

**Milton-Union Exempted Village Schools  
OIP District Improvement Plan with Implementation Details**

**District Goals/Strategies/Indicators**

<b>Academic Goal</b>	
By the year 2023, 100% of the Milton-Union students will be college or career ready per Ohio’s college and career ready reporting metrics.	
<b>Annual Goal Targets</b>	
<ul style="list-style-type: none"> <li>- Increase performance for all students across subgroups on state-required assessments by at least 5% annually (by cohort analysis).</li> <li>- Maintain overall, lowest 20% achieving, gifted, and SPED student value-added results at or above one year’s growth.</li> <li>- Increase performance for all students across subgroups on all locally developed and/or identified vendor assessments by 5% annually (by cohort analysis).               <ul style="list-style-type: none"> <li>o ESGI Data (Kindergarten – Benchmark &amp; Diagnostic Assessment, ELA &amp; Mathematics)</li> <li>o Acadience (K-5)</li> <li>o iReady (Grades 1-8 – Benchmark &amp; Diagnostic Assessment, ELA &amp; Mathematics)</li> <li>o Pro Core (Grades 6-12 – Benchmark Assessments, ELA, Mathematics, Science, &amp; Social Studies)</li> <li>o Teacher-developed and/or building-identified common, quarterly assessments</li> </ul> </li> <li>- College and career readiness benchmarks               <ul style="list-style-type: none"> <li>o Students maintaining a 2.8 GPA or more and meeting at least one additional <a href="#">academic indicator</a>.</li> <li>o Students who have identified a career cluster and meet at least two additional readiness <a href="#">benchmarks</a>.</li> <li>o Increase student college and career readiness scores by 5% annually as measured by PSAT and SAT performance (PSAT cohort analysis &amp; SAT performance year-to-year).</li> </ul> </li> </ul>	
<b>College Readiness Academic Indicators</b>	<b>Career Readiness Benchmarks</b>
<p>GPA 2.8 out of 4.0 and <b>one</b> or more of the following academic indicators:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced Placement Exam (3+)</li> <li><input type="checkbox"/> Advanced Placement Course (A, B or C)</li> <li><input type="checkbox"/> Dual Credit College English and/or Math (A, B or C)</li> <li><input type="checkbox"/> College Developmental/Remedial English and/or Math (A, B or C)</li> <li><input type="checkbox"/> Algebra II (A, B or C)</li> <li><input type="checkbox"/> International Baccalaureate Exam (4+)</li> </ul>	<p>Career Cluster Identified and <b>two</b> or more of the following benchmarks:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 90% Attendance</li> <li><input type="checkbox"/> 25 hours of Community Service</li> <li><input type="checkbox"/> Workplace Learning Experience</li> <li><input type="checkbox"/> Industry Credential</li> <li><input type="checkbox"/> Dual Credit Career Pathway Course</li> <li><input type="checkbox"/> Two or more organized Co-Curricular activities</li> </ul>

<b>Strategies, Indicators, and Progress Measures:</b>								
<b>Strategy 1A:</b> Through implementation of an effective DLT-BLT-TBT structure, teams will drive data-driven classroom instruction.								
<b>Adult Implementation Indicator:</b> 100% of teachers and administrators will identify students' skill gaps and enrichment opportunities by engaging in collaborative data-based instructional decision-making.								
Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>Student Implementation Indicator:</b> 100% of students will be at or above benchmark as measured by formative and summative common assessment data.								
Baseline Measure Fall 2019	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
K-5 Dibels 1-8 iReady 9-12 Pro Core								
<b>Implementation Details and Action Steps</b>								
<b>1.A.1</b> Provide professional development to all K-12 administrative and teaching staff members in Ohio's Improvement Process and support its application for building, district, and teacher-team members.								
Tasks	Person(s) Responsible/ Groups	Implementation Timeline				Resources Needed		
		Year 1	Year 2	Year 3	Year 4			
Administer <i>5Essentials Survey</i> to staff members, community members, and students.	Superintendent, Principals, & Administrative Team Members (Move to the Baseline)	X (December 2019 – January 2020)				<i>5Essentials Survey</i> & Dashboard		
Identify OLAC Modules appropriate for DLT Member professional development; identify a scope and sequence for OLAC modules for leadership support by level (district, building	DLT Members Administrative Team Members Subcommittee Lead—L. Grube	X Sept: ID Subcommittee members Dec: DLT Scope & Sequence				Identify subcommittee members  OLAC Modules Communication back to DLT Members through regularly scheduled meetings including incentives		

