

OIP Goal	2021-22 Summary of Actions/Next Steps																		
<p>Goal 1: Instruction</p> <p><i>Mad River Local Schools will use grade-level, high-quality curriculum and data-driven support to ensure that 100% of students will achieve benchmark goals on district and state assessments at the end of the 2024 school year.</i></p>	<p>PK:</p> <ul style="list-style-type: none"> Goals were set for all preschool students (eligible for K for the 2022-2023 school year). 70% of PreK students will know all letters and sounds. 47 out of 86 students met the goal 70% of PreK students will be able to count to 20. 53 out of 86 students met the goal Goals were close to being met. Of the 86 students, 9 will qualify for MD or Autism services in Kindergarten. <p>Next Steps:</p> <ul style="list-style-type: none"> Instructional emphasis will be given to “Rhyming” since this was an area with lower scores on the ELA Assessment last year. More nursery rhymes will continue to be taught as well as more movement activities incorporated into the instruction. <p>K-4:</p> <ul style="list-style-type: none"> High-quality curriculum in ELA (Heggerty, Foundations, Wit and Wisdom, Geodes) and Math (Illustrative Math-year 1) were implemented. The district purchased professional development from Illustrative Math to support implementation and provided optional Coach led planning sessions for every unit throughout the year. Due to pandemic recovery, other supplemental programs were trialed in addition to Core Curriculum to fill gaps due to missed instruction from 2020 to present (IXL-Math, Phonics Chip Kits, Multisyllabic Word Routines, Vocabulary Surge). 100% of students received grade level core instruction. 100% of students were assessed using Early Bird or Acadience Reading to detect students who are at risk for early reading difficulties in order to provide timely instructional support and prevent the occurrence of later reading difficulties. Title Teachers and Literacy Support Teachers used the data to schedule and initiate tier 1 (LST) and tier 2-3 (title) supports. Using the Ohio Department of Education’s Restart Readiness Assessments, all 3rd & 4th grade students were assessed using this benchmark to analyze current data as well as build trend data within the system. Overall scores from the Ohio State Tests for the past 2 years: <table border="1" data-bbox="634 1291 1338 1528"> <thead> <tr> <th>Math</th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>63.4</td> <td>68</td> </tr> <tr> <td>4th</td> <td>53.9</td> <td>70</td> </tr> <tr> <th>ELA</th> <th>2020-21</th> <th>2021-22</th> </tr> <tr> <td>3rd</td> <td></td> <td>59</td> </tr> <tr> <td>4th</td> <td></td> <td>60</td> </tr> </tbody> </table> <p>Next Steps:</p> <ul style="list-style-type: none"> Representatives from each elementary building will be meeting monthly to determine appropriate pacing and instructional decisions for their grade. Using all data sources (Curriculum Based Assessments, Acadience Reading, IXL, ODE Restart Readiness Benchmark Assessments) BLTs and TBTs will support building wide data-based decision making. Literacy Support Teachers and Title 1 Teachers will be using data to determine instructional supports for our Tier 1, 2, and 3 student needs. Through this work we will continue to develop our district MTSS framework. Principals will monitor and support implementation of curriculum and lead data discussions at the building level. 	Math	2020-21	2021-22	3 rd	63.4	68	4 th	53.9	70	ELA	2020-21	2021-22	3 rd		59	4 th		60
Math	2020-21	2021-22																	
3 rd	63.4	68																	
4 th	53.9	70																	
ELA	2020-21	2021-22																	
3 rd		59																	
4 th		60																	

- The district professional development plan will include on-going curriculum implementation support (IM, Geodes, Launch, Foundations) as well as Dyslexia Professional Development requirements (including ODE developed PD and continued LETRS PD in district).

5-6:

- High-quality curriculum in ELA (Wit and Wisdom) and Math (Illustrative Math-year 1) were implemented. The district purchased professional development from Illustrative Math to support implementation and provided optional Coach led planning sessions for every unit throughout the year. Due to pandemic recovery, a Literacy Support Teacher was assigned to SHMS to provide more support to students outside of the Core Curriculum due to missed instruction from 2020 to present (Multisyllabic Word Routines). 100% of students received grade level core instruction.
- Using the Ohio Department of Education’s Restart Readiness Assessments, all 5th & 6th grade students were assessed using this benchmark to analyze current data as well as build trend data within the system. Overall scores from the Ohio State Tests for the past 2 years:

