

### **State Determined Model (Ohio Improvement Process [OIP])**

School Improvement Grant funds issued for the State Determined Model will be used to support the school building and all of the student within the building for which the SIG grant has been awarded. The Ohio Department of Education in partnership with the Committee of Practitioners has designed a state model as part of our SEA application for approval by the US Department of Education. The OIP is the state's vehicle for school instructional leadership and improvement. It is statewide in scope and systemic in nature. The OIP is grounded in essential leadership practices as identified by the Ohio Leadership Advisory Council (OLAC). The OIP is a systemic structure of intensive supports designed to increase student achievement and close achievement gaps. Collaborative teams developed at the teacher, building and district levels are the catalyst of the OIP ensuring and supporting rigorous accountability measures, leveraging participation of all stakeholders thus increasing student achievement.

**School leadership** is addressed through the tenets of shared leadership:

- Shared leadership needs to be viewed as a set of essential practices directed toward the improvement of instruction with the ultimate goal of increasing students' learning.
- Shared leadership "does well when it relies on leadership provided by the team as a whole rather than looking to a single individual to lead it" (Carson, Tesluk, & Marrone Academy of Management Journal 2007).
- District Leadership Teams (DLT), Building Level Teams (BLT), and Teacher Based Teams (TBT) will lead to better systemic results for all learners. Sustainability and scalability of any practice requires its full implementation (Blasé, Fixen, & Duda, Presentation made to Institute of Education Sciences, 2011).
- DLT is made up of representatives of both district and building level administration, teacher leaders, representatives of not academic programs, local community and parent organizations and the collective bargaining units.
- BLTs are made up of building administration, teacher leaders representing all levels, representatives of not academic programs, local community and parent organizations, and collective bargaining units.
- TBT are made up of teachers of like subject areas across, multiple grade levels (vertical) and teams of all teachers serving one grade level, all subject areas (horizontal).
- Local Education Agencies (LEA) address the development of highly effective leadership teams focused on implementation of essential instructional practices.
- Schools will establish a BLT which defines the support and oversight of the following:
  - a. School Budget (Ensuring that all funds are used in alignment with the building focus);
  - b. Staffing (Selecting and placing highly qualified and effective staff into positions throughout the building);

- c. Curriculum and Instruction (Ensuring implementation of a high quality, instruction based one a comprehensive, aligned curriculum.);
- d. Professional Development (Locate and provide needed professional development aligned to building focus.); and
- e. Specific research based intervention (Determine and ensure implementation fidelity of interventions aligned to the building focus).
- Shared leadership will enable the Local Education Agency (LEA) to continually review the principal's performance using the Ohio Principal Evaluation System (OPES) tool which is rigorous, high-quality, and multiple-measured.
- Principals' shared leadership performance will be reviewed alignment with the School Improvement Grant (SIG) plan will be reviewed.
- TBT and BLT and the DLT and BLT have two-way communication. Central to the call for reframing leadership is the recognition that district culture must require and support the use of collaborative structures at the district, building and classroom levels to facilitate communication, build trust and credibility, and stay focused on the collective and shared responsibility for improving student achievement.
- Improvement of relationships and the development of a collaborative culture become part of a system-wide focus on improvement. Building a culture means creating pervasive norms from the district all the way to the classroom.
- Collaborative structures for the OIP are called District/Community School Leadership Team, Building Leadership Team(s) and Teacher Based Teams.
- The essential reasons that OIP collaborative leadership teams work is because they do the following:
  - Shift focus from single individuals to teams that can function as purposeful communities
  - Distribute key leadership functions
  - Align work system-wide while focusing on a limited number of data-based district goals
  - Ensure effective leadership is exercised at all levels of the system
  - Engage in all four stages of the OIP for the long-term

### **Teaching and Learning:**

- State-wide or regional teaching and learning professional development will be provided by support of the State Education Agency (SEA), LEA, OLAC, and the State System of Support (SSoS). Allowing for regional, building, job embedded and coaching professional development aligned to the district and building focus.
- LEA will employ an Internal Facilitator(s) to assist the district and building principal with OIP system structures, instructional leadership duties; teacher professional development and support; as well as teacher induction, mentoring, and coaching.
- LEA will use the SEA Decision Framework Tool to provide a data driven focused needs assessment to assist in closing student group achievement gaps.
- LEA will narrow its focus on only Reading/language art or mathematics based on significant achievement gaps through multi-tiered systems of support for students that are
  - a. Research-based (ie. Kati Novak Universal Design for Learning with a focus on early literacy and John Hattie work and formative Instructional Practices (FIP);