admin, BLTs and teachers).		Jan: DLT members begin modules				available for completing work
Identify and provide ongoing leadership training for District Leadership Team members.	Superintendent DLT Members	X Sept 2019	X	X	X	Center for Creative Leadership  Training/meeting Schedule
Provide foundational leadership training for all staff.	Superintendent DLT Members All Teaching and Admin Staff	X Sept 27, 2019	X	X	X	Center for Creative Leadership—Teacher Leadership Collaboration Day
Provide professional development and <b>implementation support</b> to all DLT, BLT, and TBT members in the practice and comprehension of Ohio’s Improvement Process.	Superintendent Principals DLT Members	X (DLT & BLT Members)	X (K-12)	X	X	OLAC Modules  Professional Learning Day Schedules and Agendas  <b>Implementation Support?</b>  CEUs & LPDC
<b>1.A.2</b> Provide an efficient infrastructure so that district, building, and teacher team members have frequent and scheduled opportunities to implement Ohio’s Five-step Process.						
Tasks	Person(s) Responsible/ Groups	Implementation Timeline				Resources Needed
		Year 1	Year 2	Year 3	Year 4	
Formally record and archive minutes from DLT meetings.	DLT Members per assigned meeting roles and tasks	September 2019				Microsoft Teams Interactive Meeting Agenda
Establish meaningful and efficient feedback and communication protocols that support building and teacher-based teams in the delivery of high-quality, standards-based instruction.	Superintendent Principals & Administrators DLT Subcommittee–J. Mumau	X	X	X	X	Scheduled time for DLT Subcommittee work  Instructional leadership support and Coaching  <b>Implementation Support?</b>

Establish building leadership teams (BLTs) to include purpose, norms, roles, meeting schedules, processes, and building level plans.	Building Principals Building DLT members	Teams in place by Jan 2020  By June 2020				OLAC OIP Resources Ongoing Implementation and Instructional Leadership Support for DLT and BLT Members
Develop building master schedules that establish meeting times for TBTs.	Building Principals Guidance Counselors BLT	Spring 2020				Building Master Schedules
Create a schedule and sequencing of DLT and BLT meeting times that facilitates continuous monitoring, support, and feedback. Identify data calendar, collection tool, and reporting expectations.	Superintendent Principals & Administrators DLT Subcommittee—B. Ritchey	X Spring 2020 for SY 20-21	X	X	X	Scheduled time for DLT Subcommittee Work
BLT members work to help facilitate positive and effective TBTs within course, grade-level, and/or department teams.	Building Principals BLT Members	Jan 2020 and ongoing	X	X	X	OLAC Modules  Ongoing Implementation and Instructional Leadership Support for DLT and BLT Members
<b>1.A.3</b> Create and establish systemic structures for district, building, and teacher teams to analyze achievement data, design targeted supports, remove barriers that inhibit student learning, and progress-monitor growth across subgroups.						
Tasks	Person(s) Responsible/ Groups	Implementation Timeline				Resources Needed
		Year 1	Year 2	Year 3	Year 4	
Develop a matrix by building (and grade-level) to identify classroom,	Building Principals	X By October 2019				State Support Team Resources

building, district, and state-mandated assessments by purpose, rationale, and data collected.						
Establish an assessment review and selection (or deletion) process used across the district.	Superintendent Administrative Team Building-level Committee District Leadership Team	X Sept 2019				State Support Team Resources  Assessment Inventory
Identify common assessments, provide appropriate training, and establish an implementation timeline for student data collection.	Building Principals and Teacher Teams  Pro-Core Consultant	HS-August 2019	X	X	X	Pro-Core Implementation Training and Data Reporting  State Support Team Resources  Professional Learning Day Agenda

**Strategies, Indicators, and Progress Measures:**

**Strategy 1B:** K-12 classroom implementation of evidence-based, standards-aligned instructional strategies at an appropriate level of challenge for all children.

