

**ACTION STEPS**

**1.1.1:** With DLT support, BLTs will provide HQPD and follow up support (including monitoring) on ICS understandings, concepts and philosophies, to include:

**BES-** Depth of Knowledge and increasing rigor for all.  
**BSS-** research and evidence-based non-fiction comprehension reading strategies and vocabulary acquisition strategies in support of students making progress in our Depth of Knowledge initiative.

**1.1.2:** With DLT support, BLTs will provide professional development and follow-up support (including monitoring) on research- and evidence-based instructional strategies related to:

**BES-** ELA College and Career Readiness Anchor Standards #4 and #9.  
**BSS-** non-fiction comprehension reading strategies and vocabulary acquisition

**1.1.3:** With DLT support, BLTs will facilitate standards review, alignment and mapping in all grade levels to identify gaps in rigor of delivery. Phase One: Standards Audit/Review; Math and Early Literacy. Phase Two: Assessment Mapping

**1.1.4** With DLT support, BLTs will increase understanding and use of:

**BES-** the concept of Performance Index calculations, encouraging team/classroom use.  
**BSS-** quarterly Performance Index Calculations by utilizing the PI calculation for all MAP Growth and ALEKS test results.

**1.2.1:** The DLT will create and implement a data analysis, action step, and targeted support plan which will be monitored at least quarterly; evaluated and revised on an annual basis.

**1.2.2:** The DLT will create, introduce, and utilize implementation strategies to increase systemic protocols, providing clarity to work at classroom/building/district levels.

**1.2.3:** The DLT will lead and monitor systemic feedback protocols, with tool revisions as needed.

**IMPROVEMENT STRATEGIES AND INDICATORS**

**Educator/TBT Implementation Indicator:**

100% of TBTs will utilize action research practices for:

- ✓ measuring the impact of
  - fidelity implementation (focus on standards)
  - evidence/research based innovations
- ✓ professional development high impact learning for all student populations (emphasis on outcome of instruction on small group populations).
- ✓ deliver person-centered IEPs/WEPs/RIMPs/Success Plans

**Student Performance Indicator:**

100% of students will increase achievement (or maintain high achievement) in reading and mathematics as measured by national, state and local assessments. Growth expectations from Spring 2018 baselines are:

Advanced	Maintain performance level*
Accelerated	Maintain or increase one level*
Proficient	Maintain or increase one-two levels, *based on the expectations of student's chosen career pathway and expected increase of rigor of student academic schedule
Basic	Increase a minimum of one level
Limited	Increase a minimum of two levels

**DLT Implementation Indicator:**

At least quarterly, the DLT will lead the collection and analysis of information used by leadership teams to assess performance, progress on implementation of innovations, delivery of outputs, achievement results and impact/use of resources.

**BLT/TBT Performance Indicator:**

100% of Leadership Teams (BLT & TBT) will utilize the Ohio Improvement Cycle, as evidenced by the 5 Step Process protocol to evaluate how evidence/research-based innovations are being implemented. Leadership teams will determine whether the target populations are being reached, students are receiving the intended services and whether the innovations are being implemented effectively and with fidelity.

**Strategy 1.1:** Revise, implement and monitor systems, structures and supports that create and hold firm the belief that ALL students deserve and are entitled to a high quality education inclusive of rigorous, evidence/research-based methods and standards/curricula.

**Strategy 1.2:** Utilize active implementation practices to monitor, provide feedback and support to the system that ensures structures for effective leadership teams [BLT & TBT].

**DISTRICT GOAL**

**Goal 1:**

By the end of the 2018-2021 improvement cycle, 100 % of **BCS PreK-12 students will be embedded in an integrated comprehensive services model** (ICS) as measured by district created measures and an increase Performance Index score from the baseline of 75.2 out of 120 (62.6%) to 90.2 out of 120.