

**MADISON LOCAL SCHOOLS
EASTVIEW ELEMENTARY OIP
JUNE 2010**

MADISON LOCAL SCHOOL DISTRICT MATHEMATICS – GOAL 1

GOAL 1: By the end of the 2011-2012 school year, Madison Local School District will meet or exceed the following: 75% on all State Mathematics Tests in grades 3 – 10, 90% on the State Math Test in grade 11, meet AYP Math Proficiency targets in all subgroups, increase the Performance Index Score from 87.1 points to 100 points, and meet Value-Added measures on all State Mathematics Tests.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 1A: Implement math curriculum maps, aligned with Ohio Content Standards, in all Pre-K – 12 classrooms

	MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
ADULT IMPLEMENTATION INDICATOR		MAY 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS	MAY 2013	ACTUAL RESULTS		ACTUAL RESULTS
100% of math teachers, including intervention specialists, will use district-approved curriculum maps/pacing guides <u>with fidelity</u> .	1. % of Maps created	90%		100%		100%			
	2. % teachers using maps with fidelity	80%		100%		100%			
	3. Create and implement extensive enrichment and intervention in maps	70%		80%		100%			
STUDENT PERFORMANCE INDICATOR		MAY 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS	MAY 2013	ACTUAL RESULTS	MAY 2014	
ALL STUDENTS, INCLUDING STUDENT SUBGROUPS, MEET OR EXCEED 75% PERFORMANCE TARGETS ON STATE MATH TESTS (OAT/OGT)	DISTRICT MET 2 OF 8 MATH INDICATORS	MEET AT LEAST 5 MATH INDICATORS		MEET AT LEAST 7 MATH INDICATORS		MEET ALL MATH INDICATORS			
	NO GRADE LEVEL MET SWD TARGETS	SWD RESULTS AT EACH GRADE IMPROVE AT LEAST 30%		SWD RESULTS AT EACH GRADE IMPROVE ADDITIONAL 30%		ALLSUB-GROUPS MEET AYP		MEET ALL MATH REQUIREMENTS	

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GOAL 1A: IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring/Evidence	Person(s) responsible	Timeline
<p>1.a.1. As a building staff, determine methods to most effectively use available resources and personnel to provide intensive intervention for at-risk students, Students With Disabilities (SWD), and Economically-Disadvantaged (ED) students.</p>	<p>E-mails from teachers to principal with suggestions</p> <p>Principal shares results with BLT and Data Committee</p> <p>BLT and Data Committee work with principal to enact changes based on data</p>	<p>Principal</p> <p>Building Level Team</p>	<p>Spring 2010</p>
<p>1.a.2. Ensure that the Everyday Math and Connected Math programs are delivered with fidelity, according to district maps and pacing charts.</p>	<p>Use of Everyday Math and Connected Math assessments, reflecting district pacing and schedule of required assessments</p>	<p>Principal</p> <p>Building-Level Team (BLT)</p>	<p>December 2010</p>
<p>1.a.3. All math teachers, including intervention specialists, will meet by grade level to determine how to gather data and track progress for at-risk students, SWD, and ED students.</p>	<p>Assessments from the Everyday Math and Connected Math series, as determined at the district level</p> <p>Track individual students' progress using charting tools, with aim lines for growth</p> <p>Progress monitoring results kept in individual student folders and given to next grade level at end of year</p>	<p>Principal</p> <p>Building Data Team</p> <p>BLT</p>	<p>May 2010: Letter to all staff members outlining the process</p> <p>May 2010: BLT/Data Committee schedules grade-level meeting dates and selects charting tools</p> <p>May 2010: Principal and BLT aid grade levels in choosing EMath assessments and creating a list of students for progress monitoring.</p> <p>November 2010: Teachers report to principal/BLT the results of their progress monitoring and how well interventions are working</p>
<p>1.a.4. Once they have been developed, all math teachers will use Essential Understandings for to drive instruction for at-risk students, SWD (students with disabilities) and ED (economically-disadvantaged) students.</p>	<p>Teachers will post essential understandings for each unit as it is taught.</p>	<p>Math teachers, incl. intervention specialists</p> <p>Principal</p> <p>BLT</p>	<p>To Be Determined, depending on district-wide mapping</p>

