# MADISON-PLAINS LOCAL SCHOOL DISTRICT
# THREE-YEAR IMPROVEMENT PLAN

**Goal 1) Increase student academic growth and achievement in English-Language Arts and Mathematics**

Description: By the end of the 2019-2020 school year, 90% of all K-12 measurements will meet expected growth targets in ELA and Math and 80% of students will pass ELA and Math state assessments and diagnostics.  Improve Annual Measurable Objective for all student subgroups on state assessments by increasing the proficiency percentage for each subgroup by a minimum of 15% from the 2016-2017 school year.

Performance Measures will include:
- Growth targets:
  - Value-added data from state ELA and Math assessments;
  - District approved student growth measures in ELA and Math;
- Achievement targets:
  - State assessments in grades 3-8 ELA and Math; Math and ELA end of course assessments
  - State Diagnostics and/or District Reading benchmarks in grades K-2
  - District Math benchmarks in grades K-2;
- Subgroup targets:
  - AMO data from state assessments in ELA and Math in the following subgroups:
    - All Students,
    - White,
    - Multiracial
    - Economically-Disadvantaged,
    - Students with Disabilities

**Goal 2) Provide college and career readiness programming**

Description: By the end of the 2019-2020 school year, all students in grades 7-12 will participate in programming to support college and career readiness including programs such as: career interest surveys and advising; ACT  preparation; college preparatory classes and/or career technical courses; credentialing programs. Student assessment results in each of the following areas will increase by 5% from the 2016-2017 school year:
- 11th-grade students earning a remediation-free score on the ACT;
- Students earning a 3, 4, or 5 on AP exams;
- Students earning an industry recognized credential

Performance Measures will include:
- ACT assessment program results;
- AP test results;
- State assessment results in ELA and Math, grades 3-12 (college-readiness is defined as scoring a 4 or 5);

- State report card results in Prepared for Success

**Goal 3) Provide a system of positive behavioral interventions and supports in grades K-12** <mark>STILL WORKING ON REFINING THIS GOAL FALL/WINTER 2018</mark>

Description: By the end of the 2019-2020 school year, 100% of all buildings will establish a schoolwide PBIS program as evidenced by 90% teacher participation and a 3% reduction from the 2016-2017 school year in  each of the following areas:
- Discipline occurrences for fighting or violence;
- Discipline occurrences for disruptive behavior;
- Discipline occurrences among each of the following subgroups: economically disadvantaged, lowest 20%, and students with disabilities.
- Out of school suspensions;

Performance Measures will include:
- School climate data and discipline referrals
- Teacher and student surveys;
- Partnership observations;
- Student and teacher attendance (begin reviewing)
- Staff participation in co-curricular, extra-curricular, and building/district committees (begin reviewing)

District Improvement Components required under CCIP
A. Address priorities to strengthen the core academic program and address instructional school improvement issues
B. High quality professional development of instructional staff
C. Address teaching and learning needs related to academic problems of low achieving students
D. Promote effective parental involvement
E. Address District Improvement (Annual Measurable Objectives)
F. Plan to address achievement gaps for sub-groups
G. *Before/after/summer school activities, if appropriate (not required)*
H. Teacher mentoring program
I. School reform that supports and is supported by teachers, principals, administrators, and other staff
J. Before/after/summer school activities if appropriate
K. Partnership Agreement Activities
L. Analyze equitable access data to determine and document gaps
M. Identify the likely cause of gap(s) by conducting a root-cause analysis with stakeholder engagement description.
N. Select a strategy to address documented gap(s) and root-cause finding; outline strategy implementation and progress measures
O. Describe policies and procedures used to verify State certification and licensure status of teachers and paraprofessionals
P. Describe the steps that will be taken to address teachers and paraprofessionals who are not State certified and licensed

