

Logan Elm Ohio Improvement Plan

2016-2019

Goal 1: Reading/ELA

By 2018-19, the passing percentage of students in the district's two subgroups (economically disadvantaged and students with disabilities) at tested grade levels will meet or exceed the state's benchmark in reading/ELA as measured by Ohio's required assessments administered in 2018-19.

Strategy 1: Complete professional development and implement strategies that represent best practice related to formative & summative assessments, the use of performance data to plan instruction, and universal design for learning.

Action Steps	Monitoring Evidence/Data Sources	Person(s) Responsible	Monitoring Time Line	Resources
1. Provide on-site professional development for all administrators and teachers of reading/ELA.	Schedules Agendas	Curr. Director DLT Teachers	Quarterly	PD Days Staff Meetings/TBT time Funding
2. Provide opportunity for administrators and representative teacher leaders to participate in quality, off-site PD.	PD Descriptions	Curr. Director DLT	Quarterly	Release Time Funding
3. Sustain district-level structures and building-level structures for ongoing, job-embedded PD and collaboration among the district leadership team and building leadership teams.	Meetings Records of meetings	DLT BLT	Quarterly	Process/Procedures for Effective Meetings
4. Implement leadership and instructional strategies that represent best practice.	Observations Monitoring tools	DLT BLT TBT	Quarterly	Process for Review

Goal 1: Reading/ELA

By 2018-19, the passing percentage of students in the district’s two subgroups (economically disadvantaged and students with disabilities) at tested grade levels will meet or exceed the state’s benchmark in reading/ELA as measured by Ohio’s required assessments administered in 2018-19.

Strategy 2: Incorporate universal design for learning and provide a system of tiered interventions to support needs of individual students in reading/ELA.

Action Steps	Monitoring Evidence/Data Sources	Person(s) Responsible	Monitoring Time Line	Resources
1. Provide assistance to all building leadership teams (BLTs) in establishing and/or maintaining: <ul style="list-style-type: none"> the components of Universal Design for Learning; tiered system of interventions for students not reading on grade level. 	PD Classroom Obs.	DLT Teachers	Quarterly	Training materials
2. Provide structures (e.g., TBTs, RTI, and Professional Learning Communities) to support capacity building and collaboration.	Schedules Procedures for collaboration	DLT BLTs	Quarterly	Scheduled Time
3. Assist BLTs in collecting and analyzing building and classroom implementation data.	Classroom implementation data	DLT BLT TBT	Quarterly	Data Collection Forms

Goal 2: Mathematics

By 2018-19, the passing percentage of students in the district's 2 subgroups (economically disadvantaged and students with disabilities) at tested grade levels will meet or exceed the state's benchmark in mathematics as measured by Ohio's required assessments administered in 2018-19.

Strategy 1: Complete professional development and implement strategies that represent best practice related to formative & summative assessments, the use of performance data to plan instruction, and universal design for learning.

Action Steps	Monitoring Evidence/Data Sources	Person(s) Responsible	Monitoring Time Line	Resources
1. Provide on-site professional development for all administrators and teachers of mathematics.	Schedules Agendas	Curr. Director DLT Teachers	Quarterly	PD Days Staff Meetings/TBT time Funding
2. Provide opportunity for administrators and representative teacher leaders to participate in quality, off-site PD.	PD Descriptions	Curr. Director DLT	Quarterly	Release Time Funding
3. Sustain district-level structures and building-level structures for ongoing, job-embedded PD and collaboration among the district leadership team and building leadership teams.	Meetings Records of meetings	DLT BLT	Quarterly	Process/Procedures for Effective Meetings
4. Implement leadership and instructional strategies that represent best practice.	Observations Monitoring tools	DLT BLT TBT	Quarterly	Process for Review

Goal 2: Mathematics

By 2018-19, the passing percentage of students in the district’s 2 subgroups (economically disadvantaged and students with disabilities) at tested grade levels will meet or exceed the state’s benchmark in mathematics as measured by Ohio’s required assessments administered in 2018-19.