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STRATEGIES, INDICATORS AND PROGRESS MEASURES									
STRATEGY 1B: Implement formative, summative, and common quarterly assessments in Mathematics aligned with Ohio Content Standards									
	BASILINE MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
ADULT IMPLEMENTATION INDICATOR	Measure	DEC. 2010	ACTUAL RESULTS	MAY 2011	ACTUAL RESULTS	DEC. 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS
100% of math teachers, including intervention specialists, will use formative assessment data to make immediate changes in instruction to improve student achievement	Few common assessments currently in use	60% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION		80% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION		100% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION		REVISE ASSESSMENTS AS NEEDED	
STUDENT PERFORMANCE INDICATOR		MAY 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS	MAY 2013	ACTUAL RESULTS	MAY 2014	
ALL STUDENTS, INCLUDING STUDENT SUBGROUPS, MEET OR EXCEED 75% PERFORMANCE TARGETS ON STATE MATH TESTS (OAT/OGT)	DISTRICT MET 2 OF 8 MATH INDICATORS NO GRADE LEVEL MET SWD TARGETS	MEET AT LEAST 5 MATH INDICATORS SWD RESULTS AT EACH GRADE IMPROVE AT LEAST 30%		MEET AT LEAST 7 MATH INDICATORS SWD RESULTS AT EACH GRADE IMPROVE ADDITIONAL 30%		MEET ALL MATH INDICATORS ALLSUB-GROUPS MEET AYP		MEET ALL REQUIREMENTS IN MATH	

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GOAL 1B: IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring/Evidence	Person(s) responsible	Timeline
1.b.1. Ensure that formative and summative assessments for the Everyday Math and Connected Math programs are delivered with fidelity, according to district maps and pacing charts.	Information shared in grade-level meetings and staff meetings	Principal BLT Classroom teachers	By end of October 2010

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MADISON LOCAL SCHOOL DISTRICT READING – GOAL 2									
GOAL 2: By the end of the 2011-2012 school year, Madison Local School District will meet or exceed the following: 75% on all State Reading Tests in grades 3 – 10, 90% on the State Reading Test in grade 11, meet AYP Reading Proficiency targets in all subgroups, increase the Performance Index Score from 87.1 points to 100 points, and meet Value-Added measures on all State Reading Tests.									
STRATEGIES, INDICATORS AND PROGRESS MEASURES									
STRATEGY 2A: Implement reading curriculum maps, aligned with Ohio Content Standards, in all Pre-K – 12 classrooms									
ADULT IMPLEMENTATION INDICATOR	MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
		MAY 2011	ACTUAL RESULTS	DEC. 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS		ACTUAL RESULTS
100% of reading teachers, including intervention specialists, will use district-approved curriculum maps/pacing guides <u>with fidelity</u> .	1. % of Maps created	90%		100%		100%			
	2. % teachers using maps with fidelity	80%		100%		100%			
	3. Create and implement extensive enrichment and intervention in maps	70%		80%		100%			
STUDENT PERFORMANCE INDICATOR		MAY 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS	MAY 2013	ACTUAL RESULTS	MAY 2014	
ALL STUDENTS, INCLUDING STUDENT SUBGROUPS, MEET OR EXCEED 75% PERFORMANCE TARGETS ON STATE READING TESTS (OAT/OGT)	DISTRICT MET 5 OF 8 READING INDICATORS	MEET ALL READING INDICATORS		MEET ALL READING INDICATORS		MEET ALL READING INDICATORS			
	NO GRADE LEVEL MET SWD TARGETS	SWD RESULTS AT EACH GRADE IMPROVE AT LEAST 30%		SWD RESULTS AT EACH GRADE IMPROVE ADDITIONAL 30%		ALLSUB-GROUPS MEET AYP		MEET ALL READING REQUIREMENTS	

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GOAL 2A: IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring/Evidence	Person(s) responsible	Timeline
2.a.1. As a building staff, determine methods to most effectively use available resources and personnel to provide intensive intervention for at-risk students, SWD, and ED students.	E-mails from teachers to principal with suggestions Principal shares results with BLT and Data Committee BLT and Data Committee work with principal to enact changes based on data	Principal Building Level Team	Spring 2010
2.a.2. Ensure that the language arts program is delivered with fidelity, according to district maps and pacing charts.	Use of common assessments, reflecting district pacing and schedule of required assessments	Principal BLT	By December 2010
2.a.3. All reading teachers, including intervention specialists, will meet by grade level to determine how to gather data and track progress for at-risk students, SWD, and ED students.	Assessments from the district-adopted reading/language arts series, as determined at the district level Track individual students' progress using charting tools, with aim lines Progress monitoring results kept in individual student folders and given to next grade level at end of year	Principal BLT	May 2010: Letter to all staff members outlining the process May 2010: BLT/Data Committee schedules grade-level meeting dates and selects charting tools May 2010: Principal and BLT aid grade levels to create a list of students for progress monitoring. November 2010: Teachers report to principal/BLT the results of their progress monitoring and how well interventions are working
2.a.4. Once they have been developed, all reading teachers will use Essential Understandings to drive instruction for at-risk students, SWD (students with disabilities) and ED (economically-disadvantaged) students.	Teachers will post essential understandings for each unit as it is taught	Principal BLT All teachers, incl. inter. specialists and Title teachers	To Be Determined, depending on district-wide mapping

