

OIP DISTRICT PLAN CRITERIA

| STAGE 1: IDENTIFY CRITICAL NEEDS OF THE DISTRICT | | | |
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| CRITERION | DESCRIPTOR | COMPLIMENTS | SUGGESTIONS |
| DLT MEMBERSHIP | DLT includes individuals from key positions at the various levels of the organization and representatives from parent, local business and community organizations who are able to communicate effectively with others in the system. | | |
| DLT DECISIONS | DLT members have actively engaged in dialogue and discussions using the DF to determine critical needs. | | |
| DATA QUALITY | Quantitative and qualitative data are useful, sufficient and reliable to respond to the DF questions and yield identified needs. | | |
| VARIETY OF DATA | State and local student achievement data, including common formative assessments, teaching/classroom practice data and leadership practice data are used to respond to the DF essential questions. | | |
| DATA ANALYSIS | Systematic and comprehensive analysis of data in each level of the DF provides logical explanations that are supported by evidence, comparisons, observations and trends. | | |
| CRITICAL PROBLEMS | Results of the DF yield the most critical problems that are clearly and extensively linked with achievement problems, learning gaps and causal factors. | | |
| FOCUS AREAS | Priority areas from the DF profile focus on a few (2-4) vital problems that have the biggest impact on student achievement and are within the direct control of the district. | | |

| STAGE 2: DEVELOP A FOCUSED PLAN | | | |
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| CRITERION | DESCRIPTOR | COMPLIMENTS | SUGGESTIONS |
| TYPES/NUMBER OF GOALS | There are a few written goals, no more than four with at least one in the area of student performance that come from the DF profile. | | |
| SMART GOALS | Goals are broad and clear about what is to be accomplished and stretch the district to achieve higher levels than thought possible in closing the gap, but are still within reach when focus is maintained. | | |
| SMART GOALS | Goals are measurable using quantifiable numbers with a clear baseline to measure progress. | | |

| STAGE 2: DEVELOP A FOCUSED PLAN | | | |
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| CRITERION | DESCRIPTOR | COMPLIMENTS | SUGGESTIONS |
| SMART GOALS | Goals identify a date, generally three years forward. | | |
| RESEARCH-BASED STRATEGIES | All strategies are grounded in scientifically- or evidence-based research and directly impact student learning or changes in educator practice. | | |
| STRATEGY INDICATORS | Each strategy has multiple and diverse quantifiable measures for determining progress/achievement in student performance and building capacity among staff. | | |
| STRATEGIES/ACTIONS FOR GRADES AND SUBGROUPS | More than one strategy and/or action specifically addresses the academic areas(s) of underachievement for all grades or grade clusters and subgroups that are not proficient in reading and/or mathematics. | | |
| PLANNED ACTIONS | Actions describe planned improvements for how the strategy will be accomplished and are small in number, generally no more than 10. | | |
| ACTION DETAILS | Each action begins with a verb; includes a realistic, specific timeline; defines the setting; designates responsibility for accomplishment and has clear language. | | |
| COORDINATION AND ALIGNMENT | Goals, strategies and actions do not overlap or conflict, and illustrate relationships and a logical sequence between and among them. | | |
| PD FOCUS | PD and support needed for strategies/actions are limited to no more than 3 focus areas directly related to the achievement of goals and strategies. | | |
| RESEARCH-BASED PD | Use of research-based PD methods is thorough and extensive and meets the criteria in the Ohio Standards for PD. | | |
| PARENT ENGAGEMENT ACTIONS | Actions describe how to empower parents in improving student achievement and provide training/education to parents to enhance their involvement in their student's academic achievement. | | |
| RESOURCE ALIGNMENT | Local, state and federal resources are coordinated and integrated to support the goals, strategies and actions. | | |
| COMMUNICATION APPROACH | Describes an approach for two-way communication about plan development and progress and the compared results of the plan to improved student achievement to primary stakeholders (families, educators, partners and the public). The approach differentiates and describes frequent traditional and non-traditional communication methods with staff, parents and families in their primary language to meet the unique needs of staff and parents. | | |

| STAGE 3: IMPLEMENT AND MONITOR THE FOCUSED PLAN | | | |
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| CRITERION | DESCRIPTOR | COMPLIMENTS | SUGGESTIONS |
| MONITORING STRATEGIES/ACTIONS | Actions identify a range of student assessment and educator practice data to be monitored, when it will be monitored and who will be responsible for reporting on the progress of goals and strategies. | | |
| MIDCOURSE CORRECTION | The schedule and timelines for monitoring allow for midcourse corrections that enable the DLT to respond quickly when adjustments to the plan are warranted. | | |

| STAGE 4: EVALUATE THE IMPROVEMENT PROCESS | | | |
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| EVALUATION | An evaluation process compares planned results with actual outcomes in student performance for all goals, assesses the impact of PD on educator practices and student achievement, distinguishes cause and effect variables in describing how lessons learned will be applied to future plans and explains what the district will do to institutionalize successes and eliminate unsuccessful practices. | | |