Strategy 2: Incorporate universal design for learning and provide a system of tiered interventions to support needs of individual students in math.

Action Steps	Monitoring Evidence/Data Sources	Person(s) Responsible	Monitoring Time Line	Resources
1. Provide assistance to all building leadership teams (BLTs) in establishing and/or maintaining: <ul style="list-style-type: none"> the components of Universal Design for Learning; tiered system of interventions for students not reading on grade level. 	PD Classroom Obs.	DLT Teachers	Quarterly	Training materials
2. Provide structures (e.g., TBTs, RTI, and Professional Learning Communities) to support capacity building and collaboration.	Schedules Procedures for collaboration	DLT BLTs	Quarterly	Scheduled Time
3. Assist BLTs in collecting and analyzing building and classroom implementation data.	Classroom implementation data	DLT BLT TBT	Quarterly	Data Collection Forms

Goal 3: College and Career Readiness and Community Involvement

The district will continue to focus resources and leverage community resources in supporting college and career readiness as measured by surveys in 2016 and 2019 and by improved Prepared for Success Data.

Pillar 1: Academic Preparation

Strategy: Increase problem based and real world learning opportunities in all subjects.

Action Steps:	Monitoring Evidence/Data Sources	Person(s) Responsible	Monitoring Time Line	Resources
Sustain and improve CCR programming. <ul style="list-style-type: none"> • K-4 Awareness • 5-8 Exploration • 9-12 Application 	Staff Survey Record of activities	DLT, BLT	Twice yearly	District CCR Plan ODE's Career Connections
Provide on-going professional development for Problem Based Learning; encourage teacher use of PBL to support state standards.	Record of activities Classroom Observations	DLT, BLT	Twice yearly	Training materials Time
Create a production class at the high school where students will learn about the process while producing marketable goods and services for distribution.	Class Offering	LEHS BLT	2016-17	Equipment and materials as described in budget proposal

Goal 3: College and Career Readiness and Community Involvement

The district will continue to focus resources and leverage community resources in supporting college and career readiness as measured by surveys in 2016 and 2019 and by improved Prepared for Success Data.

Pillar 2: Accessibility

Strategy: Leverage community assets to help students and families access college and career preparation programs.

Action Steps:	Monitoring Evidence/Data Sources	Person(s) Responsible	Monitoring Time Line	Resources
Connect with community resources to examine job trends and area workforce needs.	Record of activities Focus Group Discussion	DLT	Twice yearly	Staff, Logan Elm Education Foundation, Pickaway HELPS, PRCTC, P3
Examine barriers to college and career accessibility in order to collaborate with community resources to overcome these.	Focus Group Discussion Student and Family Survey	DLT	Twice yearly	Students, Families, Hopewell Health, Ohio Means Jobs, Logan Elm Education Foundation, Pickaway HELPS, PRCTC, P3

Goal 3: College and Career Readiness and Community Involvement

The district will continue to focus resources and leverage community resources in supporting college and career readiness as measured by surveys in 2016 and 2019 and by improved Prepared for Success Data.

Pillar 3: Aspiration

Strategy: Facilitate the development of students' visions and pathways for their futures.

Action Steps:	Monitoring Evidence/Data Sources	Person(s) Responsible	Monitoring Time Line	Resources
Provide the means for students to explore and develop interests. <ul style="list-style-type: none"> • K-4 Awareness; high school student speakers • 5-6 Ohio Means Jobs; speakers, Biz Town, camp • 7-8 Ohio Means Jobs; Real Money, Real World; college and PRCTC visit, electives • 9-12 Ohio Means Jobs, Career Exploration Course, Electives, College Credit Plus, PRCTC, Industry Credentialing, speakers, job shadowing 	Staff Survey Record of Activities Course Offerings	DLT, BLTs, TBTs	Twice yearly	District CCR Plan ODE's Career Connections PRCTC Pickaway HELPS OSU Pickaway County Extension Board of Disabilities United States Military Recruiters
Establish pathways students can follow based on interests in order to graduate.	Course Offerings	DLT, BLTs	Twice yearly	Ohio Means Jobs PRCTC