

Groveport 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:	Model and monitor the use of data reporting resources to drive instruction.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● Identify students scoring below proficient in all district reported subgroups ● Monitor the use of data focused on subgroup achievement and closing the gap ● Provide building with linking study report to support the use of report for MAP ● Support buildings with resources to implement and monitor interventions ● Provide feedback to buildings with questions and concerns related to data resources.
STUDENT PERFORMANCE INDICATOR:	Students will show growth through building determined common assessments, MAP and other district/state determined assessments.
ACTION STEPS:	Students who are scoring non-proficient on MAP and other state determined assessments will be identified using Data Map TBT meetings will report and analyze data for non-proficient students in all subgroups in order to monitor progress.

STUDENT ACHIEVEMENT DISTRICT GOAL:	Lead and create instructional systems designed for high student achievement through the six elements of instruction. <ol 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. Identify common assessments across grade levels, buildings, and district.
ADULT IMPLEMENTATION INDICATORS:	<ul style="list-style-type: none"> ● DLT monitors the walkthrough app data to determine current instructional goals. ● Have PD at the DLT level 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:	Students will show a minimum of one year growth on assessments.
ACTION STEPS:	Principal and SIC will conduct instructional walkthroughs and provide feedback. Staff will use pacing guides and teach the standards to mastery.

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STUDENT GROWTH BUILDING GOAL:	During the 2017-2018 school year, we will implement best practices in literacy for students aligned to the district K-5 Literacy Framework. Five out of the Six grade levels observed growth will meet the projection or be within the observed standard error on the Summary Growth Report.
STRATEGY 1:	All teachers will use differentiated instructional strategies to meet the needs of all learners.
ADULT IMPLEMENTATION INDICATORS:	TBTs will use the 5 Step Process to help plan for intervention and standards based instruction.
STUDENT PERFORMANCE INDICATOR:	Students will meet the projected growth or be within the observed standard error on Summary Growth Report.
ACTION STEPS:	<ul style="list-style-type: none"> - Principal, SIC, and teachers will attend Professional Development - We will ensure teachers are using the literacy framework, curriculum pacing guides, and adopted programs through walkthroughs, classroom observations, and TBT conversations documented on LiveBinder. - We will incorporate reading and writing strategies learned through the professional development into our literacy blocks to improve student growth.

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:	Each building will continue implementation of Positive Behavioral Intervention and Supports (PBIS). Elementary buildings will begin implementation of character education for the 2016-2017 school year. Grades 6-12 will begin implementation of Essential Skills Pathway for the 2016-2017 school year. Establishment of shared norms between elementary, middle, and high school.
ADULT IMPLEMENTATION INDICATORS:	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. <ul style="list-style-type: none"> ● Any type of suspensions are included as an absence. 6-12: Social Service support will be utilized to improve student and family engagement. Staff follows through with implementation of shared norms
STUDENT PERFORMANCE INDICATOR:	Students will increase attendance (daily and period attendance) and decrease behaviors that result in discipline referrals.
ACTION STEPS:	Staff will make a minimum of three positive contacts for at risk students and highlight them in green on the Parent Communication Log. 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.