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MADISON LOCAL SCHOOL DISTRICT READING – GOAL 2									
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STRATEGIES, INDICATORS AND PROGRESS MEASURES									
STRATEGY 2B: Implement formative, summative, and common quarterly assessments in Reading/Language Arts aligned with Ohio Content Standards									
ADULT IMPLEMENTATION INDICATOR	BASILINE MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
	Measure	DEC. 2010	ACTUAL RESULTS	MAY 2011	ACTUAL RESULTS	DEC. 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS
100% of math teachers, including intervention specialists, will use formative assessment data to make immediate changes in instruction to improve student achievement	Few common assessments currently in use	60% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION		80% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION		100% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION		REVISE ASSESSMENTS AS NEEDED	
STUDENT PERFORMANCE INDICATOR		MAY 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS	MAY 2013	ACTUAL RESULTS	MAY 2014	
ALL STUDENTS, INCLUDING STUDENT SUBGROUPS, MEET OR EXCEED 75% PERFORMANCE TARGETS ON STATE READING TESTS (OAT/OGT)	DISTRICT MET 5 OF 8 READING INDICATORS NO GRADE LEVEL MET SWD TARGETS	MEET ALL READING INDICATORS SWD RESULTS AT EACH GRADE IMPROVE AT LEAST 30%		MEET ALL READING INDICATORS SWD RESULTS AT EACH GRADE IMPROVE ADDITIONAL 30%		MEET ALL READING INDICATORS ALLSUB-GROUPS MEET AYP		MEET ALL READING REQUIREMENTS	

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GOAL 2B: IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring/Evidence	Person(s) responsible	Timeline
2.b.1. Ensure that formative and summative assessments for the reading/language arts program are delivered with fidelity, according to district maps and pacing charts.	Teachers' lesson plans Use reading/language arts assessments as determined at the district level	Principal BLT	By December 2010
2.b.2. Create a building list of effective formative assessments to use before, during and after lessons to help design appropriate instruction.	Teachers share assessments they use and how results help them differentiate instruction	All reading teachers Principal	October 2010

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MADISON LOCAL SCHOOL DISTRICT LEADERSHIP – GOAL 3									
GOAL 3: By the end of the 2011-2012 school year, 100% of all grade level/content teams in all buildings, and the Madison Local School District will implement Professional Learning Communities (PLC's).									
STRATEGIES, INDICATORS AND PROGRESS MEASURES									
STRATEGY 3.A: ESTABLISH GRADE LEVEL/CONTENT -AREA TEAMS TO IMPLEMENT PROCEDURES FOR EFFECTIVE USE OF DATA AND REASEARCH-BASED STRATEGIES TO INCREASE STUDENT LEARNING									
	BASELINE MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
ADULT IMPLEMENTATION INDICATOR	September 2010	DEC. 2010	ACTUAL RESULTS	MAY 2011	ACTUAL RESULTS	DEC. 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS
100% OF ALL TEAMS WILL SUBMIT QUARTERLY DATA RESULTS ALIGNED WITH READING AND MATH TO THE DLT	Building OIPs detail process for collecting and reporting data to the DLT	ALL SIX BLTs SUBMIT REPORT ON DATA COLLECTED AND HOW USED TO IMPROVE INSTRUCTION		ALL SIX BLTs SUBMIT REPORT ON DATA COLLECTED AND HOW USED TO IMPROVE INSTRUCTION		ALL SIX BLTs SUBMIT REPORT ON DATA COLLECTED AND HOW USED TO IMPROVE INSTRUCTION		ALL SIX BLTs SUBMIT REPORT ON DATA COLLECTED AND HOW USED TO IMPROVE INSTRUCTION	
STUDENT PERFORMANCE INDICATOR									
ALL STUDENTS, INCLUDING STUDENT SUBGROUPS, MEET OR EXCEED 75% PERFORMANCE TARGETS ON STATE READING AND MATH TESTS (OAT/OGT)	SEE PROGRESS MEASURES IN 1A/B AND 2 A/B								

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GOAL 3: BY 2013, 100% OF GRADE/CONTENT TEAMS AND DISTRICT WILL BE PART OF A PLC TO SHARE RESEARCH-BASED STRATEGIES TO COLLECT DATA AND IMPROVE STUDENT PERFORMANCE.

ACTION STEPS	Monitoring/Evidence	Person(s) responsible	Timeline
<p>3.a.1. Gather perceptual data from students about the effectiveness of their learning experiences, and use the data to change instructional methods.</p>	<p>Disaggregate results from student surveys and give to teachers</p> <p>Repeat survey and track change in instruction</p> <p>Collect data from other surveys completed in the building (i.e., students' responses to effectiveness of tutoring)</p>	<p>BLT</p> <p>Strategic Plan's Data Committee members</p>	<p>Fall 2010: first survey</p> <p>Spring 2011: second survey</p>
<p>3.1.2. Work with the Strategic Plan's data committee members to create grade/content-level data teams to examine relevant district and building data to improve students' achievement.</p> <p>NOTE: Timeline and roles contingent upon work of the district's Data Committee meeting in May 2010</p>			