

## Madison Elementary School District OIP Plan 2017-2018

<b>STUDENT GROWTH GOAL:</b>	<b>Goal 1: To increase the percent proficient in all subgroups by at least 10% in Reading and Math.</b>
<b>STRATEGY 1:</b>	Model and monitor the use of data reporting resources to drive instruction.
<b>STUDENT PERFORMANCE INDICATOR:</b>	Students will show growth through building determined common assessments, MAP, AIR, and other district/state determined assessments.
<b>ACTION STEPS:</b>  <b>Building Action Steps:</b>	<ul style="list-style-type: none"> <li>- Quarterly data analysis</li> <li>- Communication to buildings on subgroup achievement</li> <li>- Offer suggestions and ideas related to goal 2 to help support student success</li> </ul> <ul style="list-style-type: none"> <li>● <i>Monitor and collect evidence that BLT's have designed and implemented action steps to achieve the goal and strategy</i></li> <li>● <i>Monitor and collect evidence that TBTs have designed and implemented action steps to achieve the goal and strategy</i></li> <li>● <i>Identify students performing below proficient in our building wide vocabulary initiative, MAP and AIR assessments</i></li> <li>● <i>Teachers will be expected to utilize the NWEA Learning Continuum when planning differentiated instructional strategies</i></li> <li>● <i>Enrichment and Intervention opportunities based around the formative assessment/mastery checklist</i></li> <li>● <i>Grades KG through 4 will continue to use flexible grouping in the area of math</i></li> <li>● <i>Grades KG through 4 will begin implementation of flexible grouping in the area of reading</i></li> <li>● <i>After school tutoring in grades 3,4,5 beginning October 1, 2017</i></li> </ul>

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<b>STUDENT ACHIEVEMENT GOAL:</b>	<b>Goal 2- Lead and create instructional systems designed for high student achievement.</b> <ol style="list-style-type: none"> <li>a. District-wide use of established curriculum</li> <li>b. Development and implementation of high-quality, standards-based instruction</li> <li>c. Create a comprehensive assessment system</li> <li>d. Provide full access and opportunity for all students</li> <li>e. Progress monitor the implementation of curriculum and instruction and assessment</li> <li>f. Provide high-quality professional development for all staff aligned to district goals</li> </ol>
<b>STRATEGY 1:</b>	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.
<b>ADULT IMPLEMENTATION INDICATOR:</b>	<ul style="list-style-type: none"> <li>● DLT monitors the walkthrough app data to determine current instructional support needs.</li> <li>● Have PD at the DLT level on data analysis to ensure progress monitoring of student mastery.</li> <li>● Sharing the message of the continuous improvement plan with BLTs and TBTs.</li> <li>● Utilize tools and common assessments we have across grade levels, buildings, and district.</li> </ul>
<b>STUDENT PERFORMANCE INDICATOR:</b>	Students will show a minimum of one year growth on assessments.
<b>ACTION STEPS:</b>  <b>Building Action Steps:</b>	-Analyze quarterly walkthrough trend data -Quarterly data analysis -DLT member will communicate progress and ideas to BLTs -BLTs will share assessment ideas with DLT for district sharing  <ul style="list-style-type: none"> <li>● <i>Monitor and collect evidence that TBTs have designed and implemented action steps to achieve the goal and strategy</i></li> <li>● <i>Teachers will be expected to visually utilize higher level questioning skills (i.e. Blooms/DOK) during daily instruction</i></li> <li>● <i>Staff will be provided follow up professional development with Carri Meek - high engagement strategies</i></li> <li>● <i>Staff will be provided professional development with Literacy Coaches</i></li> <li>● <i>Staff will be provided with the opportunity to participate in online Eureka coursework</i></li> <li>● <i>Teachers will focus on math fluency, reading comprehension, and vocabulary across all subject areas in grade K-5</i></li> <li>● <i>Building principal and SIC will monitor use of district adopted curriculum, and standards based lessons throughout the walkthrough application</i></li> <li>● <i>Monitor and discuss the use of the mastery checksheets</i></li> </ul>

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<b>CLIMATE GOAL:</b>	<b>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.</b>
<b>STRATEGY 1:</b>	-Each building will continue implementation of Positive Behavioral Intervention and Supports (PBIS) -Madison Elementary will begin to implement Well Managed School from Boys Town in 2017-2018 School Year -Establishment of shared expectations between elementary, middle, and high school
<b>ADULT IMPLEMENTATION INDICATOR:</b>	<ul style="list-style-type: none"> <li>• Buildings will implement their PBIS program</li> <li>• K-5 buildings will implement character ed</li> <li>• Gather shared expectations of each grade band across the district</li> </ul>
<b>STUDENT PERFORMANCE INDICATOR:</b>	Students will increase attendance (daily and period attendance) and decrease behaviors that result in discipline referrals.
<b>ACTION STEPS:</b>  <i>Building Action Steps:</i>	-Buildings will monitor the implementation of their PBIS program -K-5 buildings will monitor the implementation of character ed -The DLT will share the expectations of each grade band across the district  <ul style="list-style-type: none"> <li>• <i>PBIS reward assembly at the end of each semester</i></li> <li>• <i>PBIS training day on one of the first days of school and again when we return from Winter Break.</i></li> <li>• <i>We have developed a PBIS team who have been trained and share with other members and other staff</i></li> <li>• <i>We are redesigning our matrix: creating boards to post around the building</i></li> <li>• <i>Each morning we have STARS reminders on the announcements</i></li> <li>• <i>Each morning we focus on the Skill of the Week on the announcement and staff are expected to implement a mini lesson on the skill, daily (Boys Town Program)</i></li> <li>• <i>Continued use of Class DoJo messaging app to help involve parents more</i></li> <li>• <i>Develop building wide procedures and routines regarding classroom and building management</i></li> <li>• <i>Create a positive climate among staff and students</i></li> <li>• <i>Classroom of the week</i></li> <li>• <i>Scholar Breakfast</i></li> <li>• <i>Positive phone calls weekly</i></li> </ul>