceed individualized yearly growth.

Strategy	Evidence	Action Steps	Look-Fors
<p>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</p>	<p>Monitor 5-Step Process minutes; Walk Through data; Common Assessment; Mapping; Teacher plans and sequences instruction to include important content, concepts and processes in school, district priorities and State Standards; Teacher explanations clear and accurate; Teacher uses developmentally appropriate strategies and language to actively encourage independent, creative and critical thinking.</p>	<ol style="list-style-type: none"> 1. Complete a deeper data dive to ensure rigor and implementation of Ohio's Learning standards. 2. Implementation of direct vocabulary instruction using Tier 2 vocabulary words incorporating the 7-step process to increase comprehension and close the word gap. 3. Implementation of a Writer's Workshop model within a balanced literacy framework. 4. Utilization of Everyday Math 4 while incorporating the online components and games. 5. Focus on engagement: Student centered lesson design. Use of instructional framework. Implement positive behavior intervention supports along with Rachel's Challenge/Wooster Way curriculum to support student engagement. 	<p>Vertical meetings evidenced in plans, TBT/BLT Meetings</p> <p>WOW Word Wall</p> <p>Anchor Charts, Writing Samples, Mini Lessons, Conferencing</p> <p>EDM Planner, Online Math Boxes and Games</p> <p>What are the children doing?, Kean Bean, Chains of Kindness</p>
<p>2. Respond to formative and summative assessment data by informing and</p>	<p>Teachers use assessment data to identify students' strengths and needs, accordingly; NWEA Map testing; running records;</p>	<ol style="list-style-type: none"> 1. Teachers will review assessment data and differentiate to meet student learning needs. <p>Reading: Flexible guided reading groups will be formed utilizing data as a component of balanced literacy.</p>	<p>Differentiated instruction/enrichment opportunities</p>

<p>adjusting rigorous instructional practices.</p>	<p>Clay's Observation; F&P Benchmark Assessments; EDM4 Progress Checks /Ongoing Assessments</p>	<p>Math: Assessment data will guide enrichment/intervention opportunities for students.</p>	<p>Leveled Readers, Observation Notes, Reading Meetings</p> <p>Deeper level thinking, multi-step questions</p>
<p>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-Step Process, to support student growth.</p>	<p>TBT Form shared in Google Drive; The teacher communicates effectively with students, families and colleagues (analyze student work, and identify targeted strategies) to improve personal and team practices.; Post assessment data</p>	<ol style="list-style-type: none"> 1. BLT/TBT will identify learning targets within Ohio's Learning Standards while utilizing Kean's TBT form. 2. BLT/TBT will focus on closing the achievement gap for all learners and targeted subgroups. 3. Use and analyze common assessments/rubrics/checklists when implementing the 5-step process. 	<p>TBT 5-step process documentation forms</p> <p>Weekly TBT meetings</p> <p>Monthly BLT meetings</p> <p>Assessments/rubrics/checklists and assessment data</p>
<p>TIMELINE</p>	<p></p>	<p></p>	<p>9/28/2016</p>