

ONE PLAN

The District One Plan ELA, Math and School Climate components are outlined below. As a team, the DLT and building and district personnel have populated this plan with the information gathered from across the district. This plan was voted on by the DLT in May 2021. It passed with a unanimous vote.

Plan Area	One Plan Goal:	Which Root Cause does this goal address?	Strategies:	Action Steps:	Student Measures	Adult Measures:
<p>English Language Arts</p>	<p>By 2024, the district will develop and fully implement a plan for district and building level job-embedded professional development and instructional coaching to address literacy skills co-teaching strategies in grades PreK-12.</p> <p>By 2024, 100% of Literacy teachers and intervention specialists will find and utilize research-based strategies in their classrooms and interpret data from these strategies to effectively guide instruction.</p>	<p>District lacks a comprehensive plan for improving student literacy</p> <p>All TBTs do not yet connect root cause to Step 2 strategies (5 step process)</p>	<p>Create a district literacy improvement plan</p> <p>Implement 5 Step process &amp; use of inquiry with fidelity</p> <p>Practicing Step Two on Strategies that connect to Root Cause Analyses</p> <p>Self assessment and reflection (use of inquiry)</p>	<p>The district will create a Literacy team that consists of at least: a gifted supervisor, director of student services, Literacy teachers and intervention specialists from all buildings and building administrators to evaluate district needs in order to create and fully implement a district literacy plan by 2024.</p> <p>DLT members will attend SST7-Literacy Leaders Regional Network and use the updated RTFI to support the district plan</p> <p>Job embedded literacy coaching will be provided and include:                      -Individual goal setting                      -Co-lesson planning                      -Researching &amp; applying evidence-based practices for literacy and for co-teaching                      -Coaching feedback for each teacher</p>	<p>*Increase STAR and LRC reading/ELA scores (baseline and benchmark increases determined by literacy team fall 2021)</p>	<p>RCA Team will be trained and support the district in conducting RCA</p> <p>Literacy coaching reports analyzed by Literacy Team</p> <p>Meeting minutes will show that team meets monthly and that 100% of the proper stakeholders are represented</p>

<p>Math</p>	<p>Math Instructors will use Assessment Literacy skills to improve common assessments.</p> <p>By 2024, 100% of math teachers will find and utilize research-based strategies in their classrooms and interpret data from these strategies to effectively guide instruction.</p>	<p>District wide math assessments are not in use (i.e. STAR)</p> <p>All TBTs do not yet connect root cause to Step 2 strategies (5 step process)</p> <p>Teacher made assessments do not contain an adequate number of DOK 2 and DOK3 level questions</p>	<p>Implement 5 Step process &amp; use of inquiry with fidelity</p> <p>Practicing Step Two on Strategies that connect to Root Cause Analyses</p> <p>Self assessment and reflection (use of inquiry)</p>	<p>Math teachers complete FIP modules on ODE's LMS</p> <p>Math teachers complete PD on assessment literacy</p> <p>Instructors will implement a gap analysis to identify areas of mastery and areas for improvement</p> <p>-focus on horizontal gap</p> <p>-focus on vertical gap in the future</p> <p>Creation of a team to vet assessments (this will be coming through OTES) and examine them for validity</p>	<p>Students will become more assessment capable as evidenced by increased student performance on DOK levels 2 &amp; 3</p> <p>Gaps in student learning will decrease as measured by later gap analysis</p>	<p>PD on Assessment Literacy</p> <p>PD on FIP modules</p> <p>Create or adjust assessments so that they are valid</p> <p>RCA Team will be trained and support the district in conducting RCA</p>
<p>School Climate</p>	<p>100% of our buildings will implement PBIS Tier 1 Programming.</p>	<p>There is not a common definition of office referrals across buildings</p> <p>Data is not being consistently recorded in SWIS in each school</p> <p>Communication across buildings for PBIS monitoring is not consistent.</p>	<p>Provide coaching/PD support for bronze level expectations</p> <p>Establish district wide procedures for discipline data entry and SWIS</p>	<p>Establish SWIS protocol and expectations for the entire District.</p> <p>Create and implement definitions of minor/major behaviors at each building and methods/timelines for reporting each</p> <p>School climate DLT subcommittee creates district PBIS committee to support and monitor PBIS implementation</p> <p>DLT School Climate/Culture subcommittee will participate in SST7 Culture/Climate series</p> <p>Participate in SST7 PBIS coaching support</p>	<p>Reduced office referrals by 5%</p> <p>Reduced suspensions by 2%</p> <p>Increase incentives by 10%</p> <p>100% of the students understand Tiffin PROUD (age appropriate) as evidenced in the TFI walkthrough</p>	<p>Each school will reach a minimum of Bronze level for PBIS for the 2021-22 school year.</p>

What professional development will be needed to support the goals or strategies you have created?

Plan Area	Goal or Strategy	Proposed Professional Development Needed	Notes/Needs
English Language Arts	<p>District lacks a comprehensive plan for improving student literacy</p> <p>All TBTs do not yet connect root cause to Step 2 strategies (5 step process)</p>	<p>Job embedded literacy coaching</p> <p>SST7-Literacy Leaders Regional Network</p> <p>Best practices in co-teaching to support student literacy</p>	<p>Time for ELA Team collaboration to examine data/create and implement the literacy plan</p> <p>Access to district wide/building level ELA data Local report card data, STAR, ProCore) at levels of reporting that can be easily interpreted by the team</p>
Math	<p>Math Instructors will use Assessment Literacy skills to improve common assessments</p> <p>All TBTs do not yet connect root cause to Step 2 strategies (5 step process)</p>	<p>PD on Assessment Literacy FIP Modules on ODE LMS</p> <p>SST7 Closing the Gap Series/Diverse Learners Series</p> <p>SST7 OLi4 Cohort for building leaders</p>	<p>Access to district wide/building level ELA data Local report card data, STAR, ProCore) at levels of reporting that can be easily interpreted by the team</p>
School Climate	Buildings will implement PBIS Tier 1 Programming consistently	<ul style="list-style-type: none"> <li>-SWIS data use</li> <li>-SST7 School Culture and Climate Series (Sub-committee attends together)</li> <li>-State Support Team PBIS coaching by building</li> <li>-Collaboration time for buildings to gather PBIS evidence and build the PBIS binder that is submitted to ODE</li> </ul>	<p>90 minutes of time for PBIS professional development was requested for each district wide PD day.</p> <p>Orientation time is needed for new employees for PBIS including drivers, paras, recess workers, specialists cafe and maintenance</p>