Math	2020-21	2021-22
5th	34.1	36
6th	36	32
ELA	2020-21	2021-22
5 th	54.2	57
6 th	48.7	50

Next Steps:

- Representatives from each grade level department will continue to use the 2-hour early release time for instructional teaming, data analysis and planning to determine appropriate pacing and instructional decisions for their grade. Using all data sources (Curriculum Based Assessments, IXL, ODE Restart Readiness Benchmark Assessments) BLTs and TBTs will support building wide data-based decision making.
- BLT and TBTs, led by the building principal, will use data to determine instructional supports for our Tier 1, 2, and 3 student needs. Through this work we will continue to develop our district MTSS framework.
- Principals will monitor and support implementation of curriculum and lead data discussions at the building level.
- The district professional development plan will include on-going curriculum implementation support (IM) as well as Dyslexia Professional Development requirements for 5th grade.

7-8:

- High-quality curriculum in ELA (Wit and Wisdom) and Math (Illustrative Math-year 1) were implemented. The district purchased professional development from Illustrative Math to support implementation and provided optional Coach led planning sessions for every unit throughout the year. 100% of students received grade level core instruction.
- Using the Ohio Department of Education’s Restart Readiness Assessments, all 7th & 8th grade students were assessed using this benchmark to analyze current data as well as build trend data within the system. Overall scores from the Ohio State Tests for the past 2 years:

Math	2020-21	2021-22
7 th	26.1	32
8 th	18.1	28
ELA	2020-21	2021-22
7 th	52.1	54
8 th	38.5	41

Next Steps:

- Representatives from each grade level department will meet for instructional teaming, data analysis and planning to determine appropriate pacing and instructional decisions for their grade. Using all data sources (Curriculum Based Assessments, IXL, ODE Restart Readiness Benchmark Assessments) BLTs and TBTs will support building wide data-based decision making. The building principal will look at schedule options to allow for time for the teams to meet as there is not already time built into the schedule.
- BLT and TBTs, led by the building principal, will use data to determine instructional supports for our Tier 1, 2, and 3 student needs. Through this work we will continue to develop our district MTSS framework.
- Principals will monitor and support implementation of curriculum and lead data discussions at the building level.
- The district professional development plan will include on-going curriculum implementation support (IM).

9-12:

- High-quality curriculum in Math (Illustrative Math-year 1) was implemented. The English Department continues to collaborate on Ohio Standards-Based Units pulling from a variety of texts, as well as formal & informal writing. The district purchased professional development from Illustrative Math to support implementation and provided optional Coach led planning sessions for every unit throughout the year. Using the Ohio Department of Education’s Restart Readiness Assessments, all students state tested in ELA and Math courses for the 2021-2022 school year were assessed to analyze current data as well as build trend data within the system. Overall scores from the Ohio State Tests for the past 2 years:

Math	2020-21	2021-22
Algebra 1	33.7	32
Geometry	8.9	29
ELA	2020-21	2021-22
ELA 2	56.8	48

Next Steps:

- Representatives from each department will continue to use the 2-hour early release time for instructional teaming, data analysis and planning to determine appropriate pacing and instructional decisions for their grade. Using all data sources (Curriculum Based Assessments, IXL, ODE Restart Readiness Benchmark Assessments) BLTs and TBTs will support building wide data-based decision making. Departments will continue to develop common based assessments to ensure consistency and strong data decisions.
- BLT and TBTs, led by the building principal, will use data to determine instructional supports for our Tier 1, 2, and 3 student needs. Through this work we will continue to develop our district MTSS framework.