**Strategies and Action Steps:**

**Goal 1) Increase student academic growth and achievement in English-Language Arts and Mathematics**

| Strategies | | Action Steps | | Alignment to Goals | Improvement Component |
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| S1 | Implement and monitor Teacher-Based Teams in all subject areas using the 5-step process to monitor student learning, growth, and achievement. | A1 | The district and building administration will provide staff with knowledge, techniques and time to interpret and act upon current student assessment data through team-meetings, staff meetings, in-services, data days, and instructional coaching. | 1, 2 | A, C, E, F, I |
| | | A2 | Teachers will regularly use short-cycle and/or formative assessments to reflect on instructional practices and student progress through the TBT 5-step process no less than six times a year.[1] | | |
| | | A3 | Teachers will communicate regularly with parents about student achievement and gaps, including mastery of grade-level and course standards. | | |
| | | A4 | **The Academic Advisory Council and Building Leadership Teams will monitor the district's progress toward meeting performance measures for each goal on a quarterly basis.** | | |
| S2 | Provide supports and interventions for low performing and high risk students identified through the TBT 5-step process | A1 | The district and building administration will provide staff with knowledge, techniques and time to interpret and act upon current student assessment data through team-meetings, staff meetings, in-services, data days, and instructional coaching. | 1, 2 | A, C, E, F, J |
| | | A2 | Teachers will regularly use short-cycle and/or formative assessments to reflect on instructional practices and student progress through the TBT 5-step process no less than six times a year. | | |
| | | A3 | Teachers will communicate regularly with parents about student achievement and gaps, including mastery of grade-level and course standards. | | |

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[1] A separate gantt chart is kept to monitor progress throughout the year.

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| | | A6 | The district administration will provide HQPD for teachers of students with special needs and students who are English Language Learners, including strategies for co-teaching in inclusion settings. | | |
| | | A32 | Provide summer opportunities for reading support to high risk students or grade levels. | | |
| | | A7 | Building principals and BLTs will implement and monitor a system of support to be provide interventions to low performing students and subgroups with specific focus on the lowest 20%, students with disabilities, ELL, and gifted. | | |
| | | A8 | The district and building administration will collaborate with local partnerships and agencies (such as Miami Valley Head Start and other local preschools and libraries) to transition students to Kindergarten. | | |
| S3 | Improve and monitor assessment practices through an instructional management system (MasteryConnect) that promotes standards-based assessments | A1 | The district and building administration will provide staff with knowledge, techniques and time to interpret and act upon current student assessment data through team-meetings, staff meetings, in-services, data days, and instructional coaching. | 1 | A, B, C, D, E, F, I |
| | | A4 | The Academic Advisory Council and Building Leadership Teams will monitor the district's progress toward meeting performance measures for each goal on a quarterly basis. | | |
| | | A5 | The district administration and Academic Advisory Council will annually establish expectations for the completion of TBT cycles, use of MasteryConnect and progress toward meeting performance measurements in each goal.<br>　　2017: TBT cycles = 8 times per year;<br>　　MasteryConnect = 8 formative assessments per year<br><br>　　2018: TBT cycles = 6 times per year;<br>　　MasteryConnect = 35% of all standards | | |
| | | A3 | Teachers will communicate regularly with parents about student achievement and gaps, including mastery of grade-level and course standards. | | |

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| S4 | Monitor and improve student growth measures and assessments through the use of technology | A9 | The district administration will provide HQPD for teachers in assessing, analyzing, and managing both short-term and longitudinal data using DataMap and MasteryConnect. | 1 | A, B, F |
| | | A10 | The district administration will work collaboratively with teachers to provide increased opportunities for teachers to use district benchmarks through MasteryConnect for student growth measures. | | |
| | | A11 | The district administration will work collaboratively with the SLO team to evaluate and improve the process of writing student learning objectives and setting rigorous, yet attainable goals. | | |
| S5 | Develop a focused plan to address academic growth and achievement among students with disabilities | A12 | The district administration, in conjunction with outside agencies, will formally evaluate the district's current programs and practices in special education and related services; and develop and implement a cohesive program of special education services guided by the evaluation. | 1, 2 | B, C, E, F, I |
| S6 | Provide fiscal and human resources that promote academic growth and achievement of all students and high-quality professional development (HQPD) for all staff | A6 | The district administration will work with buildings to provide HQPD for teachers of students with special needs and students who are English Language Learners, including strategies for co-teaching in inclusion settings. | 1, 2, 3 | A, B, C, F, H |
| | | A13 | The district administration will recruit and hire teachers who are HQT and experienced. | | |
| | | A14 | The district administration will evaluate and adjust staffing plans annually to provide equitable access to high quality teachers to underachieving students, including:<br>● determine where gaps exist<br>● determine the cause of such gap(s) through a root-cause analysis<br>● identify and implement a strategy to fill gaps where they exist (i.e., adjust staffing plans; provide individualized, intensive PD through instructional coaching, courses and programs)<br>● verify that district policies and procedures are implemented (i.e. use the district hiring process to hire teachers certified in their area and give preference to those with previous experience) | | |
| | | A15 | The district administration will work with buildings to plan and implement HQPD through instructional coaching, mentorships, in-services and workshops to address student and teacher needs in the core academic | | |

