

**MADISON LOCAL SCHOOLS  
MIFFLIN OIP  
FEBRUARY 22, 2010**

<b>MADISON LOCAL SCHOOL DISTRICT MATHEMATICS – GOAL 1</b>									
<b>GOAL 1:</b> 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.									
<b>STRATEGIES, INDICATORS AND PROGRESS MEASURES</b>									
<b>STRATEGY 1A: Implement math curriculum maps, aligned with Ohio Content Standards, in all Pre-K – 12 classrooms</b>									
	MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
		MAY 2011	ACTUAL RESULTS	MAY 2012	ACTUAL RESULTS	MAY 2013	ACTUAL RESULTS		ACTUAL RESULTS
<b>ADULT IMPLEMENTATION INDICATOR</b>									
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%			
<b>STUDENT PERFORMANCE INDICATOR</b>									
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
1.a.1. All K-5 teachers will use all parts of the Everyday Math and Connected Math programs and track students' performance to design future instruction	<p>Checklists for individual students, daily progress checklists, end of unit tests</p> <p>Documentation of intervention methods used</p> <p>Documentation of progress individual students made as a result of intervention</p>	<p>Principal</p> <p>All math teachers, including intervention specialists</p>	December 2010
1.a.2. 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>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>Building Level Team (BLT)</p> <p>Data Committee members</p> <p>Principal</p>	October 2010
1.a.3. Ensure that the Everyday Math and Connected Math programs are delivered with fidelity, according to district maps and pacing charts.	BLT and principal work with staff to review use of Everyday Math and Connected Math pacing and classroom instruction	<p>Building Level Team (BLT)</p> <p>Principal</p> <p>All math teachers, including intervention specialists</p>	December 2010

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<b>STRATEGIES, INDICATORS AND PROGRESS MEASURES</b>									
<b>STRATEGY 1B: Implement formative, summative, and common quarterly assessments in Mathematics aligned with Ohio Content Standards</b>									
	<b>BASELINE MEASURE</b>	<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	Measure	<b>DEC. 2010</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2011</b>	<b>ACTUAL RESULTS</b>	<b>DEC. 2011</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2012</b>	<b>ACTUAL RESULTS</b>
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	<b>60% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION</b>		<b>80% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION</b>		<b>100% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION</b>		<b>REVISE ASSESSMENTS AS NEEDED</b>	
<b>STUDENT PERFORMANCE INDICATOR</b>		<b>MAY 2011</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2012</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2013</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2014</b>	
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	<b>MEET AT LEAST 5 MATH INDICATORS</b>  <b>SWD RESULTS AT EACH GRADE IMPROVE AT LEAST 30%</b>		<b>MEET AT LEAST 7 MATH INDICATORS</b>  <b>SWD RESULTS AT EACH GRADE IMPROVE ADDITIONAL 30%</b>		<b>MEET ALL MATH INDICATORS</b>  <b>ALLSUB-GROUPS MEET AYP</b>		<b>MEET ALL REQUIREMENTS IN MATH</b>	

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**GOAL 1B: IMPLEMENTATION DETAILS**

<b>ACTION STEPS</b>	<b>Monitoring/Evidence</b>	<b>Person(s) responsible</b>	<b>Timeline</b>
1.b.1. Create a building list of effective formative assessment to use before, during and after lesson to help design appropriate instruction.	Data source/monitoring  Teachers share assessments they used and how the results helped them differentiate instruction	Principal  All math teachers, including intervention specialists	October 2010
1.b.2. 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.	BLT and principal work with staff to review use of Everyday Math and Connected Math assessments	Principal  All math teachers, including intervention specialists	December 2010