	<ul style="list-style-type: none"> • Principals will monitor and support implementation of curriculum and lead data discussions at the building level. • The district professional development plan will include on-going curriculum implementation support (IM).
<p>Goal 2: Climate and Culture</p> <p><i>By May of 2024, Mad River Local Schools will create a positive, caring, and safe learning environment where 100% of students feel supported both emotionally and academically as measured by multiple data points.</i></p>	<p>PK: Preschool participated in SAEBRS this year in the fall, part of our first consistent district-wide data collection based on SEL needs. Preschool implements PBIS and Conscious Discipline. Preschool had 35 parents take part in the Parent Climate survey in January.</p> <p>Next Steps: As our SAEBRS data collection grows, we will be able to see multi-year trends and patterns. As students are identified “at risk”, the preschool team will continue to work to design interventions (Tier 2) to meet the specific social/emotional needs of students.</p> <p>K-4: All 4 Elementary buildings participated in SAEBRS in both the fall and the spring, part of our first district-wide data collection based on SEL needs. Multiple buildings used this data collection as part of their Schools of Excellence plans which earned them awards at the County Level. PBIS teams met to look at the overall data and specific data that showed what students were at risk in what areas. All 4 buildings implemented PAX, PATHS, and Child Safety Matters as Tier 1 SEL related curriculum. All 4 buildings participated in the TFI to measure the implementation of their PBIS programs. Lastly, all 4 buildings had parents take part in the Parent Climate survey in January with a range of 30-60 responses per building.</p> <p>Next Steps: As our SAEBRS data collection grows, we will be able to see multi-year trends and patterns. As students are identified “at risk”, PBIS teams will continue to work to design interventions (Tier 2) to meet the specific social/emotional needs of students. Examples might include teaching PATHS lessons to address areas of need, social groups, restorative practices, etc. We will continue the use of our Tier I SEL programs of PAX, PATHS, and Child Safety Matters.</p> <p>5-6: Spinning Hills participated in SAEBRS in both the fall and the spring, part of our first district-wide data collection based on SEL needs. Spinning Hills used this as part of their Schools of Excellence plan which helped to earn them an award at the County Level. Spinning participated in Drug/Alcohol/Vaping prevention programs. Spinning participated in the TFI to measure the implementation of their PBIS programs. Lastly, Spinning had 89 parents take part in the Parent Climate survey in January.</p> <p>Next Steps: As our SAEBRS data collection grows, we will be able to see multi-year trends and patterns. As students are identified “at risk”, PBIS teams will continue to work to design interventions (Tier 2) to meet the specific social/emotional needs of students. Spinning is working on increasing student engagement. The PBIS team will be looking to create more tools to give teachers to increase engagement. The PBIS team will also be looking at SEL programs that would be the best fit for Middle School students.</p> <p>7-8: Mad River Middle participated in SAEBRS in both the fall and the spring, part of our first district-wide data collection based on SEL needs. Mad River used this as part of their Schools of Excellence plan which helped to earn them an award at the County Level. The PBIS team met to look at the overall data and specific data that showed what students were at risk in what areas. Members of the PBIS team completed the <i>Better Together</i> Book Study during the 2nd Semester. Mad River Middle participated in The Good Life, Second Step, and Drug/Alcohol/Vaping prevention programs. Mad River participated in the TFI to measure the implementation of their PBIS programs. Lastly, Mad River had 100 parents take part in the Parent Climate survey in January.</p>

Next Steps: As our SAEBRS data collection grows, we will be able to see multi-year trends and patterns. As students are identified “at risk”, PBIS teams will continue to work to design interventions (Tier 2) to meet the specific social/emotional needs of students. The PBIS team plans to lead other staff members through the book, *Better Together*. In addition, Mad River is exploring Restorative Practices and how to meet the SEL needs of staff.

9-12: Stebbins participated in SAEBRS in both the fall and the spring, part of our first district-wide data collection based on SEL needs. Stebbins partnered with The Good Life, a prevention program. Stebbins participated in the TFI to measure the implementation of their PBIS programs. Lastly, Stebbins had 119 parents take part in the Parent Climate survey in January.

Next Steps: Stebbins is planning to address the SEL needs of incoming freshman through a new mentoring initiative with The Good Life. Stebbins will be able to use the SAEBRS data in addition to other data sources to identify students who need mentoring and additional support.

Goal 3: Career Readiness

Goal: 100% of MRLS Students PK-12 will participate in STEM-based/Career Readiness programming at each grade level band in order to develop awareness of post-secondary opportunities with a specific focus on the 3 E's – Employment, Enlistment, Enrollment.

PK: 100% Of our PK students engaged in several career readiness activities related to our district OIP Goal 3 based on the strategies and actions in our plan. These activities built both awareness and exposure to career fields. The activities included: Touch a Truck with Riverside FD; Boonshoft Night for families; MRLS District STEM Night; Monthly STEM card traveled to each classroom emphasizing ramps, vehicles, weather, and plants; Made bird feeders; Gardening; Zoo field trip; and Animal habitat in classrooms.

Next Steps: Utilize programs through WPAFB including connecting with the museum, promoting Science Saturdays to families, increase Touch a Truck opportunities including our own maintenance department, the Riverside police department, and our city maintenance department; and identify career exploration videos that will be utilized more intentionally.