**Adult Implementation Indicator:** 100% of teachers will implement evidence-based, instructional opportunities as measured by identified classroom *look fors*, and building and teacher team feedback (i.e., team minutes, protocol review).

Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual

**Student Implementation Indicator:** 100% of classrooms across the district will demonstrate increases in student engagement levels as measured by classroom (*look fors*) and student perception survey research (i.e., Gallup Student Poll, *5Essentials Survey*).

Baseline Measure	Progress Measure		Progress Measure		Progress Measure		Progress Measure	
	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual

**Implementation Details and Action Steps**

**1.B.1** Establish a coaching model where K-12 educators across the district provide informal feedback to drive instructional practices and learning opportunities.

Tasks	Person(s) Responsible/ Groups	Implementation Timeline				Resources Needed
		Year 1	Year 2	Year 3	Year 4	
Provide training to district and building administrators and teacher leaders for instructional feedback and coaching.	Superintendent Building Principals Self-Selected DLT Members	X June 2019 and ongoing	X	X	X	Rutherford Learning Group
Following a train-the-trainer model, provide professional	Building Principals DLT Members		X	X	X	Rutherford Learning Group Resources

development and involve additional staff members in the instructional feedback and coaching model.						Professional Learning Day Agendas BLT and TBT Meetings
Design a template with classroom <i>look fors</i> relative to the technical components of teaching and define implementation parameters. Field test the developed classroom look-for template in selected classrooms and modify as needed.	Subcommittee Lead—K. Hartley Subcommittee Members	X Feb 2020  Field Test: Beginning February 2020				Rutherford Learning Group Resources  Classroom Release Time for DLT Members
<b>1.B.2</b> Provide and make available to all teaching and administrative staff members high-quality professional development in the Universal Design for Learning (UDL) framework.						
Tasks	Person(s) Responsible/ Groups	Implementation Timeline				Resources Needed
		Year 1	Year 2	Year 3	Year 4	
Offer Universal-design for Learning professional development workshop to K-12 teachers.	Superintendent Building Principals DLT	X August 2019				CAST Institute  Wright State University Partnership
Establish lesson plan criteria (i.e., <i>look fors</i> ) targeting the implementation of evidence-based instructional strategies to drive high levels of student engagement.	Superintendent Principals & Administrators DLT Subcommittee Lead—L. Henderson	X By November 2019				Combs Educational Consulting  Universal-design for Learning Framework  Release Time for DLT Members

Ensure everyday instructional practices and assessments are differentiated with universally-designed supports, scaffolds, and extensions for <i>all</i> learners.	Superintendent Building Principals DLT BLT TBT		X	X	X	CAST Institute Resources (webinars, book studies, etc.)  Wright State University Partnership
<b>1.B.3</b> Provide professional development to all K-12 co-teaching teams for the purpose of improving communication, collaboration, co-planning, and efficiency.						
Tasks	Person(s) Responsible/ Groups	Implementation Timeline				Resources Needed
		Year 1	Year 2	Year 3	Year 4	
Offer and provide professional development to co-teaching teams across the district.	Superintendent Building Principals Student Services Co-teaching Teams	X August 2019 and ongoing	X	X	X	Combs Educational Consulting
Identify co-teaching roles, expectations, and communication strategies.	Superintendent Building Principals Student Services Co-Teaching Teams	X August 2019 and ongoing	X	X	X	Combs Educational Consulting & District Leadership  Facilitated, collaborative time
Through scheduling, work to maintain co-teaching partnerships from year-to-year.	Building Principals Student Services School Counselors	Spring 2020	X	X	X	Student perception survey research (Instrument TBD per Combs Ed. Consulting)  Co-planning time  On-going professional development; scheduling support