OAC Building Improvement Plan 2014-2015
Goal Area: Data

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Use Data to Drive Instructional Decisions	**Instructional decisions will be based on valid and authentic student data.**	Data from Lead 21, Everyday Math, Aimsweb, measures will be collected.	Student data sources will be consistent. A record of student data will be available to our staff and be shared with the staff at SAC.	Data entered in charts and spreadsheets	Assessment scores District-created collection formats.	On-going As assessment pieces are completed
	Students will receive instruction based on need at their level.	During collaboration sessions, data from the selected sources will be analyzed. Utilize math and reading small tier groups.	Grade level trends regarding the activities and standards will be visible. Data will be available in a contained format on a class and individual student level.	Collaboration notes Completed spreadsheets / reporting formats provided to administration	Collaboration time Completed spreadsheets / reporting formats	On-going As assessment pieces are completed
	Students will receive extra instruction during tier time.	Instruction will be structured around the data analysis.	Increased attention to group and individual needs Classroom/ tier instruction will change to address strong and weak data points.	Lesson plans Discussions between faculty and administration	Planning / collaboration time Completed spreadsheets / reporting formats	On-going As assessment pieces are completed

OAC Building Improvement Plan 2014-2015
Goal Area: Curriculum

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Align and Map Course Curriculums	**Students will receive instruction on a planned scope of knowledge acquisition.**	Teachers will complete the first run of the BYOC process in reading and math.	The BYOC documents for reading and math will be published for public use and made "live."	The ability for the public to access the current curriculum document.	Collaboration time between teachers and administration to review the documents District curriculum and supplemental materials	Live publication by December 19, 2014
		The BYOC document will be updated as teachers supplement the basic curricular plan.	As new instructional activities are added, the BYOC document will be current.	Comparison from beginning draft to current version of the curriculum.	Continued access to the BYOC website	On-going

OAC Building Improvement Plan 2014-2015
Goal Area: Teacher Evaluation

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Effective Use of Evaluation Tool (McREL)	**To continue staff familiarization and building implementation of the McREL model for teacher evaluation**	Review of information and discussion about the use of formal and informal observations at August and subsequent faculty meetings.	All teachers will have a working familiarity with the McREL teacher evaluation system.	Active participation in the discussions at faculty meetings and conferences with administration Faculty meeting notes	Electronic access and/or paper copy of the McREL evaluation tool Time during faculty meetings	August 2014-April 2015
		Staff to be evaluated this year will be trained on the evaluation process and tool.	Staff on the evaluation cycle for 2014-2015 will be evaluated using the McREL teacher evaluation tool.	Completed goal-setting, teacher evaluations and required conferences	Electronic access and/or paper copy of the McREL evaluation tool	August 2014
		Faculty will complete their annual goal-setting, based on self-reflection, utilizing the McREL form.	All teachers will use the McREL model self-reflection and goal-setting.	Completed goal-setting forms and conference with administrator	Electronic access and/or paper copy of the McREL evaluation tool	October 2014

OAC Building Improvement Plan 2014-2015
Goal Area: Communication

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Communicate Effectively with all Stakeholders	**Improved lines of communication from faculty and administration to students, parents and the SFT communities.**	Monthly telephone, email, postal and face-to-face communications regarding student academic and behavioral progress between faculty and parents	Stakeholders will be aware of situations involving their interests.	Positive feedback regarding communication efforts of the faculty towards stakeholders Teacher record of communication efforts	Parent and stakeholder contact information Updated Power School information regarding contact information and student grades	On-going, with end-of-month deadlines
	Students and parents will receive up to date information of what is going on at OAC, in a timely manner.	Newsletters will be published monthly from the administrative offices	Increased stakeholder knowledge of building academic and extra-curricular activities	Positive feedback regarding communication efforts of the school administration towards stakeholders	Teacher-supplied updates of classroom activities Monthly meetings between building administration and activities directors	On-going, with end-of-month deadlines
	Teachers will have regular communication with parents.	In addition to the two regularly scheduled parent-teacher conferences, teachers will meet with parents upon requested or when necessary.	Improvement in student academic performance and decrease in student misbehaviors	Student progress reports Positive feedback regarding teacher image	Parent contact information Updated Power School information regarding contact information and student grades	August 2014-May 2015
	Principal will have more frequent communication with staff.	Weekly emails sent to staff of looking ahead for what is scheduled.	Improved communication and awareness for administration to staff.	More communication and understanding from teachers.	School email	August 2014-May 2015

OAC Building Improvement Plan 2014-2015
Goal Area: Professional Development

District Focus	Building Goal	Actions	Expected Outcomes	Evidence of Completion	Resources Needed	Timeline
Develop as Professionals	**All building staff will continue personal development in their professional role.**	Teachers will pursue professional development opportunities in and out of district in their content area.	Increased knowledge of academic content and instructional strategies

Teacher share of knowledge and ideas gained from professional development activities | Application of knowledge and implementation of strategies in the classroom

Faculty meeting notes | Professional development budget

Information about professional growth opportunities | August 2014 - May 2015 |
| | | All staff will conduct themselves in accordance with the Kansas Educator Code of Conduct | Teacher responsibilities to students, the district, and the profession will be maintained and promoted.

Classified staff will adhere to building expectations. | No disciplinary action towards staff, beyond general reprimand, will be necessary. | Copies of Kansas Educator Code of Conduct

Staff Handbook | August 14, 2014

August 2014 -May 2015 |
| | | All staff will dress in a professional manner appropriate to their role and planned activities. | All staff will maintain a high standard of professional image. | No general reprimands made. | Staff Handbook | August 14, 2014

August 2014 - May 2015 |
| | **All staff will be professional with their personal electronic devices.** | All staff will only use personal electronic devices, on personal time, unless utilized for class instruction. | Staff will maintain a high standard of professional choices. | Personal electronic devices not seen during the school day. | Staff Handbook | August 2014 - May 2015 |