OIP SCHOOL PLAN CRITERIA

| STAGE 1: IDENTIFY CRITICAL NEEDS OF THE SCHOOL | | | |
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| CRITERION | DESCRIPTOR | COMPLIMENTS | SUGGESTIONS |
| BLT MEMBERSHIP | BLT includes individuals from key positions at the various levels (e.g., grade/department, content, related services, pupil personnel services, staff, administrative) of the organization and parent and business/community partner representatives who are able to communicate effectively with others in the system. | | |
| BLT DECISIONS | BLT members have actively engaged in dialogue and discussions using the DF to determine critical needs. | | |
| DATA QUALITY | Quantitative and qualitative data are useful, sufficient and reliable to respond to the DF questions and yield identified needs. | | |
| VARIETY OF DATA | State and local student achievement data, including common formative assessments, teaching/classroom practice data and leadership practice data, are used to respond to the DF essential questions. | | |
| DATA ANALYSIS | Systematic and comprehensive analysis of data in each level of the DF provides logical explanations that are supported by evidence, comparisons, observations and trends. | | |
| CRITICAL PROBLEMS | Results of the DF yield the most critical problems that are clearly and extensively linked with achievement problems, learning gaps and causal factors. | | |
| STAGE 2: DEVELOP FOCUSED PLAN | | | |
| CRITERION | DESCRIPTOR | COMPLIMENTS | SUGGESTIONS |
| ACTIONS ALIGNED TO DISTRICT GOALS, STRATEGIES AND INDICATORS | Actions align to district developed goal(s) and strategies and identifies the evidence/data sources for determining indicator progress/achievement in student performance and building capacity among staff. | | |
| ACTIONS FOR GRADES AND SUBGROUPS | At least one action specifically addresses the academic areas(s) of underachievement for all grades or grade clusters and subgroups that are not proficient in reading and/or mathematics. | | |
| PLANNED ACTIONS | Research-evidence-based actions describe planned improvements for how the strategy will be accomplished and are small in number, generally no more than 10. | | |
| ACTION DETAILS | Each action begins with a verb; includes a realistic, specific timeline; defines the setting; designates responsibility for accomplishment and has clear language. | | |

| STAGE 2: DEVELOP FOCUSED PLAN | | | |
|--|---|--------------------|--------------------|
| CRITERION | DESCRIPTOR | COMPLIMENTS | SUGGESTIONS |
| COORDINATION AND ALIGNMENT | Actions do not overlap or conflict and illustrate relationships and a logical sequence between and among them. | | |
| PD FOCUS | Professional development and support needed for strategies/actions are limited to no more than 3 focus areas directly related to the achievement of goals and strategies. | | |
| RESEARCH-BASED PD | Use of research-based PD methods is thorough and extensive and meets the criteria in the Ohio Standards for PD. | | |
| PARENT ENGAGEMENT ACTIONS | Actions describe how to empower parents in improving student achievement and provide training/education to parents to enhance their involvement in their student's academic achievement. | | |
| RESOURCE ALIGNMENT | Local, state and federal resources are coordinated and integrated to support the goals, strategies and actions. | | |
| COMMUNICATION APPROACH | Describes an approach for two-way communication about plan development and progress and the compared results of the plan to improved student achievement to primary stakeholders (families, educators, partners and the public). The approach differentiates and describes frequent traditional and non-traditional communication methods with staff, parents and families in their primary language to meet the unique needs of staff and parents. | | |
| STAGE 3: IMPLEMENT AND MONITOR THE FOCUSED PLAN | | | |
| CRITERION | DESCRIPTOR | COMPLIMENTS | SUGGESTIONS |
| MONITORING STRATEGIES/ACTIONS | Actions identify a range of student assessment and educator practice data to be monitored, when it will be monitored and who will be responsible for reporting progress on the goals and strategies. | | |
| MIDCOURSE CORRECTION | The schedule and timelines for monitoring allow for midcourse corrections that enable the BLT to respond quickly when adjustments to the plan are warranted. | | |
| STAGE 4: EVALUATE THE IMPROVEMENT PROCESS | | | |
| EVALUATION | An evaluation process compares planned results with actual outcomes in student performance for all goals, assesses the impact of PD on educator practices and student achievement, distinguishes cause and effect variables in describing how lessons learned will be applied to future plans and explains what the BLT will do to institutionalize successes and eliminate unsuccessful practices. | | |