

**MADISON LOCAL SCHOOLS
JUNIOR 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) JUNIOR HIGH GOAL INCREASE PASSAGE OF SWD BY: Gr. 7 30% (8 students) Gr. 8 30% (as students)	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.</p> <p>All math teachers will use Essential Indicators, as they are developed in district maps, to drive instruction for at-risk students and Students With Disabilities (SWD), and Economically-Disadvantaged (ED) students</p>	<p>Gr. 6 – 12 vertical alignment grid completed</p> <p>Examples of lesson plans turned in to principal, showing how essential indicators were used to design instruction for target groups</p>	<p>All math teachers, including intervention specialists</p> <p>Principal</p> <p>Building-Level Team</p>	<p>Fall 2010: Complete vertical alignment with Essential Indicators</p> <p>By December 2010: Turn in examples from at least one unit</p>
<p>1.a.2.</p> <p>Implement district maps with fidelity to increase overall passage of the math OAAs to 80% in 2011 and 85% in 2012</p>	<p>Submit lesson plans in conjunction with 1.a.1.</p>	<p>Principal</p> <p>Building-Level Team</p> <p>Department Members</p>	<p>Same as 1.a.1. above</p>
<p>1.a.3.</p> <p>Teachers will report their use of research-based instructional practices and increases in student achievement as a result of at least one of these practices:</p> <ul style="list-style-type: none"> • Writing across the curriculum • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Nonlinguistic representations • Setting objectives and providing feedback • Generating and testing hypotheses • Using cues, questions, and advance organizers • Mathematics in all content areas 	<p>Monthly team/department reports to BLT; teachers self-report and include student work to support the level of implementation</p> <p>Student achievement on appropriate assessments: common assessments, performance assessments, etc.</p>	<p>All teachers</p> <p>Building Level Team (BLT)</p>	<p>Monthly reports begin in October, 2010; final reports in late May, 2011</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									
	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) JUNIOR HIGH GOAL INCREASE PASSAGE OF SWD BY: Gr. 7 30% (8 students) Gr. 8 30% (as students)	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. Increase the % of students with disabilities passing the math OAA by 30% each year through the proper use of progress monitoring and intensive interventions</p>	<p>Building-Level Team defines “at-risk” students, for academics and/or behavior</p> <p>Each team required to gather the following for IEP and at-risk students:</p> <ul style="list-style-type: none"> • Baseline data • Assessments for progress monitoring • Progress monitoring charts with <ol style="list-style-type: none"> 1. an aimline (goal) 2. results of weekly progress monitoring assessments 3. specific intervention(s) used each week 4. samples of student work on essential indicators 	<p>Grade-level teams</p> <ol style="list-style-type: none"> 1. Complete tasks as required 2. Submit reports 3. Provide research-based interventions for each student 	<p>AUGUST 23, 2011</p>
<p>1.b.2. Institute progress monitoring for all at-risk students and increase overall passage of the reading OAAs to 80% in 2011 and 85% in 2012</p>	<p>Teams provide monthly reports on implementation of and results from progress monitoring</p> <p>All staff meetings include team reports on interventions used and overall progress for at-risk and IEP students</p>	<p>Building-Level Team (BLT):</p> <ol style="list-style-type: none"> 1. Review monthly reports with principal 2. Address needs, based on reports 3. Set new targets as needed <p>Principal:</p> <ol style="list-style-type: none"> 1. Staff meetings 2. Review results with BLT 3. Monitor teams’ work 	<ol style="list-style-type: none"> 1. Introduce building OIP and explain process and requirements 2. Design progress monitoring system 3. Set up folders and binders for tracking students’ progress 4. Provide training to staff on progress monitoring 5. Set up reporting schedule <p>OCTOBER 2011 Monthly meetings begin</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 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) JUNIOR HIGH GOAL INCREASE PASSAGE OF SWD BY: Gr. 7 30% (8 students) Gr. 8 30% (as students)	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.</p> <p>All teachers will select and implement research-based reading strategies to drive instruction for at-risk students , Students With Disabilities (SWD), and Economically-Disadvantaged (ED) students</p>	<p>Teams find and implement research-based strategies</p>	<p>Intervention Specialists All math teachers</p>	<p>Track use of interventions on students' progress monitoring documents</p>
<p>2.a.2.</p> <p>Implement district maps <u>with fidelity</u> to increase overall passage of the reading OAs to 80% in 2011 and 85% in 2012</p>	<p>Teachers' lesson plans and use of common assessments</p> <p>Completed unit maps with Essential/Supporting Indicators, differentiation strategies, assessments, and vocabulary</p>	<p>All math teachers, including intervention specialists Principal</p>	<p>All Year: Teachers submit unit maps to principal as they are completed Teachers submit common assessments to principal as they are chosen/written</p>
<p>2.a.3.</p> <p>To meet Ohio's new literacy standards for social studies and science, teachers in those departments, and exploratory classes whenever possible, will implement appropriate reading comprehension strategies and expectations for student writing.</p>	<p>Unit Maps</p>	<p>Science teachers Social studies teachers Exploratory teachers</p>	<p>Departments select reading and writing requirements by December 2010 Unit maps contain requirements by May 2011</p>

