STUDENT GROWTH GOAL:	Goal 1: To increase the percentage of students scoring proficient in all subgroups in reading and math by 10% on the district subgroup report card component.
STRATEGY 1:	Model and monitor the use of data reporting resources to drive instruction.
STUDENT PERFORMANCE INDICATOR:	Students will show growth through building determined common assessments, MAP, AIR, and other district/state determined assessments.
ACTION STEPS:	 quarterly data analysis by DLT and BLTs communication to buildings on subgroup achievement building administrators work with all staff to support students identified as being at-risk

	Action Steps	Monitoring Evidence/Data Sources	idence/Data prices Person(s) Responsible/ S	Resources, e.g., Budget,	Imple	ementatio	n Timeli	ne	Progress		
	·			Material, Supplies, Technology	June- Aug.	SeptN ov.	DecF eb.	March- May	Not Started	In Progress	Completed
	1.a.	quarterly data analysis by DLT and BLTs	DLT team and building principals	MAP Scores and Data Map software	Prepare for testing	Test	Analy ze	Test		Х	
-	1.b.	quarterly data analysis by DLT and BLTs	BLTs	Map and Data Map software	Prepare for testing	Test	Analy ze	Test		х	

1.c.	building administrato rs work with all staff to support students identified as being at-risk	BLT and administrators	Intervention programs TItle, ESL, Lexia, STEP, Rdg Intervention	Train and set up	Progre ss Monit or	Progre ss Monit or	Progress Monito r		x	
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STUDENT ACHIEVEMENT GOAL:	Goal 2- Lead and create instructional systems designed for high student achievement through the six elements of
ACHIEVEMENT GOAL.	instruction.
	a. District-wide use of established curriculum
	b. Development and implementation of high-quality, standards-based instruction
	c. Expectations for and guide the creation of a comprehensive assessment system
	d. Ensure that district curriculum instruction and assessment program is designed to provide full access and
	opportunity for all students
	e. Progress monitor and assess the implementation of curriculum and instruction and assessment
	f. Provide high-quality professional development for all staff aligned to district goals
STRATEGY 1:	Identify areas of need and provide support of district established curriculum and standards-based assessments.
	Identify grade-level mastery and progress monitor student mastery of the standards.
ADULT	DLT monitors the walkthrough app data to determine current instructional support needs.
IMPLEMENTATION	Have PD at the DLT level on data analysis to ensure progress monitoring of student mastery.
INDICATOR:	 Sharing the message of the continuous improvement plan with BLTs and TBTs.
	 Utilize curriculum maps, standards-based instruction and literacy PD for grades K-6
STUDENT	Students will show a minimum of one year growth on assessments.
PERFORMANCE	
INDICATOR:	

ACTION STEPS:	-analyze quarterly walkthrough trend data -Delivery of standards-based instruction and guidance at each school -Literacy PD in grades K-6

Action Steps	Monitoring Evidence/Data	Person(s) Responsible/ Responsible/	Resources, e.g., Budget,	lmp	lementat	ion Tim	eline	Progress		
	Sources		Material, Supplies, Technology	June- Aug.	Sept Nov.	Dec Feb.	March- May	Not Started	In Progress	Completed
1.a.	-analyze quarterly walkthrough trend data	DLT	McCrel walkthrough app with district created snapshot	Create	progre ss monit or	progr ess moni tor	progres s monito r		х	
1.b.	Pacing guides to each school with regular pd on standards-base d instruction and mastery	DLT, BLT, TBTs	Pacing guides and curriculum maps district provided pd on standards-based instruction	maps done	district pd	progr ess moni tor	progres s monito r		х	
1 c.	Monthly delivery of literacy PD aligned to	District trainers and curriculum dept	Monthly PD with evidence of work monitored	Train and apply	Train and apply	Train and apply	Train and apply		x	

district framework	in classrooms by admin.				

CLIMATE GOAL:	Goal 3: By the Spring of 2018, the Groveport Madison School District will create and sustain a safe and productive environment for all students that promotes responsibility, accountability, and respect as measured by an increased attendance rate and a decrease in discipline referrals.
STRATEGY 1:	Each building will continue implementation of Positive Behavioral Intervention and Supports (PBIS). Elementary buildings will begin implementation of Second Step counseling curriculum and PBIS programs. Grades 6-12 will begin implementation of Second Step and Naviance curriculum with PBIS program Establishment of shared expectations between elementary, middle, and high school.
ADULT IMPLEMENTATION INDICATOR:	Buildings will implement their PBIS program.
STUDENT PERFORMANCE INDICATOR:	Students will increase attendance (daily and period attendance) and decrease behaviors that result in discipline referrals.
ACTION STEPS:	Buildings will monitor the implementation of their PBIS program. K-12 buildings will monitor discipline, attendance and grades through learning circles and begin RTI plans for students at-risk.

Action Steps	Monitoring Evidence/Data		Resources, e.g., Budget,	Imp	lementat	ion Tim	eline		Progress	
	Sources	Person(s) Responsible/ Group(s)	Material, Supplies, Technology	June- Aug.	Sept Nov.	Dec Feb.	March- May	Not Started	In Progress	Completed

1.a.	Number of students at risk will be monitored and plans in place	Building admin	learning circles and RTI process		Progre ss monit or and report	Progr ess moni tor and repor t	Progres s monito r and report	х	
1.b.	Redesign district RTI process to support students at risk	District admin and building admin	RTI resource and process in place	Plan	Train	Progr ess moni tor	Progres s monito r	X	