

Dunloe Elementary Building OIP Plan 2017-2018

STUDENT GROWTH DISTRICT GOAL:	Increase the percentage proficient in all subgroups by at least 10% in reading and math.
STRATEGY 1:	Utilize Intervention through Scientifically Research-based Strategies and Resources
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● Utilizing this tool, Measures of Academic Progress (MAP), as the main district diagnostic assessment to monitor the annual progress of our students in the areas of reading, math, and science. ● Incorporate and effectively use the RTI Process ● Identify students scoring below proficient in all district reported subgroups
STUDENT PERFORMANCE INDICATOR:	<ul style="list-style-type: none"> ● MAP will be administered three times during the school year to monitor student growth within the district (K-12), the results will be used by the DLT, BLT, and TBT to determine areas of intervention or enrichment.
ACTION STEPS:	<ul style="list-style-type: none"> ● Create an innovative schedule for intervention strategies to be incorporated and taught by teachers throughout the day. ● Create horizontal/vertical collaboration time for teachers to identify interventions that support students' ability levels.

STUDENT ACHIEVEMENT DISTRICT GOAL:	Lead and create instructional systems designed for high student achievement through the six elements of instruction.
	<ul style="list-style-type: none"> 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 comprehensive assessment system d. Ensure the 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, 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 instructional goals.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● Monitor instructional practices using the McRel walkthrough app and provide feedback to teachers. ● Teachers and administrators will actively participate in PD on data analysis and UDL. ● Sharing the message of the continuous improvement plan with BLTs and TBTs. ● Utilize tools and common assessments we have across grade levels, buildings, and district
STUDENT PERFORMANCE INDICATOR:	<ul style="list-style-type: none"> ● Students will show a minimum of one year growth by the spring MAP assessment.
ACTION STEPS:	<ul style="list-style-type: none"> ● Principal and SIC will conduct instructional walkthroughs and provide feedback. ● Staff will use pacing guides and teach the standards to mastery.

STUDENT GROWTH BUILDING GOAL:	Increase ELA and Math scores on AIR assessments by 10% for all students in grades 3-5. Increase Literacy Grade on LRC from a D to a C.
STRATEGY 1:	All K-5 teachers will implement the Math and ELA Standards; all K-5 teachers will implement the Math Standards, Literacy Standards and follow pacing guides.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> • Monitor students' progress on teacher created assessments and discuss instructional practices as well as interventions for students in need. • Monitor pacing guides and teachers instructing students to mastery. • Support teachers with resources to implement and monitor instruction. • Provide feedback to teachers with questions and concerns related to data resources.
STUDENT PERFORMANCE INDICATOR:	<ul style="list-style-type: none"> • Students in grades 3-5 will increase scores on AIR assessment in ELA and mathematics by 10%.
ACTION STEPS:	<ul style="list-style-type: none"> • Principal and SIC will conduct instructional walkthroughs and provide feedback. • Staff will use pacing guides and teach the standards to mastery.

CLIMATE GOAL:	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:	<ul style="list-style-type: none"> • Each building will continue implementation of Positive Behavioral Intervention and Supports (PBIS). Elementary buildings will begin implementation of character education for the 2017-2018 school year. Establishment of shared norms between elementary, middle, and high school.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> • Staff will make a minimum of three positive contacts with each family for at risk students as defined: K-12 : Students with 5 or more absences and/or tardies per quarter. Any type of suspensions are included as an absence. • Social Service support will be utilized to improve student and family engagement. • Staff follows through with implementation of shared norms
STUDENT PERFORMANCE INDICATOR:	<ul style="list-style-type: none"> • Students will increase attendance (daily and period attendance) and decrease behaviors that result in discipline referrals.
ACTION STEPS:	<ul style="list-style-type: none"> • Staff will make a minimum of three positive contacts for at risk students. • Continue implementing PBIS with regular meetings to analyze discipline data and monitoring both positive and negative discipline issues in all grade levels. • PBIS Team will communicate with staff, parents, and community.

