Warren City Schools OIP 3-Year Plan
2014-2017

SMART GOALS

GOAL TARGET AREA: ACADEMIC

GOAL 3: By 2017 students of Warren City schools will demonstrate achievement and progress toward becoming college and career ready as evidenced by the local report card (lrc) data:

1. Reduce the achievement gap by a 1/3 in Reading and Mathematics between the six subgroups: Students with Disabilities (SWD), Economically Disadvantaged (ED), African-American, White, Multi-racial, Hispanic, and the ALL group (see chart).

2. Value-Added will be at met or above.

3. Performance Index will increase from 76.9 to **79.4** – 2015, 79.4 to **81.9** – 2016, 81.9 to **84.4** – 2017 (2.5 points per year with goal of letter grade C by 2017)

4. Increase the four-year graduation rate from 76.2 to **81%** and to 85% for the 5-year graduation rate on the 2016 report card (class of 2015) and to **90%** for the 4-year graduation rate and 95% for the 5-year graduation rate on the 2017 report card (class of 2016)

5. Over a three-year period, the percentage of 3rd grade students passing the fall 3rd grade assessment will increase from 57.9 to 80

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 3A: All students will receive instruction aligned to Ohio's New Learning Standards (ONLS) through Formative Instructional Practices (FIP) rooted in a rigorous and relevant curriculum.

ADULT IMPLEMENTATION INDICATOR	BASELINE MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
	Measure	**Description**	(DATE) PROJECTED	ACTUAL RESULTS	(DATE) PROJECTED	ACTUAL RESULTS	(DATE) PROJECTED	ACTUAL RESULTS	(DATE) PROJECTED	ACTUAL RESULTS
100% PK-12 TEACHERS WILL UTILIZE WCSD CURRICULUM MAPS/UNITS TO DEVELOP LESSON PLANS THAT ARE ALIGNED TO OHIO'S NEW LEARNING STANDARDS WHICH IMPLEMENT INSTRUCTION THAT IS BOTH RIGOROUS AND RELEVANT *(EVIDENCED THROUGH MAJOR: LESSON PLANS, AND WALK THROUGHS MINOR: TBT MINUTES)*	Walk Through document Lesson Plan document chart									
STUDENT PERFORMANCE INDICATOR										
GROWTH WILL BE MEASURED THROUGH: **READING:** **K-3 LEVELING (3X A YEAR)** **4-5 BENCHMARKS (3X A YEAR)** **6-11 SRI (3X A YEAR)** **MATH:** **K-8 PBA'S (2X A YEAR) MEASURED TO FULL DIAGNOSTIC AND/OR NGA** **9-12**										

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OIP Resource 10: Focused Plan Template

IMPLEMENTATION DETAILS

Action Steps	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Resources, e.g., Budget, Material, Supplies, Technology	Implementation Timeline					Progress		
				June-Aug.	Sept.-Nov.	Dec.-Feb.	March-May	Future	Not Started	In Progress	Completed

3.a. 1. Build the capacity of teachers and principals to implement Formative Instructional Practices (FIP)
  i. *Provide overview of purpose and outcome FIP*
  ii. *Develop a district FIP team with a cross representation of educators in Spring 2015.*
  iii. *Train this team 2014-2015 school year and they will come up with an implementation timeline and will develop a plan to implement in each building for 2015-2016 school year.*
		SST & C&I District
		
		FIP Team									

3.a.2. Build the capacity of teachers and principals to implement collaborative systems to support effective instruction
  i. *The BLT will communicate the purpose and expectations of the planning (Lesson Plan) and delivery of the instructional frameworks (ie: LC, Math, RR, LLI)*
  ii. *Revisit purpose of TBT Roles and Responsibilities. Data should include behavior, attendance and academic.*
  iii. *District will develop system and framework for vertical articulation of content across the district (see 3.a.3 iv)(after FIP)*
  iv. *Buildings will foster develop of Rigor Coaches to support the implementation of more lesson that are Quad D lessons (after FIP)*
		BLT
		
		BLT & principals
		
		C&I Dept.
		
		BLT & principals									

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3.a.3. All teachers implement curriculum through lessons aligned to Ohio's New Learning Standards
  i. *District will create a system and process to ensure alignment in content areas other than ELA and Math (after FIP year one)*
  ii. *Building Leadership Teams will create a system and process to ensure that ELA and Math content delivery is aligned to maps / units (after FIP year one)*
  iii. *Curriculum Council will provide feedback on instruction/lessons through the lens of teachers and students (2015-2016)*
  iv. *Develop a schedule and format to support all teachers to have discussions about vertical articulation within their content, including the Extended Standards (connected to 3.a.2 iii)(after FIP year one)*
		C&I Dept.
		
		BLT,coaches Coordinators
		
		C&I
		
		BLT & principals									

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STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 3B: A District system will be implemented at each building to ensure student receive leveled supports based on need.