- b. Vertically aligned from one grade to the next (ensuring content of curriculum is aligned to standards and this is vertically aligned supports students in the acquisition of the content through multiple means supports;
  - c. Aligned with academic standards; and
  - d. Selected based on evidence that indicates it will be effective in accelerating student achievement for underperforming student groups.
- LEA will involve the OIP teams to develop targeted professional development for 40 additional hours per school year that will show the alignment or realignment of resources to address identified weaknesses. (academic and non-academic).
  - LEA will implement TBTs common planning time for at least 40 minutes per week, BLTs meeting at least 120 minutes per month, and DLT meeting once a month.
  - LEA will use the School Improvement Diagnostic Review (as directed by the SEA) to inform the School Improvement Plan.
  - LEA will use frequent formative and quarterly assessments to inform instructional practices and to monitor the impact of the School Improvement Plan.
  - LEA will be required to assign staff to serve as internal facilitators who work with Transformation Specialists to implement with fidelity the state determined OIP intervention model.
  - LEA will increase learning time expectations through the use of a longer school day, week, or year for instruction in core academic subjects, other subjects, and provision of enrichment activities that contribute to a well-rounded education.
  - LEA will review teaching and learning to ensure high quality instruction includes student enrichment and intervention.
  - Table below is a component of our TBT training (expectations for teaching and learning within the OIP) Stage 3 after leadership training and curriculum alignment:

Instruction training manual	Content	Format
<b>Tab 4.5</b> <b>Effective Instructional Practices</b> <b>(Tab 4.4 for TBT Module)</b> <b>for all students</b>	Intro <ul style="list-style-type: none"> <li>• Instructional Framework</li> <li>• References to Stage 2</li> <li>• References to SPDG training ppts (by section)</li> <li>• - Refer to “look fors” in instructional framework, Tab 4.6 Adult Practices, etc.</li> </ul>	-Text -Use slides from TBT training on Steps 1-3 Going Deeper
	Formative Instructional Practices: <ul style="list-style-type: none"> <li>• Refer to Stage 2</li> <li>• Hyperlink to FIP Modules</li> <li>• Hattie’s findings:</li> <li>• Check to see if connection to Hattie in FIP</li> <li>• Text</li> </ul> Link to Lead and Learn	
	Differentiated Instruction: <ul style="list-style-type: none"> <li>• Definition of Differentiated Instruction</li> <li>• Strive for “prevention” to avoid deficits-based instruction</li> <li>• Core instruction and individualized intervention occurring within Core</li> <li>• Links to following:</li> <li>• <b>OEC’s Website:</b> <ul style="list-style-type: none"> <li>○ <a href="http://www.edresourcesohio.org/">http://www.edresourcesohio.org/</a></li> </ul> </li> <li>• <b>UDL:</b> <ul style="list-style-type: none"> <li>○ <a href="http://www.ocali.org">www.ocali.org</a></li> <li>○ <a href="http://www.udlcenter.org/">http://www.udlcenter.org/</a></li> <li>○ <a href="http://www.cast.org/udl/">http://www.cast.org/udl/</a></li> <li>○ <a href="http://www.rti4success.org">www.rti4success.org</a></li> </ul> </li> </ul> Online interactive UDL Guidelines wheel: <a href="http://udlwheel.mdonlinegrants.org/">http://udlwheel.mdonlinegrants.org/</a> <ul style="list-style-type: none"> <li>• <b>RTI:</b> <ul style="list-style-type: none"> <li>○ Overview text of connections to OIP/TBT</li> <li>○ <a href="http://www.ncl.org">www.ncl.org</a> (National Center for Learning Disabilities)</li> <li>○ <a href="http://www.rtinetwork.org">www.rtinetwork.org</a></li> </ul> </li> </ul>	Text Links Chart/s
	Co –teaching model	
<b>Tab 4.5.b</b> <b>Intensive Intervention</b>	Intensive Intervention and Progress Monitoring Tools  National Center on Intensive Intervention (NCII) from AIR. Link is <a href="http://www.Intensiveintervention.org">www.Intensiveintervention.org</a>	Text Links
<b>Tab 4.6</b> <b>Student Performance</b> <b>(Tab 4.5 in TBT Module)</b>	<ul style="list-style-type: none"> <li>• Definitions and uses of Summative and Formative Assessment</li> <li>• Assessment with feedback in both directions: student to teacher and teacher to student</li> </ul>	Cone reference Text

