

**MADISON LOCAL SCHOOLS
MADISON HIGH SCHOOL 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 | |
| | | MAY 2011 | ACTUAL RESULTS | MAY 2012 | ACTUAL RESULTS | MAY 2013 | ACTUAL RESULTS | | ACTUAL RESULTS |
| ADULT IMPLEMENTATION INDICATOR | | | | | | | | | |
| 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% | | | |
| 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 | | MEET AT LEAST 7 MATH INDICATORS | | MEET ALL MATH INDICATORS | | MEET ALL MATH 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 1A: IMPLEMENTATION DETAILS

| ACTION STEPS | Monitoring/Evidence | Person(s) responsible | Timeline |
|---|---|--|--|
| <p>1.a.1. All math and science teachers, including intervention specialists, will meet as a department to determine how to gather data and track progress on the general curriculum for at-risk students, Students With Disabilities (SWD), and Economically-Disadvantaged (ED) students.</p> | <p>Classroom assessments to test essential indicators weekly/regularly</p> <p>9th Grade Practice OGT</p> <p>Official OGT results</p> | <p>Principal</p> <p>Department Chair (BLT)</p> <p>Department Members</p> | <p>Sept. 2010: Dept. chair communicates process to dept. members</p> <p>Oct. 2010: Identify (create list) of students to monitor</p> <p>Oct. 2010 – May 2011: Gather data and track progress monthly through the end of the year</p> <p>--Analyze data to determine areas of weakness</p> <p>--Provide intervention for individual areas of weaknesses and group areas of weakness</p> <p>Feb. – Mar. 2011: Provide intensive intervention for individual areas of weakness and group areas of weakness prior to OGT</p> |
| <p>1.a.2. All math and science teachers will use Essential Understandings, as developed in district maps, for all tested content areas to drive instruction for at-risk students, SWD and ED students.</p> | <p>Assessments and maps turned into principal</p> <p>Classroom assessment results to test essential indicators weekly/regularly</p> <p>Practice OGT results</p> <p>Official OGT results</p> | <p>Principal</p> <p>Department Chair (BLT)</p> <p>Department Members</p> | <p>Apr. – May 2011: Create and use at least one unit map for each course</p> |

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| 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 1B: Implement formative, summative, and common quarterly assessments in Mathematics aligned with Ohio Content Standards | | | | | | | | | |
| | BASELINE 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 |
|---|---|--|---|
| <p>1.b.1.All math and science teachers ensure that common formative and summative assessments are delivered with fidelity, according to district maps and pacing charts. All common summative assessments will be graded according to a common set of expectations.</p> | <p>Gather results of common assessment</p> <p>Use results of common assessment to guide future instruction</p> | <p>Principal</p> <p>Department Chair (BLT)</p> <p>Department Members</p> | <p>District PD sessions to create common assessments and expectations September – December 2010</p> <p>Create and use at least one common assessment for each course in April – May 2011</p> |
| <p>1.b.2. All math and science teachers, including intervention specialist, will gather and analyze data on students' progress to guide instruction for at-risk students, Students With Disabilities (SWD), and Economically-Disadvantaged (ED) students.</p> | <p>Identify at-risk students and SWD</p> <p>Track individual students' progress on Essential Indicators, and use results to provide intensive interventions as needed</p> | <p>Principal</p> <p>Department Chair (BLT)</p> <p>Department Members</p> | <p>Create Structure of Knowledge Maps with Essential Indicators by December of 2010</p> <p>Professional development on tracking students' progress and using results to provide interventions by November 2010</p> <p>Departments begin tracking and reporting data on subgroups by December 2010</p> |

**MADISON LOCAL SCHOOLS
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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 | | | | | | | | | |
| | MEASURE | PROGRESS MEASURE | | PROGRESS MEASURE | | PROGRESS MEASURE | | PROGRESS MEASURE | |
| ADULT IMPLEMENTATION INDICATOR | | MAY 2011 | ACTUAL RESULTS | DEC. 2011 | ACTUAL RESULTS | MAY 2012 | 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 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% | | | |
| 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 | | 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 English and Social Studies teachers, including intervention specialists, will meet as a department to determine how to gather data and track progress on the general curriculum for at-risk students, SWD, Minorities, and ED students.</p> | <p>Classroom assessments to test essential indicators weekly/regularly</p> <p>9th Grade Practice OGT Official OGT results</p> | <p>Principal</p> <p>Department Chair (BLT)</p> <p>Department Members</p> | <p>Sept. 2010: Dept. chair communicates process to dept. members</p> <p>Oct. 2010: Identify (create list) of students to monitor</p> <p>Oct. 2010 – May 2011: Gather data and track progress monthly through the end of the year --Analyze data to determine areas of weakness --Provide intervention for individual areas of weakness and group areas of weakness</p> <p>Feb. – Mar. 2011: Provide intensive intervention for individual areas of weakness and group areas of weakness prior to OGT</p> |
| <p>2.a.2. All English and Social Studies teachers will use Essential Understandings, as developed in district maps, for all tested content areas to drive instruction for at-risk students, SWD and ED students.</p> | <p>Assessments and maps turned into principal</p> <p>Classroom assessment results to test essential indicators weekly/regularly</p> <p>Practice OGT results</p> <p>Official OGT results</p> | <p>Principal</p> <p>Department Chair (BLT)</p> <p>Department Members</p> | <p>Nov.-Dec. 2010: Create and use at least one unit map for each course</p> |

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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 2B: Implement formative, summative, and common quarterly assessments in Reading/Language Arts aligned with Ohio Content Standards

| | BASELINE 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 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 |
|--|---|--|---|
| <p>2.b.1. All English and Social Studies teachers ensure that common formative and summative assessments are delivered with fidelity, according to district maps and pacing charts. All common summative assessments will be graded according to a common set of expectations.</p> | <p>Gather results of common assessment</p> <p>Use results of common assessment to guide future instruction</p> | <p>Principal</p> <p>Department Chair (BLT)</p> <p>Department Members</p> | <p>District PD sessions to create common assessments and expectations September – December 2010</p> <p>Create and use at least one common assessment for each course in April – May 2011</p> |
| <p>2.b.2. All English and Social Studies teachers, including intervention specialist, will gather and analyze data on students' progress to guide instruction for at-risk students, SWD, and ED students</p> | <p>Identify at-risk and SWD students</p> <p>Track individual students' progress on Essential Indicators, and use results to provide intensive interventions as needed</p> | <p>Principal</p> <p>Department Chair (BLT)</p> <p>Department Members</p> | <p>Create Structure of Knowledge Maps with Essential Indicators by December of 2010</p> <p>Professional development on tracking students' progress and using results to provide interventions by November 2010</p> <p>Departments begin tracking and reporting data on subgroups by December 2010</p> |

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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

| | BASILINE 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 (for example, students' responses to effectiveness of tutoring)</p> | <p>Principal</p> <p>Building-Level Team</p> <p>Strategic Plan's Data Committee</p> | <p>Fall, 2010: first survey</p> <p>Spring, 2011: 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>Response sheets developed by the Data Committee, in conjunction with BLT</p> <p>Teachers report which data sources they are using and give results of increased progress, particularly by subgroups</p> | <p>Principal</p> <p>Building-Level Team</p> <p>Strategic Plan's Data Committee</p> | <p>February 1, 2010</p> <p>2010-2011 school year</p> |