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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	BASELINE 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	
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GOAL 2B: IMPLEMENTATION DETAILS

ACTION STEPS	Monitoring/Evidence	Person(s) responsible	Timeline
<p>2.b.1. Increase the % of Students With Disabilities passing the reading OAA by 30% each year through the proper use of progress monitoring and intensive interventions</p>	<p>Building-Level Team defines “at-risk” students, for academics and/or behavior</p> <p>Each team required to gather the following for IEP and at-risk students:</p> <ul style="list-style-type: none"> • Baseline data • Assessments for progress monitoring • Progress monitoring charts with <ol style="list-style-type: none"> 1. an aimline (goal) 2. results of weekly progress monitoring assessments 3. specific intervention(s) used each week 4. samples of student work on essential indicators 	<p>Grade-level teams</p> <ol style="list-style-type: none"> 1. Complete tasks as required 2. Submit reports 3. Provide research-based interventions for each student 	<p style="text-align: center;">AUGUST 23, 2011</p> <ol style="list-style-type: none"> 1. Introduce building OIP and explain process and requirements 2. Design progress monitoring system 3. Set up folders and binders for tracking students’ progress 4. Provide training to staff on progress monitoring 5. Set up reporting schedule
<p>2.b.2. Institute progress monitoring for all at-risk students and increase overall passage of the reading OAAs to 80% in 2011 and 85% in 2012</p>	<p>Teams provide monthly reports on implementation of and results from progress monitoring</p> <p>All staff meetings include team reports on interventions used and overall progress for at-risk and IEP students</p>	<p>Building-Level Team (BLT):</p> <ol style="list-style-type: none"> 1. Review monthly reports with principal 2. Address needs, based on reports 3. Set new targets as needed <p>Principal:</p> <ol style="list-style-type: none"> 1. Staff meetings 2. Review results with BLT 3. Monitor teams’ work 	<p style="text-align: center;">OCTOBER 2011 Monthly meetings begin</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

	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) JUNIOR HIGH GOAL INCREASE PASSAGE OF SWD BY: Gr. 7 30% (8 students) Gr. 8 30% (as students)	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.</p> <p>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>Building-Level Team</p> <p>Strategic Plan's Data Committee members</p>	<p>May 2010: First survey</p> <p>January 2011: Second survey</p>
<p>3.a.2.</p> <p>Teachers will report their use of research-based instructional practices and increases in student achievement as a result of the practices</p>	<p>Monthly team/department reports to BLT; teachers self-report and include student work to support the level of implementation</p> <p>Student achievement on common assessments, performance assessments, etc. as appropriate</p>	<p>All teachers</p> <p>Building-Level Team</p>	<p>Monthly reports begin in October, 2010</p> <p>Final reports in late May, 2011</p>