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| | | | program, data analysis, differentiation, best instructional practices and/or creating a positive learning environment. | | |
| | | A16 | The district administration will work with buildings to provide HQPD for teachers of students in gifted clusters as described in "Operating Standards for Identifying and Serving Students Who are Gifted".[2] | | |
| | | A17 | The district administration will work with buildings to identify teachers in need of intensive professional development experiences including inexperienced teachers, teachers with ineffective OTES ratings, and teachers working on HQT status; the district will provide individualized professional development based upon the identified needs. | | |
| S7 | Ensure the lowest performing subgroups (lowest 20%, students with disabilities) have equitable access to high-quality teachers as measured by experience and OTES ratings | A13 | The district administration will recruit and hire teachers who are HQT in their subject area, giving preference to those with previous experience. | 1, 2, 3 | B, C, E, F, I, O |
| | | A14 | The district administration will evaluate and adjust staffing plans annually to provide equitable access to high quality teachers to underachieving students, including:<br>• determine where gaps exist<br>• determine the cause of such gap(s) through a root-cause analysis<br>• identify and implement a strategy to fill gaps where they exist (i.e., adjust staffing plans; provide individualized, intensive PD through instructional coaching, courses and programs)<br>• verify that district policies and procedures are implemented (i.e. use the district hiring process to hire teachers certified in their area and give preference to those with previous experience) | | |
| S8 | Engage parents in academics through multiple opportunities on and off campus and through the use of technology | A18 | Building leadership will provide families opportunity to engage in academic events twice per school year in each building and regularly send e-communications and newsletters on academically-relevant events and achievements. | 1, 2, 3 | C, D, I, J |
| | | A3 | Teachers will communicate regularly with parents about student achievement and gaps, including mastery of grade-level and course standards. | | |

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[2] A separate spreadsheet is kept to monitor progress with this action step.

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| A19 | Principals and teachers will promote parent access to ProgressBook, MasteryConnect, Google Classroom, and other electronic applications (such as Class Dojo and Remind) designed to keep parents informed about courses and curriculum. | |
| A20 | District administration will provide written notice of school improvement status to parents (in a format and language that the parents can understand) that is in compliance with state requirements and provide an explanation of what the school and district are doing to address the problem of low achievement. | |

## Goal 2) Provide college and career readiness programming

See strategies 1, 2, 5, 6, 7, 8 under Goal 1 in addition to:

| | Strategies | | Action Steps | | Alignment to Goals | District Improvement Component |
|---|---|---|---|---|---|---|
| S9 | Establish program(s) to prepare students for readiness in college and careers. | A21 | The building principal will work collaboratively with teachers to provide intervention and supports for ACT preparation in grades 7-12 within the school day based on assessment data from tests such as ACT Aspire, Pre-ACT, ACT, and state tests. | 2 | A, C, I | |
| | | A22 | Building leadership in conjunction with district support will review current data and support teachers in responding to assessment data through TBTs, data days, and inservice opportunities. | | | |
| | | A23 | Building leadership and staff will regularly review and respond to short cycle data as well as data related to other college and career readiness assessments (such as ACT Aspire, Pre-ACT, ACT, state assessments) by providing interventions and supports for students who need remediation. | | | |
| | | A24 | District and building administration will ensure students in grades 9-12 have access to a comprehensive college-readiness program in all core subject areas by providing and evaluating CCP and AP courses for students working above the high school level and readiness courses for those students who need support in meeting college-readiness standards. | | | |
| | | A25 | District and building administration will ensure students in grades 9-12 have access to career-technical courses and will evaluate need for changes to course offerings based on student needs and interests and trends in the job market. | | | |
| | | A26 | District and building administration will work collaboratively with teachers to monitor student success rates in CTE courses | | | |

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| | | | through state WebXam results, making improvements as needed to curriculum alignment and resources. | | |
| S10 | Provide career education and advising in grades 7-12 | A27 | The building principal will ensure career education is provided to all 7th-grade students through the Family and Consumer Science program and additional opportunities are provided throughout grades 8-12. | 2 | C, I |
| | | A28 | The building principal will establish a designated advisor and time for all students in grades 7-12 to meet daily in small-group settings for the purpose of monitoring student progress, advising on course selection, and career options. | | |
| | | A29 | The district will provide career-technical programs to high school students in Agricultural Science, Business & Technology, and Family & Consumer Sciences so students may concentrate in programs and/or earn industry credentials. | | |
| | | A30 | Guidance counselors will provide advising on career options and support for applying to career-based programs at Tolles Technical Center and colleges. | | |