K-4: 100% of our K-4 students engaged in one or more career readiness activities related to our district OIP Goal 3 based on the strategies and actions in our plan. These activities included: Kindergarten Promise to Walk Banner Signing; Partnering with WPAFB AFRL Wizards of Wright programs bringing scientists or pre-programmed kits into our buildings for our students to have an immersive STEM experience; MRLS District STEM Night; and reorganization and deployment of the 4th grade visit to make it more intentional regarding STEM opportunities at SHMS.

Next Steps: Partner with SHS on a “Science Day”; Work with our Career Tech Director to schedule our new Career Tech on Wheels opportunity; Have students view the new Career Tech program videos in conjunction with scheduling the Career Tech on Wheels opportunity; Look for opportunities during Science read-alouds to start talking about careers; Create fieldtrip opportunities to visit the Career Tech programs at SHS; Look for more opportunities to partner with the USAF Museum to explore STEM career fields related to the military (Enlistment); Work with the city and district maintenance departments to create touch a truck opportunities.

5-6: 100% of our 5-6 students engaged in one or more career readiness activities related to our district OIP Goal 3 based on the strategies and actions in our plan. These activities included: Partnered with K-4 buildings in 4th grade transition visit with student ambassadors to showcase programs; 6th grade students participated in a Career Cluster Inventory; 5th and 6th grade students participated in the 3 E survey; 6th grade students participated in a Career Tech visit to SHS; 6th grade students participated in a transition visit to MRMS where they explored the PLTW programs; 5th grade Promise to Walk banner signing; 5th grade participation in STARBASE; 6th grade STARBASE 2.0 opportunities; Lego League opportunities; PLTW Launch Vex Robotics elective course offering; 6th grade KI roller coaster project; 6th grade Market Day; Participation in MCSWD recycling competition; MRLS District STEM Night.

Next Steps: Work with our Career Tech Director to schedule our new Career Tech on Wheels; Have students view the new Career Tech program videos in conjunction with scheduling the Career Tech on Wheels opportunity; Explore increasing STEAM electives; Explore utilizing core content classes for career exploration opportunities; explore a 6th grade career tech week at MRMS; Explore WPAFB WOW programs opportunities; Partner with DOSTEM on career fair opportunities.

7-8: 100% of our 7-8 students engaged in one or more career readiness activities related to our district OIP Goal 3 based on the strategies and actions in our plan. These activities included: Student participation in at least one of the 6 PLTW courses offered at MRMS; Participation in DRMA events; 8th grade students participated in a Career Tech visit to SHS;

7th and 8th grade student participation in the 3 E survey; MRLS District STEM Night; 7th grade Promise to Walk banner signing.

Next Steps: Administer the Career Cluster Inventory to all 8th grade students; Increase student participation in PLTW classes; Offer opportunities for College and University Partners to discuss pathways to programs with a focus on CCP; Participation in SHS College and Career Signing Day.

9-12: 100% of our HS students engaged in one or more career readiness activities related to our district OIP Goal 3 based on the strategies and actions in our plan. These activities included: Sophomore Specialization required for all 10th grade students; Student participation in one of the 10 CTE programs available to students grades 11-12; Student participation in one or more of the 20+ CCP courses offered at SHS; Senior participation in College Application Month; Senior and family participation in FAFSA Night; CTE Student participation in helping create activities for our Career Tech on Wheels; Student internships with community business partners; Student participation in DRMA events; Junior and Senior participation in our annual job fair; MRLS District STEM Night; Senior participation in College and Career Signing Day (students committed to their “E”); CBI opportunities for disengaged seniors to create a post-secondary pathway; 10th grade students participated in the Career Cluster Inventory; 10th grade students participated in the ASVAB; 9-12th grade students participated in the 3 E survey; 9th grade students participated in You Science career assessment; CTC students in construction, HVAC and engineering participated in Sinclair’s Career Exploration Day; 9th grade students participated in Promise to Walk banner signing;

**In addition, we created updated CTE program videos to develop pathway awareness K-12.*

Next Steps: A creation of a “roadmap for students;” Use baseline 3 E data, career cluster inventory data, You Science data, and ASVAB data to begin more intentional, individual student programming 9-12; Partner with DOSTEM on career fairs; Increase participation in career-work experience (internship) opportunities; Continue to promote and evaluation CCP offerings at SHS; Increase student participation in CTE programs for students on IEPs; Partner with colleges and universities in relation to our CTE programs to discuss pathways for post-secondary opportunities.

