

**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><b>1. Implement Ohio's Learning Standards with fidelity and ensure high levels of student engagement.</b></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"> <li>1. Complete a deeper data dive to ensure rigor and implementation of Ohio's Learning standards.</li> <li>2. Implementation of direct vocabulary instruction using Tier 2 vocabulary words incorporating the 7-step process to increase comprehension and close the word gap.</li> <li>3. Implementation of a Writer's Workshop model within a balanced literacy framework.</li> <li>4. Utilization of Everyday Math 4 while incorporating the online components and games.</li> <li>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.</li> </ol>	<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><b>2. Respond to formative and summative assessment data by informing and</b></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"> <li>1. Teachers will review assessment data and differentiate to meet student learning needs.</li> </ol> <p><b>Reading:</b> Flexible guided reading groups will be formed utilizing data as a component of balanced literacy.</p>	<p>Differentiated instruction/enrichment opportunities</p>

<p><b>adjusting rigorous instructional practices.</b></p>	<p>Clay's Observation; F&amp;P Benchmark Assessments; EDM4 Progress Checks /Ongoing Assessments</p>	<p><b>Math:</b> 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><b>3. Apply the structures and protocols of the Ohio Improvement Process, including the 5-Step Process, to support student growth.</b></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"> <li>1. BLT/TBT will identify learning targets within Ohio's Learning Standards while utilizing Kean's TBT form.</li> <li>2. BLT/TBT will focus on closing the achievement gap for all learners and targeted subgroups.</li> <li>3. Use and analyze common assessments/rubrics/checklists when implementing the 5-step process.</li> </ol>	<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>