**Goal 3) Provide a system of positive behavioral interventions and supports in grades K-12**

See strategies 6, 7, 8 under Goal 1 in addition to:

| | Strategies | | Action Steps | Alignment to Goals | District Improvement Component |
|---|---|---|---|---|---|
| S11 | Implement and monitor age-appropriate programs that focus on positive behavioral interventions and supports (PBIS) | A31 | Building and district administration will establish community and fiscal partnerships that support PBIS (such as PAX and High Schools that Work). | 3 | A, B, C, D, I, K |

**MADISON-PLAINS LOCAL SCHOOL DISTRICT**
**THREE-YEAR IMPROVEMENT PLAN**

Progress Monitoring

*waiting on teacher-level data to be released in late fall*

Note: AMO goals changed from percentage-based to performance index scores in 2018

| Goal | Performance Measure | Baseline Data 2017 | 2018 | 2019 | Goal: 2020 |
|------|---------------------|--------------------|------|------|-----------|
| 1 | State value-added data ELA, met expected growth | 84.6% | 61.9% | 80.9% | **90%** |
| 1 | State value-added data Math, met expected growth | 83.3% | 68.4% | 85% | **90%** |
| 1 | SLO measures ELA, met expected growth[3] | 100% | 88.6% | 85.7% | **90%** |
| 1 | SLO measures Math, met expected growth | 95.7% | 81.6% | 80.3% | **90%** |
| 1 | State ELA proficiency, all students grades 3-HS | 62.7% | 69.7% | 67.8% | **80%** |
| 1 | State Math proficiency, all students grades 3-HS | 64.4% | 64.9% | 64.9% | **80%** |
| 1 | Diagnostics/ Reading Benchmarks, all students K-2 | 69.5% | 83.4% | 82.2% | **80%** |
| 1 | Diagnostics/ Math Benchmarks, all students K-2 | 90.5% | 88.6% | 86.3% | **80%** |
| 1 | State AMO, reading proficiency, white | 63.1% | 89.4 met | 88.5 met | **78.1%** |
| 1 | State AMO, math proficiency, white | 64.8% | 85.4 not met | 85.3 not met | **79.8%** |
| 1 | State AMO, reading proficiency, econ-disadvantaged | 53.1% | 81.8 met | 81.0 met | **68.1%** |
| 1 | State AMO, math proficiency, econ-disadvantaged | 54% | 77.3 met | 76.5 met | **69%** |
| 1 | State AMO, reading proficiency, students with disabilities | 26.3% | 62.4 met | 59.2 not met | **41.3%** |
| 1 | State AMO, math proficiency, students with disabilities | 26.7% | 62.8 met | 56.4 not met | **41.7%** |
| 1 | State AMO, reading proficiency, multiracial | NR | 82.6 met | 90.9 met | |
| 1 | State AMO, math proficiency, multiracial | NR | 76.4 not met | 80.3 met | |

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[3] Raised expectations on district growth targets for SLOs in Fall 2017, expected to see a drop the first year

# MADISON-PLAINS LOCAL SCHOOL DISTRICT
## THREE-YEAR IMPROVEMENT PLAN

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| 1, S1-2 | TBTs that met the annual goal | 81.0% | 88.9% | | **90%** |
| 1, S3 | Teachers met annual goal for MasteryConnect assessments | 88.1% | 82.1% | | **90%** |
| 2 | 11th-grade ACT[4], percent meeting 3 benchmarks | 8% | 4% | 9.4% | **13%** |
| 2 | 11th-grade ACT, percent meeting all 4 benchmarks | 13% | 7% | 20% | **18%** |
| 2 | AP exams, earning 3, 4 or 5[5] | 11.1% | 25% | 50% | **16.1%** |
| 2 | Students earning industry recognized credential[6] | 2.4% | | 13.8% | **7.4%** |
| 2 | State test measures, advanced/accelerated | 36.8% | 37.8% | 36.9% | **41.8%** |
| 2 | | | | | |
| 3 | | | | | |
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[4] Percentages based on ACT reports during the spring of the designated year, information on the state report card is based on the percentage of all students regardless of if students took the test; state report card information is gathered for a cohort of 2 years and is behind 1-2 years of the actual results

[5] AP percentages are based on the percentage of AP testers that score a 3+ during the spring of the designated year; information on the state report card is based on the percentage of all students regardless of if students took the test; state report card information is gathered for a cohort of 2 years and is behind 1-2 years of the actual results

[6] Information will not be available until later this school year.