Buckeye Central Local Schools One Plan 2026-2029

Goal 1: (Instruction) Strengthen alignment/implementation & oversight/monitoring systems

By **06/30/2029** we will improve the performance of **All Students and Students with Disabilities**, **All Grades** students at/in **Buckeye Central Local** to **increase 5.00 Stars** in **Overall achievement rating** using **State Report Card**.

Strategy 1: Establish clear Tier 1 Instructional Non-negotiables	Action Steps: **Yr 1:** Support implementation of purchased curriculum; build administrator capacity to engage staff and monitor implementation; increase professional time for collaboration and review of curriculum practices at TBT/department level; Develop learning walk tool to monitor curriculum implementation **Yr 2:** Develop required instructional, engagement & assessment "look-fors" and optional components for curriculum implementation; refine learning walk tool to monitor curriculum implementation **Yr 3:** Increase peer observation using learning walk tool to monitor curriculum implementation
Strategy 2: Improve oversight and intervention	Action Steps: **Yr 1:** Establish time for intervention within the school day; create documentation forms for interventions; develop district-wide data dashboard; maximize effectiveness of interventions delivered through house/crew initiatives **Yr 2:** Implement use of intervention forms and data dashboard; increase clarity and expectations for MTSS protocols; develop early warning system (7–12) by identifying academic, attendance, and behavior risk indicators **Yr 3:** Implement early warning system with fidelity; establish structured student support and career advising meetings with documentation; establish staff mentors for at-risk students; Use data to improve house/crew impact on student academics, attendance & behavior

Student Measures: Every **Trimester**, **Reading/Literacy - benchmark assessments** of **Students with Disabilities and All Students** will be monitored by **Principal, Curriculum Director**, with an annual improvement of **increase 5.00** % resulting in an overall improvement of **increase 15.00** % by the end of the plan.
Adult Implementation Measures: Every **Quarter**, **Behavior - Walkthrough Data** (of implementation criteria on the implementation/monitoring rubric) **All Staff** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00** % by the end of the plan. (100% of teachers to show improvement on the rubric)

<table>
<tr><td colspan="2">Goal 2: (Literacy) Improve literacy across the district
Increase our District Report Card performance index score by 10% over the next 3 years, including for those students identified as having a disability. (Year 1: 4%, Year 2: 3%; Year 3: 3%).</td></tr>
<tr><td>Strategy 1: Strengthen Tier 1 Literacy Instruction across all content areas, with a focus on vocabulary</td><td>Action Steps:

Yr 1: Increase teacher support and intentional use of district or state assessment authoring tools (including data review); establish calendar for assessments and data review

Yr 2: Create PS–12 plan for explicit vocabulary instruction across all content areas; provide targeted support for special education staff

Yr 3: Enhance learning walk tool to include data on use of vocabulary strategies</td></tr>
<tr><td>Strategy 2: Strengthen MTSS Literacy Systems</td><td>Action Steps:

Yr 1: Establish district literacy team (redefine MTSS team) with clear goals aligned to RTFI and district needs; select and monitor PS–12 reading intervention curriculum

Yr 2: Identify high-impact instructional strategies and create a playbook of best practices

Yr 3: Enhance learning walk tool to include data on use of playbook</td></tr>
<tr><td colspan="2">Student Measures: Vocabulary assessment data from benchmark assessments will be monitored each Semester by Principal, Curriculum Director, focusing on Students with Disabilities and All Students with an annual improvement of increase 3.30 % and an overall improvement of increase 10.00 % by the end of the plan.</td></tr>
<tr><td colspan="2">Adult Implementation Measures: Every Trimester, All core subjects - Participation of All Staff (in data reviews) will be monitored by Principal, Curriculum Director, with an overall improvement of increase 100.00 % by the end of the plan.</td></tr>
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Adult Implementation Measure 2: Annually, Each building will Increase RTFI ratings, by 10 points by the end of the plan.

Goal 3: (Mathematics) Elevate Student Thinking Increase our students' performance on the modeling & reasoning category on the Ohio State assessment for mathematics by increasing the percent near proficient and above proficient by 5% each by 6/30/2029.	
Strategy 1: Learn & support Neurowell Executive functioning strategies	Action Steps: **Yr 1:** Continue learning and supporting Neurowell executive functioning strategies; provide PD on higher-order questioning; provide targeted support for special education staff & math teachers **Yr 2:** Expand teacher understanding of modeling and reasoning tasks through coaching and professional development **Yr 3:** Enhance learning walk tool to include data tool to measure higher-order thinking strategies
Strategy 2: Expand Student Opportunities for Application and Critical Thinking	Action Steps: **Yr 1:** Support teachers with AI integration across all content areas; implement problem-based-learning and using the BC design process aligned to standards, engaging in productive struggle; Develop teacher guidance on use and teaching of AI; Integrate STEAM teachers into classroom learning **Yr 2:** Support teachers and students with AI integration to elevate and evaluate thinking (requiring human thinking vs. AI solving); Develop expectations of AI lessons by grade band **Yr 3:** Increase teacher and student understanding of the design process and how AI can elevate thinking within the process; Enhance learning walk tool to measure use of problem-based-learning integration

Strategy 3: Use priority framework to strengthen career connections	Action Steps: **Yr 1:** Explore future ready skills & develop a district scope & sequence for building them to enhance student awareness, exploration & participation in career development, connected to our priority framework. **Yr 2:** Implement K–12 career plan embedded within programming, connected to our priority framework. **Yr 3:** Provide student experiences beyond programming (guest speakers, field trips) and seek to develop community partnerships.
Student Measures: Every **Trimester**, **Math - benchmark assessments** of **Students with Disabilities and All Students** will be monitored by **Principal, Curriculum Director**, with an annual improvement of **increase 3.33** % resulting in an overall improvement of **increase 10.00** % by the end of the plan.	
Adult Implementation Measures: Every **Semester**, **Problem Based Learning, AI Integration, Neurowell & higher order thinking strategies - Staff Survey** of **All Staff** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 12.00 Numerical Value** by the end of the plan. (4 areas on survey each include fully, partially, and not implemented)	

*The tool mentioned in Year 3 multiple times on all goals would ultimately be ONE tool, with a few different areas identified as the look-fors. DLT would work to determine who uses the tool (many schools use teacher leaders to collect data with the tool- to clearly define boundaries of evaluative versus data collection)

*There are areas that mention provide intentional support to special education staff- this is required by the state based upon our special education subgroup not making enough progress on state assessments.