	<ul style="list-style-type: none"> <li>○ DLT must develop and oversee district student assessment system. Ensure student assessments align to OIP Goals and that adult data is directly linked to student performance</li> <li>● Overview text w/research references (Hattie, Nancy Gray, Dillon William “Black Box” article, etc.)</li> <li>● Overview of student assessment and feedback: Hattie’s work: use slides from SPDG –TBT Steps 1-3</li> <li>● Use following links: <ul style="list-style-type: none"> <li>○ <a href="http://www.ohiodocs.org">Ohio's Transition Overview</a> <a href="http://www.ohiodocs.org">http://www.ohiodocs.org</a></li> </ul> </li> </ul>	
<b>Tab 4.6.b Annual Assessment: Implementing and Monitoring</b>	<ul style="list-style-type: none"> <li>● State-level Tests for All Students: <ul style="list-style-type: none"> <li>○ OAA/OGT data</li> <li>○ Link to ODE Assessments and AIR assessment <a href="http://education.ohio.gov/Topics/Data/Report-Card-Resources">http://education.ohio.gov/Topics/Data/Report-Card-Resources</a></li> </ul> </li> <li>● Alternate Assessment: identify for what students, adult training required to give and coordinate <ul style="list-style-type: none"> <li>○ Refer to Andrew’s links and info on alternate assessment</li> <li>○ Link to ODE for extended standards and alternate assessment</li> <li>○ <a href="http://www.ocali.org/a_oacse">www.ocali.org/a_oacse</a> Go to “Browse Modules” not “Take the Course”</li> </ul> </li> </ul> <p>Link to OCALI for Alternate Assessments</p>	charts
<b>Tab 4.6.c Benchmark Common Assessment: Implementing and Monitoring</b>	<p>DLT will not be looking at Formative Assessment – instead will review quarterly common assessments based on formative assessments reviewed by BLT/TBTs</p> <p>Keep showing Assessment Cone with highlighted sections being referred to</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>● Assessment triangle (link all assessment info to levels of assessments on triangle)</li> <li>● Front/back assessment charts</li> </ul> <p>Reference “Assessment with Feedback in Both Directions”</p>	charts

**Student non-academic support:**

- LEA working with community stakeholders to determine academic and non-academic focused and together they work to meet the needs of students and being able to support improvement of intellectual development (ie. medical, dental, focused tutoring, etc.)
- LEA will implement Positive Behavioral Interventions and Services (PBIS) or a similar researched based framework in all buildings as a decision making tool that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior practices for all students.
- LEA will address school safety, discipline, and non-academic barriers to learning in its School Improvement Plan.

**Family and community engagement:**

- LEA will appoint a Family/Community Liaison for the SIG buildings to lead an action team to create and implement a plan using strategies to support the needs of all students, families, and the community while fostering a positive learning culture that would provide both family and community engagement. “The more the relationship between families and the school is a real partnership, the more student achievement increases” (Henderson, Mapp, Johnson, Davies - *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*, 2007). Implementation plan will be created around the SIG building students’ families’ and community needs ensuring leverage of existing and new partnerships to better serve the child and family as a whole.
- LEA will create and implement a plan to assess the effectiveness of the services provided by community partners, strengthen partnerships with organizations providing effective services, and modify or terminate partnerships with ineffective partners.
- Provide supports such as resources and related information geared toward helping districts and buildings begin to build community learning center approach, involvement of various supports across the community such as health and safety supports for families. Involve local social work and community mental health partners and build parent liaison and or parent mentors. Services are determined by the needs of the local SIG building’ student, family and community.