

Cleveland Heights-University Heights Ohio Improvement Process (OIP) Fact Sheet

TEAM	Purpose and Responsibilities
District Steering Committee	<ul style="list-style-type: none"> ● Implement planning policy. ● Promote commitment to continuous improvement. ● Facilitate the efforts of workgroups (<i>DLT, BLT and TBT</i>). ● Develop a single district or community school improvement plan that focuses on a few district or community school goals for instruction and achievement (<i>utilize the Building Level Action Plan & 90 Collection and Monitoring Plan aligned to the Strategic Plan</i>). ● Convey to schools and the community the district's or community school's mission for guiding the development of the focused plan (<i>Strategic Plan and that all schools are focusing on 3 goals this school year reading/math and school climate with and understanding the reading and math can occur in the other content areas</i>). ● Monitor the progress of the district or community school plan, performance, and indicators and make necessary adjustments that are based on data (<i>data calendar</i>). ● Communicate to ensure coherence and continuity (<i>DLT communicates to BLT and BLT communicates to TBT and this is two-way communication</i>). ● Provide opportunities for meaningful input and feedback from internal and external stakeholders. ● Make decisions on financial and capital management aligned to district or community school goals and strategies (<i>general fund, Title I, II, III and grant dollars</i>). ● Evaluate the plan and process for DLT Teams (<i>Information for Strategic Plan</i>).
District Leadership Team (DLT)	<ul style="list-style-type: none"> ● Promote commitment to continuous improvement. ● Facilitate the efforts of workgroups (<i>BLT/TBT</i>). ● Ensure that schools have focused building plans that are aligned to the district's or community school's goals (<i>Building Level Action Plan & 90 Collection and Monitoring Plan aligned to the Strategic Plan are focused on reading/math and school climate</i>). ● Monitor the progress of the district or community school plan, performance, and indicators and make necessary adjustments that are based on data (<i>data calendar</i>). ● Communicate to ensure coherence and continuity (<i>DLT communicates to BLT and BLT communicates to TBT and this is two-way communication</i>). ● Provide opportunities for meaningful input and feedback from internal and external stakeholders (<i>invite others to the DLT as needed</i>). ● Make decisions on financial and capital management aligned to district or community school goals and strategies (<i>funding aligned to building level action plan</i>). ● Evaluate the plan and process (feedback to District Steering Committee and BLT using the DLT to BLT feedback protocol form).
Building Leadership Team (BLT)	<ul style="list-style-type: none"> ● Promote commitment to continuous improvement. ● Maintain school-wide focus on high achievement for all students (<i>Building Level Action Plan & 90 Day Collection Analysis & Monitoring Plan</i>). ● Facilitate the establishment and ongoing efforts of collaborative team structures that use data to inform and improve instructional practice (<i>TBTs and any other groups in the building that make building based decisions</i>). ● Develop a single SIP (<i>School Improvement Plan same as Building Level Action Plan</i>), that focuses on a small number of actions aligned to the district's or community school's goals and strategies. ● Monitor the progress of the SIP (<i>School Improvement Plan same as Building Leadership team</i>), specifically adult implementation and student performance indicators and actions, and make necessary adjustments that are based on data. ● Communicate to ensure coherence and continuity. ● Provide opportunities for meaningful input and feedback from internal and external stakeholders. ● Make decisions on financial and capital management aligned to district or community school goals and strategies (<i>utilize resources that are monetary, time and personnel to support the building plan</i>). ● Evaluate the School Building Level Action & 90 Day Collection Analysis & Monitoring Plan for impact and process (<i>use established rubrics and BLT to TBT feedback protocol forms</i>).
Teacher Based Teams (TBT)	<ul style="list-style-type: none"> ● Generate standards-based common formative assessments by selecting the specific priority standards and grade-level indicators that students must master. ● Create a pre-assessment to be given prior to the unit of study (<i>also used as the post-assessment to be administered at the end of the unit of instruction</i>). ● Collect and chart data in relation to student learning indicators and student performance data in relation to plan indicators (<i>step 1 of Ohio's 5-Step TBT Process</i>). ● Analyze their students' results, concentrating on specific students who are proficient, approaching proficiency, and falling far below proficiency on the identified standards-based concepts and skills (<i>step 2 of Ohio's 5-Step TBT Process</i>). ● Determine and implement effective differentiated and engaging research-based instructional strategies that are based on students' learning needs in their classrooms while continually assessing progress, both formally and informally, to monitor and adjust their selected strategies on the basis of their analysis of student learning results (<i>steps 3 and 4 of Ohio's 5-Step TBT Process</i>). ● Post-assess their students to determine mastery of the identified skills and concepts. ● If students have not reached mastery, interventions are implemented to ensure student success (<i>use 5-Step TBT Process</i>). ● Discuss successes and challenges, learning from colleagues about how to implement classroom changes (<i>step 3 of Ohio's 5-Step TBT Process</i>). ● Report results to the BLT (use established rubrics) and shares TBT information with BLT and celebrate success.

Cleveland Heights-University Heights Ohio Improvement Process (OIP) Forms

District OIP Forms	Purpose	Timeframe	Communication	Revision
<i>DLT to BLT Feedback Protocol</i> <ul style="list-style-type: none"> • Download 	DLT provides feedback to the BLT based on Building Level Action Plans to assist with the monitoring, implementation, refinement and reinforcement	Monthly	<ul style="list-style-type: none"> • District Steering committee • BLT • Cabinet Members • ODE 	2016
<i>BLT to DLT Feedback Protocol Form</i> <ul style="list-style-type: none"> • Download 	BLTs provide feedback on a regular basis and submit form to the DLT for feedback based on monthly data from the data calendar and review actions steps and implementation.	Monthly	<ul style="list-style-type: none"> • DLT • BLT • Staff 	2016
<i>BLT to TBT Feedback Protocol Form</i> <ul style="list-style-type: none"> • Download 	BLTs provide feedback after reviewing and discussing TBT forms to monitor, provide feedback, and communicate to TBTs.	Monthly	<ul style="list-style-type: none"> • DLT • TBT • Staff 	2016
<i>5 Step Process Form for TBTs</i> <ul style="list-style-type: none"> • Download 	TBTs may use a template which is aligned to the 5-Step Process, for reporting to the BLT at the end of the process and/or they can summarize the data on the form according to a schedule prescribed by the BLT.	Weekly sharing with department or grade level liaisons and monthly sharing with the BLT to 5 Step Process	<ul style="list-style-type: none"> • BLT • TBTs by Department and/or grade level • Building Principal 	2016
<i>BLT Rubric</i> <ul style="list-style-type: none"> • Download 	BLT rubric designed to assist BLT will implementation of the 5 Step process in BLTs.	Every 90 Days to align to Building Level Action Plan	<ul style="list-style-type: none"> • Staff • DLT 	No
<i>TBT Rubric</i> <ul style="list-style-type: none"> • Download 	TBT rubric designed to assist teams with implementation of the 5 Step process in TBTs.	Every 90 Days to align to Building Level Action Plan	<ul style="list-style-type: none"> • BLT • Department Liaisons 	No
<i>Data Calendar</i>	This monthly data calendar resource provides a list of possible data needed for informed, data-based decisions necessary to complete each level and area of the Decision Framework and Building Level Action Plan (CAMP document) and recurring reports.	Monthly	<ul style="list-style-type: none"> • DLT • BLT • TBT • TAP 	2016