

Wyandot Run Elementary School

BUILDING CONTINUOUS IMPROVEMENT PLAN (CIP)

The Olentangy Local Schools are committed to facilitate maximum learning for every student. The district's focus on continually improving the achievement of its students results in Continuous Improvement Plans or (CIP) at the district and building level. CIPs start with a review of all data available to identify strengths and target opportunities for improving student achievement. Each year from these data, the district, buildings and departments identify targets for improvement and implement strategies to achieve results.

<p>Building Strengths: (What do our kids do well and how do we know?) (August)</p> <ul style="list-style-type: none"> • Met all state indicators on local report card • 3rd grade reading passage rate was 100% and 4th grade reading passage rate was 99% • The percentage of students meeting projections in 3rd, 4th, and 5th grade reading increased over last years scores • The percentage of students meeting projections in 5th grade science increases by 19.5% over last year's scores • The percentage of students scoring Advanced or Accelerated in 3rd, 4th, and 5th grade reading increased over last year's scores

<p>Building Areas for Improvement: (What do our kids need and how do we know?) (August)</p> <ul style="list-style-type: none"> • 5th grade math, at 65.3% meeting projected growth, did not meet the 80% district benchmark and decreased from last year's scores
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<p>Focus: (Where do we start? What one area of improvement is the highest priority? Why?) (August)</p> <ul style="list-style-type: none"> • To intentionally employ quality assessment and grading practices to support and communicate student achievement

<p>Actions: (What will we do?) (September)</p>	<p>Mid Year Check: (Are we completing the improvement actions?) (January)</p>
<p>All teachers will focus on the following curriculum processes:</p> <ol style="list-style-type: none"> A. Analyze curriculum maps to be clear and confident about map standards. B. Research and explore curriculum map indicators to obtain deep content knowledge. C. Unpack the curriculum to identify clear learning targets or the scaffolding to the learning targets. D. Clearly define what mastery of the learning targets looks like when achieved. E. Will know where students are in relation to the specific learning targets at any time. F. Develop specific plans for students at risk for not meeting their projected performance level. G. Create and collaboratively analyze assessments to guide instruction. H. Examine scoring protocols I. Collaborate frequently to meet the needs of all learners 	<p>Late start professional development focuses on continued understanding of standards-based scoring, the four types of assessment, analyzing assessment to guide instruction, employing scoring protocols and applying proficiency scales to standards. In addition, the teaching teams collaboratively created targets and assessments centered on the common core.</p> <p>Each teacher created an action plan in the fall based on classroom observations, assessments, past testing data and OAA projections, focusing on the individual needs of their students. In January, the teaching teams met with the principal to review and revise, as needed, the plans.</p> <p>Each teaching team during their collaboration meetings spent time reviewing, discussing and evaluating their team focus on Mathematics.</p> <p>Teachers use weekly collaborative planning time to dialogue and plan instruction and assessment with a strong focus on Mathematics.</p>

<p>As the instructional leaders, we will:</p> <ul style="list-style-type: none"> A. Make daily decisions aligned with the building and district focus. B. Conduct building walk-throughs for the purpose of collecting evidence of progress on the curriculum and assessment focuses. C. Conduct evaluations of staff members with an emphasis on the curriculum/assessment processes. D. Create professional development opportunities during late starts, curriculum days, etc. to support our building CIP. E. Collect feedback from staff on progress of the building CIP action steps. F. Work as a building team to consistently analyze data and look at the “next steps” for student success 	<p>As the instructional leader:</p> <p>The building principal conducts formal walk-throughs throughout each month to look for quality learning targets, discuss the learning taking place with students, and determining if the learning targets focuses on knowledge, a skill, creating a product, or reasoning.</p> <p>The building principal conducts staff evaluations annually focused on a teacher’s overall performance in the classroom. Special emphasis will be on implementation of the curriculum processes throughout planning, instruction, and assessment with a strong focus on Mathematics.</p> <p>The building principal works collaboratively with the building leadership team to plan and facilitate Curriculum Day and Late Starts.</p>
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<p>Results we expect: (How will we know it worked?) (September)</p>	<p>Mid Year Check: (What evidence do we have that the plan is working? Do we need to edit the plan?) (January)</p>
<ul style="list-style-type: none"> • WRES will meet all state indicators and AYP for all subgroups. • There will be an increase in the percentage of students in 5th grade math that meet their projected growth. • Collaborative time will be effectively used to facilitate maximum learning for every student with a focus on both curriculum and assessment. 	<p>While doing classroom observations and walk-throughs during Math instruction, there is evidence of teachers using formative assessment and differentiating instruction to meet the student’s needs.</p> <p>The teaching teams continues to monitor the progress of all students and revises their action plans and focus to address student’s progress. This progress monitoring includes but is not limited to students in the Reading and Math AYP subgroups.</p>

<p>Link to District CIP: (What district benchmark results will get better because we improve our results?)</p> <ul style="list-style-type: none"> • Focus Area: To intentionally employ quality assessment and grading practices to support and communicate student achievement. • Benchmark 1: Percentage of students achieving at or above their projected performance level. • Benchmark 2: Facilitate a year or more in achievement for a year of instruction. • Benchmark 3: Meet state and national standards.
