

**Middle School Central Building OIP Plan 2017-2018**

<b>STUDENT GROWTH DISTRICT GOAL:</b>	<b>Increase the percentage proficient in all subgroups by at least 10% in reading and math.</b>
STRATEGY 1:	TBTs will use formative and summative assessments as progress monitoring tools between the MAP administration windows.
ADULT IMPLEMENTATION INDICATORS:	<ol style="list-style-type: none"> <li>1. ELA and Math teachers will administer the MAP assessments three (3) times in the school year.</li> <li>2. Content area teachers will create a list of key content vocabulary to be used in their instruction.</li> <li>3. With the use of Study Island and other progress monitoring tools, teachers will use formative and summative assessments to monitor student learning between the MAP administrations.</li> </ol>
STUDENT PERFORMANCE INDICATOR:	<ol style="list-style-type: none"> <li>1. Students will show growth in their performance on SLO content-area assessments and end of the year MAP assessments. <ol style="list-style-type: none"> <li>a. Students will show one year's growth in their abilities by the end of the school year.</li> </ol> </li> <li>2. Students will demonstrate content learning on formative and summative assessments.</li> </ol>
ACTION STEPS:	<ol style="list-style-type: none"> <li>1. Daily lessons will meet the needs for all the students and encourage higher-level thinking skills for students.</li> <li>2. TBTs will spend more time effectively collaborating and planning using assessment data to help drive classroom instruction and monitor progress towards completion of district curriculum plans.</li> <li>3. Interventions and extensions will be provided to students during their AA period.</li> <li>4. Teachers will structure their lessons to fit the curriculum maps through the use of the Essential Elements of an Effective Lesson. <ol style="list-style-type: none"> <li>a. Clear purpose or learning objective</li> <li>b. Anticipatory set</li> <li>c. Teaching and modeling</li> <li>d. Guided practice</li> <li>e. Checks for understanding</li> <li>f. Adjustments to instruction</li> <li>g. Independent practice</li> </ol> </li> </ol>

<b>STUDENT ACHIEVEMENT DISTRICT GOAL:</b>	<b>Lead and create instructional systems designed for high student achievement through the six elements of instruction.</b> <ol style="list-style-type: none"> <li>a. District-wide use of established curriculum</li> <li>b. Development and implementation of high-quality, standards-based instruction</li> <li>c. Expectations for and guide the creation of comprehensive assessment system</li> <li>d. Ensure the district curriculum, instruction, and assessment program is designed to provide full access and opportunity for all students.</li> <li>e. Progress monitor and assess the implementation of curriculum, instruction, and assessment</li> <li>f. Provide high-quality professional development for all staff aligned to district goals.</li> </ol>
STRATEGY 1:	Identify areas of need and provide support of district established curriculum and standards-based assessments. Identify grade-level mastery and progress monitor student mastery of the standards.
ADULT IMPLEMENTATION INDICATORS:	<ol style="list-style-type: none"> <li>1. DLT monitors the walkthrough app data to determine current instructional support needs.</li> <li>2. Have PD at the DLT level on data analysis to ensure progress monitoring of student mastery.</li> <li>3. Sharing the message of the continuous improvement plan with BLTs and TBTs.</li> <li>4. Utilize tools and common assessments we have across grade levels, buildings, and district.</li> </ol>
STUDENT PERFORMANCE INDICATOR:	<ol style="list-style-type: none"> <li>1. Students will show a minimum of one year growth on assessments.</li> </ol>

ACTION STEPS:	<ol style="list-style-type: none"> <li>1. analyze quarterly walkthrough trend data</li> <li>2. quarterly data analysis</li> <li>3. DLT member will communicate progress and ideas to BLTs</li> <li>4. BLTs will share assessment ideas with DLT for district sharing</li> </ol>
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<b>BUILDING Student Achievement GOAL:</b>	For the 2017-2018 school year, the GMMSC staff will implement high quality, standards-based instruction for all students to increase AMO scores on the Spring 2018 AIR state assessments.
STRATEGY 1:	GMMSC staff will increase student achievement through the use of high-quality, standards-based instruction.
ADULT IMPLEMENTATION INDICATORS:	GMMSC staff will participate in district-provided training and collaborate during TBT time to ensure instructional practices are aligned to standards and improving student achievement.
STUDENT PERFORMANCE INDICATOR:	Student AMO scores will increase in both math and ELA on the Spring 2018 AIR state assessments.
ACTION STEPS:	<ol style="list-style-type: none"> <li>1. Staff will receive copies of district pacing guides and curriculum map and will be provided on-going training in how to use these materials to plan instruction</li> <li>2. Learning targets (state standards and/or I Can statements) will be posted to communicate the alignment of instruction to standards to students and staff.</li> <li>3. TBT time will focus on assessing for mastery and aligning instruction to standards</li> <li>4. Staff will use daily enrichment/intervention times (AA) to target instruction based on student needs</li> </ol>

<b>Building Climate GOAL:</b>	By the Spring of 2018, GMMSC will create and sustain a safe and productive environment for all students that promotes responsibility, accountability, and respect as measured by an increased attendance rate and a decrease in discipline referrals. Positive Behavioral Intervention and Supports
STRATEGY 1:	GMMSC will continue to implement Positive Behavioral Intervention and Supports (PBIS)
ADULT IMPLEMENTATION INDICATORS:	GMMSC staff provided students PRIDE expectations through the PBIS lessons at the beginning of the year, and the lessons will be reinforced throughout the year.
STUDENT PERFORMANCE INDICATOR:	Students will increase attendance (daily and period attendance) and decrease behaviors that result in discipline referrals, especially exclusionary discipline referrals.
ACTION STEPS:	<ol style="list-style-type: none"> <li>1. Teachers will be provided professional development over the book <i>Discipline with Dignity</i>. Teachers have the opportunity to participate in a book study with monthly meetings and Google Classroom.</li> <li>2. BLT will monitor discipline data quarterly with the focus on the number of students missing class time due to disciplinary actions.</li> <li>3. Teachers will provide a safe learning environment that recognizes student diversity and celebrates student successes.</li> </ol>