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	Measure	Description	(Date) Projected	Actual Results	(Date) Projected	Actual Results	(Date) Projected	Actual Results	(Date) Projected	Actual Results
100% OF THE LESSON PLANS WILL REFLECT CORE INSTRUCTION THAT MEETS THE NEEDS OF THE STUDENTS AS EVIDENCED THROUGH TEACHERS' LESSON DELIVERY										
STUDENT PERFORMANCE INDICATOR										
NUMBER OF STUDENTS REFERRED FOR SPECIAL EDUCATION WILL REDUCE EACH YEAR *(% NEED DETERMINED)* PERCENTAGE OF STUDENTS NEEDING TARGETED/INTENSIVE INTERVENTIONS WILL REDUCE EACH YEAR *(% NEED DETERMINED)*										

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3.b.1. Systems of support (where and how service is provided)
   i. **_MTSS_**_– a system of tiered intervention will be explored and developed at the district level 2015-2016 for implementation district-wide 2016-2017_
   ii. **_IAT_** _process will be refined 2014-2016 school year to support the needs of teachers to meet the needs of students in the general education setting._
     Tasks:
       • _Where are bldgs in IAT teams early 2015_
       • _Explore/train purpose/function of IAT through lens of MTSS 2015-2016_
       • _Goal 2016-2017 school year all IATs will support teachers to meet needs of students through MTSS_
   iii. **_LRE_** _– Creation of a system and processes at the district level for determining LRE for students_
     Tasks:
       • _Refinement of system for determining LRE placement and development of system – wide process beginning Jan. 2015_
       • _Support implementation of process for LRE in the 2015-2016 & 2017 school yrs._
       • _Creation of team (representative of district) to receive training (history why we are where we are and what the data shows us)in Social Justice and principles of UDL Summer 2016_
       • _This team to able to fully support buildings by 2016-2017 school year_
   iv. **_Co-teaching/Co-planning_**
     Core team to define district expectations
     Core team developed to provide support to buildings
     Building assess effectiveness and need at building level
   v. **_UDL_** _principles will be incorporated into daily instruction_
     Tasks:
       • _FIP team and team identified in iii trained in UDL Summer 2016_
       • _Full implementation in the 2016-2017_
		T&L Dept. w/bldg. reps									

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3.b.2. Graduation Task Force WGH
   i.   *Identify administrative lead and Task Force members, clearly define roles and responsibilities*
  ii. *Task Force analyze data, create students lists, prioritize*
  iii. *Task Force will create, implement, and monitor intervention plan to address immediate need*
  iv. *Task Force will analyze current and historical data to identify probable root cause(s) then create Task Force will create plan (3 yr) to improve graduation. Identify key personnel and community members, define their role and responsibility within the plan, implement and monitor plan*
  v. *During 2016-2017 school year establish a K-8 team that will work in conjunction with High School Task Force*
    <u>*Tasks:*</u>
    • *Identify indicators of assurances for HS success*
    • *Develop opportunities for students to become HS and College and Career Ready (implementation 2016-2017 school year)*											

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STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 3C: The District will use assessments and data to drive differentiated instruction.

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	Measure	Description	(Date) Projected	Actual Results	(Date) Projected	Actual Results	(Date) Projected	Actual Results	(Date) Projected	Actual Results
100% TEACHERS WILL USE ASSESSMENT DATA TO DIFFERENTIATE INSTRUCTION (EVIDENCED THROUGH LESSON PLANS, TBT MINUTES, AND WALK THROUGHS) RUBRIC	TBT's Lesson Plans Walk-throughs		CHECKLIST/ RUBRIC							
STUDENT PERFORMANCE INDICATOR										
GROWTH WILL BE MEASURED THROUGH: <u>READING:</u> K-3 LEVELING (3X A YEAR) 4-5 BENCHMARKS (2X A YEAR) 6-11 SRI (3X A YEAR) <u>MATH:</u> K-8 PBA'S (2X A YEAR) ALIGNED TO NGA 9-12										

IMPLEMENTATION DETAILS

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3.C.1. Utilize TBT/BLT structures to analyze data and develop and implement instructional strategies that support best practice	TBT minutes	BLT & principals with support from FIP and UDL team members & C&I Dept.									
3.C.2. – Build capacity for teachers and principals on FIP (outlined in 3.a.1)											

3.C.3. Provide professional development on differentiated instruction.
  i. *Team identified under 3.a.1 & 3.b.1 will operationalize the paradigm shift using processes and practices outlined in 3.a.1 & 3.b.1 ii, iv, v*
  ii. *TBTs will analyze data and provide instructional strategies to support diverse learners (see 3.C.1)*
								X			

ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Resources, e.g., Budget, Material, Supplies, Technology	Implementation Timeline					Progress		
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3.C.4. Train staff on purpose and function of mandated assessments and outcomes for students i. *Define the purpose of the assessments, what information is gathered and how will this information be used instructionally (beginning 2014-2015 school yr through 2016)* ii. *Create common assessments where there are no currently created assessments that measure progress toward meeting the standards (work for 2015-2016 school year)* iii. *Teachers will create formative assessments to monitor students process toward learning targets (beginning 2016 school year)* iv. *Team to look at the validity of district created assessments.*		C&I Dept. C&I Dept. & grade level/content teacher teams Grade level/content teacher teams C&I Dept & a teacher team representative of district									

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