

Asbury Elementary Building OIP Plan 2017-2018

STUDENT GROWTH DISTRICT GOAL:	Increase the percentage proficient in all subgroups by at least 10% in reading and math.
STRATEGY 1:	Model and monitor the use of data reporting resources to drive instruction.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● TBT meetings monitoring all pre and post assessments by subgroups. ● Monitor MAP scores and use alignment tool to determine projections on AIR (linking study). ● Monitor RIMPs and ensure that students are receiving appropriate interventions. ● Provide online and after school tutoring based to those students that are at risk of being below proficient on state tests. ● Coordinate with title, reading specialist, ORC and OMC to ensure student achievement is increasing. ● Use and monitor the RTI process as needed for additional interventions.
STUDENT PERFORMANCE INDICATOR:	Students will show growth through common building assessments and progress monitoring tools such as Lexia, Study Island, Reading Horizons and Aleks. Students will also show growth as reflected by district assessments (such as MAP) and state assessments.
ACTION STEPS:	Students who are not showing growth and/or not projected to meet proficiency on MAP or state assessments, will be identified through TBTs and a plan for targeted interventions will be implemented.

STUDENT ACHIEVEMENT DISTRICT GOAL:	<p>Lead and create instructional systems designed for high student achievement through the six elements of instruction.</p> <ol style="list-style-type: none"> a. District-wide use of established curriculum b. Development and implementation of high-quality, standards-based instruction c. Expectations for and guide the creation of comprehensive assessment system d. Ensure the district curriculum, instruction, and assessment program is designed to provide full access and opportunity for all students. e. Progress monitor and assess the implementation of curriculum, instruction, and assessment f. Provide high-quality professional development for all staff aligned to district goals.
STRATEGY 1:	Identify areas of need and provide support and professional development, in order to support building and district instructional goals. Work with TBTs to create common assessments aligned with district curriculum and pacing guide.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● Monitor use of district-wide established curriculum. ● Provide systematic and frequent visits providing feedback on instruction and assessment. ● Lead professional development focused around aligning academic standards to instruction, curriculum and assessment. ● Develop Ashland courses to support teachers in best practices around the literacy framework and our math curriculum. ● Lead and participate in the TBT process to ensure that conversations are about student achievement and standards based instruction. ● Provide high quality ELA professional development with a focus on high student engagement.

STUDENT PERFORMANCE INDICATOR:	Students will show a minimum of one year's growth.
ACTION STEPS:	Administration will lead discussions, monitor instruction and provide feedback aligned with district and building goals. Staff will use pacing guides and unpacked standards documents to teach towards mastery.

BUILDING GOAL: Instructional	Ensure that 75% of lessons include posted learning targets aligned to the rigor of the standard, resulting in student mastery as measured through the walk through application.
STRATEGY 1:	Communicate expectations of posting and referring to posted goals/standards. Monitor and discuss activity alignment with unpacked curriculum documents.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● Monitor two items consistently throughout the year using the district provided walkthrough app. (#4 and #5 specifically) ● Provide professional development regarding the use of new curriculum maps, not just for pacing guide but for deeper knowledge of standards. ● Focus TBT meetings on the deconstructed standards to ensure that standards are being taught at the appropriate level. ● Daily formative assessments.
STUDENT PERFORMANCE INDICATOR:	Student activities/assignments directly correlate to the posted standard or objective. Students will understand goals/objectives of each lesson.
ACTION STEPS:	Administration will communicate building expectations for posted standards. Administration will provide feedback through TBTs, BLT and the walkthrough app. TBTs will discuss and track formative assessments weekly.

Building GOAL: Administrative	Increase understanding in the K-5 literacy framework including how to lead teachers in each component of the framework.
STRATEGY 1:	All teachers will implement reading and writing strategies that are intentional and data driven.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● Attend monthly professional development provided by the district in both K-2 and 3-6 literacy. ● Contribute and lead conversations about literacy instruction during TBT meetings with staff. ● Provide feedback to teachers ● Attend monthly principal meetings that focus on how to lead the implementation of the framework. ● Provide additional professional development to my staff surrounding the K-5 literacy framework and reading/writing best practices.

STUDENT PERFORMANCE INDICATOR:	Students will meet projected growth on MAP ELA or be within the standard error deviation on the Summary Growth Report in MAP.
ACTION STEPS:	Administration will attend district provided ELA professional development. Administration will purchase resources to support the implementation of purposeful read alouds. Administration will observe and provide feedback aligned to district professional development.

Building GOAL: Culture and Climate	Create a safe and positive environment for learning.
STRATEGY 1:	All staff participates in The Well-Managed Classroom training provided by Boys Town.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● Staff will implement 16 social skills as laid out by The Well-Managed Classroom. ● Staff and administration will develop a building plan for processing skill deficits/behavior issues which involve proactive teaching of the skill, corrective teaching and positive feedback. ● Staff will implement 5 virtues through daily interactions and read alouds. ● Cruiser Care implementation to discuss skill deficits at point of difficulty.
STUDENT PERFORMANCE INDICATOR:	<ul style="list-style-type: none"> ● Increase in student attendance. ● Decrease in office referrals. ● Evidence of students following the skills of the Well-Managed classroom as well as the 5 virtues of perseverance, kindness, respect, honesty and responsibility.
ACTION STEPS:	<ul style="list-style-type: none"> ● Continued Boys Town visits throughout the year. ● BLT and Discipline Committee discussions on building culture and climate. ● Continued visits from Elaine Lawless and Sharon Esswein focused on climate and virtues. ● Increased parent communication regarding skills and virtues. ● Increased parent communication with common building language after a Cruiser Care or Office Referral.