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<b>MADISON LOCAL SCHOOL DISTRICT READING – GOAL 2</b>									
<b>GOAL 2:</b> 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.									
<b>STRATEGIES, INDICATORS AND PROGRESS MEASURES</b>									
<b>STRATEGY 2A: Implement reading curriculum maps, aligned with Ohio Content Standards, in all Pre-K – 12 classrooms</b>									
	<b>MEASURE</b>	<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>		<b>MAY 2011</b>	<b>ACTUAL RESULTS</b>	<b>DEC. 2011</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2012</b>	<b>ACTUAL RESULTS</b>		<b>ACTUAL RESULTS</b>
100% of math teachers, including intervention specialists, will use district-approved curriculum maps/pacing guides <u>with fidelity</u> .	1. % of Maps created  2. % teachers using maps with fidelity  3. Create and implement extensive enrichment and intervention in maps	90%		100%		100%			
		80%		100%		100%			
		70%		80%		100%			
<b>STUDENT PERFORMANCE INDICATOR</b>		<b>MAY 2011</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2012</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2013</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2014</b>	
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		MEET ALL READING INDICATORS		MEET ALL READING INDICATORS			MEET ALL READING REQUIREMENTS
		SWD RESULTS AT EACH GRADE IMPROVE AT LEAST 30%		SWD RESULTS AT EACH GRADE IMPROVE ADDITIONAL 30%		ALLSUB-GROUPS MEET AYP			

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**GOAL 2A: IMPLEMENTATION DETAILS**

ACTION STEPS	Monitoring/Evidence	Person(s) responsible	Timeline
<p>2.a.1. All reading teachers, including intervention specialists and Title teachers, will meet in flexible groups to determine how to use effective and appropriate curriculum materials and instructional strategies for at-risk students, Students with Disabilities (SWD), Minorities, and Economically-Disadvantaged (ED) students.</p>	<p>Sign-in sheet</p> <p>Summary of decisions made and when the materials will be implemented</p> <p>Follow-up report in original groups</p>	<p>Building Level Team (BLT)</p> <p>Principal</p> <p>All reading teachers, including intervention specialists and Title teachers</p>	<p>September – schedule meetings</p> <p>October/November – groups meet</p> <p>December – turn in summary of decisions and determine how the groups will report back after implementation</p>
<p>2.a.2. 100% of reading teachers, including intervention specialists and Title teachers, will use the appropriate amount of Information, Persuasive and Technical text in their classrooms</p>	<p>Gather baseline data on how much time is currently spent on Informational text in each classroom</p> <p>BLT will create minimum requirements for informational text at each grade level</p> <p>Grade-level teams will evaluate their current materials to meet standards set by the BLT</p>	<p>Grade-Level Teams</p> <p>Building Level Team (BLT)</p> <p>Principal</p>	<p>May 2010: Gather baseline data, set minimum requirements, and groups report needed materials for informational text</p> <p>Purchase materials that are aligned to indicators for the Informational, Persuasive, and Technical Text standard</p>

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<b>STRATEGIES, INDICATORS AND PROGRESS MEASURES</b>									
<b>STRATEGY 2B: Implement formative, summative, and common quarterly assessments in Reading/Language Arts aligned with Ohio Content Standards</b>									
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>BASELINE MEASURE</b>	<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>	
	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	<b>60% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION</b>		<b>80% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION</b>		<b>100% OF TEACHERS USE DISTRICT-DEVELOPED, COMMON ASSESSMENTS TO CHANGE INSTRUCTION</b>		<b>REVISE ASSESSMENTS AS NEEDED</b>	
<b>STUDENT PERFORMANCE INDICATOR</b>		<b>MAY 2011</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2012</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2013</b>	<b>ACTUAL RESULTS</b>	<b>MAY 2014</b>	
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**GOAL 2B: IMPLEMENTATION DETAILS**

ACTION STEPS	Monitoring/Evidence	Person(s) responsible	Timeline
2.b.1. Create a building list of effective formative assessments to use before, during and after lessons to help design appropriate instruction.	Teachers share assessments they used and how the results helped them differentiate instruction	Principal All reading teachers, including intervention specialists and Title teachers	October 2010
2.b.2. 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 Building-Level Team	By December 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 RESEARCH-BASED STRATEGIES TO INCREASE STUDENT LEARNING**

	<b>BASELINE MEASURE</b>	<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>		<b>PROGRESS MEASURE</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	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	
<b>STUDENT PERFORMANCE INDICATOR</b>									
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>Building-Level team</p> <p>Data Committee members</p>	<p>Fall 2010: first survey</p> <p>Spring 2010: second survey</p>
<p>3.a.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>Data Committee/Building Level Team train all staff to use the Success website</p> <p>Each teacher completes feedback form</p>	<p>Building-Level team</p> <p>Data Committee members</p> <p>All teachers</p>	<p>May 2010: Train teachers and complete feedback forms</p> <p>Fall 2010: Follow next steps for instruction as determined by the Data Committee</p>