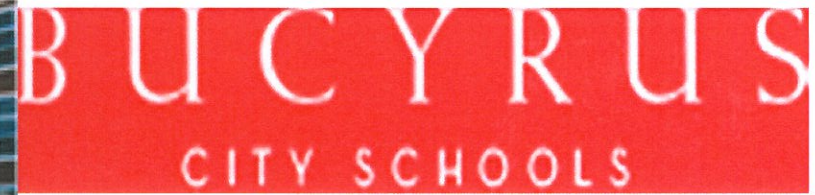


Bucyrus City Schools
OIP Single Goal District Action Plan
June 2015- June 2018



DISTRICT GOAL

Goal 1:
 By the end of the 2015-2018 improvement cycle, **BCS PreK-12 students will be embedded in an integrated comprehensive services model** as measured by district created measures and an increase in its Performance Index score from the baseline of 92.5 (2014LRC) to 97 with an annual benchmark target of a 1.5 point increase [2016 = 94; 2017 = 95.5; 2018 = 97]

Strategy 1.1: Create, implement, and monitor aligned systems structures and supports for district-wide integrated service models at all levels [TBT, BLT, DLT]

Adult Implementation Indicator: 100% of BCS educators will **implement integrated comprehensive service practices with fidelity**. They will monitor the impact of adult implementation of ICS on all subgroups, through multiple DLT and BLT-identified measures.

Student Performance Indicator: 100% of BCS students will perform at a proficient or higher level on identified district, school, or grade-level rubrics through the use of goal-setting, progress monitoring and self-reporting grading strategies.

1.1.1: Provide HQPD and follow up support (including monitoring) on ICS understandings and strategies, to include: co-teaching (co-plan and co-serve), Universal Design for Learning (UDL-first teach), Positive Behavioral Intervention Supports (PBIS), and their application in the classroom setting to support Early Intervention needs, IEPs, 504s, RIMPs, Success Plans, Transition Plans, and College and Career Readiness Initiatives.

1.1.2: Utilize the Ohio Improvement Leadership Development protocols [through DLT and TBTs] to determine and practice BCS' integrated service model.

1.1.3: Create, roll out, and monitor the impact of a plan for communicating the district plan (ICS goal) to all stakeholders [staff, students, parents, community] and enlisting parents and community members as education partners.

IMPROVEMENT STRATEGIES AND INDICATORS

Strategy 1.2: Develop, 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, inquiry-based methods and curricula.

Adult Implementation Indicator: 100% of PreK-12 teachers will use high quality instructional practices to develop students who can use inquiry strategies and critical thinking skills to master content standards, measured through TBT- and BLT-evaluated high quality assessments and further evaluated through the performance index calculation model.

Student Performance Indicator: 100% of BCS students will use self-monitoring and goal setting skills to self-report current achievement levels on content standards and course expectations.

ACTION STEPS

1.2.1: Provide professional development and follow up support (including monitoring) on Performance Index Calculation strategies and goal setting.

1.2.2: Provide professional development and follow-up support (including monitoring) on high impact instructional strategies, specifically to include "self-reported grades" *Phase two focus: Assessment*

1.2.3: Facilitate curriculum alignment and curriculum mapping in all grade levels to identify gaps, instructional strategies, student activities, and appropriate assessments which will help gauge impact on achievement. Phase One Focus: Math and Early Literacy.