Print Your Plan

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Basic Information

Plan Entity Name: FY 2025 Trotwood-Madison City One Plan (7)
Plan Fiscal Year: FY 2025
Cohort #: 1
District IRN: 048694
Plan Status: Plan Agency Approved
Revision #: 7

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Plan Information

1. Goal #1 of 5
   1.1. Root Cause Analysis
   The underlying root cause is lack of training and understanding of trauma-informed responses and interventions. The staff also lacks a clear understanding of PBIS and how to implement and monitor a SWPBIS framework.

   1.2. SMART Goal Statement
   By **06/30/2027** we will improve the performance of **All Students**, **All Grades** students at/in **Trotwood-Madison City** to **decrease 30.00 %** in **Chronic Absenteeism** using **State Report Card**.

1.3. Student Measures

1.3.1. Student Measure #1

All Students will be monitored for **Chronic Absenteeism - Attendance** every **Month** by **Staff, Principal** with an annual improvement of **decrease 10.00 %** and an overall improvement of **decrease 30.00 %** by the end of the plan

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

1.4. Strategies and Actions

1.4.1. Strategy #1: School Climate and Supports

1.4.1.1. Strategy Level: Level 3

1.4.1.2. Description:

All district staff and students will implement positive behavior intervention and supports (PBIS) across tier 1 , tier 2 , and tier 3.

Establish district wide MTSS systems of support through the implementation of an evidence-based PBIS framework supporting the diverse needs of all students.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2025, End Action Step: 06/30/2027

Provide professional learning on essential elements of PBIS framework at each building.

Participant(s):

- Principals

- Support Staff
- Central Office Administration

1.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2027
Provide coaching and on-site support to building PBIS in the use of ongoing progress monitoring data to evaluate implementation and student outcomes.

Participant(s):

- Principals
- Support Staff
- Central Office Administration

1.4.1.4.3. Start Action Step: 2026, End Action Step: 06/30/2027
Provide additional advanced coursework options to provide students with rigorous and relevant learning experiences and to improve attendance.

Participant(s):

- Teachers
- Principals
- Building Leadership Teams
- Central Office Administration

1.5. Adult Measures

1.5.1. Adult Measure #1

- School Climate and Supports

All Staff will be monitored for **implementing PBIS school wide - Fidelity Instrument** every **Month** by **Principal, PBIS Team, and Student Services** with an overall improvement of **increase 100.00 %** by end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025

01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

1.6. Funding Sources

1.6.1. FY 2025,2026,2027

Provide coaching and on-site support to building PBIS in the use of ongoing progress monitoring data to evaluate implementation and student outcomes.

General Fund | Title I-A Improving Basic Programs | Title II-A Supporting Effective Instruction

1.6.1. FY 2025,2026,2027

Provide professional learning on essential elements of PBIS framework at each building.

Title I-A Improving Basic Programs | Title II-A Supporting Effective Instruction

1.6.1. FY 2026,2027

Provide additional advanced coursework options to provide students with rigorous and relevant learning experiences and to improve attendance.

Expanding Opportunities for Each Child

2. Goal #2 of 5

2.1. Root Cause Analysis

The underlying root cause is lack of training and understanding of trauma-informed responses and interventions. The staff also lacks a clear understanding of PBIS and how to implement and monitor a SWPBIS framework.

2.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **All Students**, **All Grades** students at/in **Trotwood-Madison City** to **decrease 30.00 %** in **Student Removals** using **Discipline Data**.

2.3. Student Measures

2.3.1. Student Measure #1

All Students will be monitored for **student removal (i.e., suspensions and expulsions) - Discipline Data** every **Month** by **Principal, Student Services** with an annual improvement of **decrease 10.00 %** and an overall improvement of **decrease 30.00 %** by the end of the plan

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

2.4. Strategies and Actions

2.4.1. Strategy #1: School Climate and Supports

2.4.1.1. Strategy Level: Level 1

2.4.1.2. Description:
Establish district wide MTSS systems of support through the implementation of an evidence-based SEL framework supporting the diverse needs of all students.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2025, End Action Step: 06/30/2027
Develop and update annually a districtwide implementation guide for MTSS with common district language, resources, and expectations for implementation; and that includes tiered supports for academics, PBIS, and social-emotional learning

Participant(s):

- Principals
- Support Staff
- Central Office Administration

2.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2027

Provide professional learning on essential elements of the district's MTSS framework at each building, with additional targeted supports aligned to academics, PBIS, social-emotional learning, and addressing the needs of the whole child.

Participant(s):

- Principals
- Support Staff
- Central Office Administration

2.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2027

Continue to provide professional development to staff on all aspects of panorama.

Participant(s):

- Teachers
- Principals
- Support Staff
- Central Office Administration

2.5. Adult Measures

2.5.1. Adult Measure #1

- School Climate and Supports

All Staff will be monitored for **SEL Practices - Implementation Data** every **Month** by **Principal, Student Services** with an overall improvement of **increase 100.00 %** by end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

2.5.1. Adult Measure #2

- School Climate and Supports

All Staff will be monitored for **implementing PBIS school wide - Implementation Data** every **Month** by **Principal, Special Education Director, Instructional Coach/es** with an overall improvement of **increase 100.00 %** by end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

2.6. Funding Sources

2.6.1. FY 2025,2026,2027

Continue to provide professional development to staff on all aspects of panorama.

General Fund	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction

2.6.1. FY 2025,2026,2027

Provide professional learning on essential elements of the district's MTSS framework at each building, with additional targeted supports aligned to academics, PBIS, social-emotional learning, and addressing the needs of the whole child.

General Fund	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction

2.6.1. FY 2025,2026,2027

Develop and update annually a districtwide implementation guide for MTSS with common district language, resources, and expectations for implementation; and that includes tiered supports for academics, PBIS, and social-emotional learning

General Fund	Title I-A Improving Basic Programs	Title IV-A Student Support and Academic Enrichment

3. Goal #3 of 5

3.1. Root Cause Analysis

"K-10 benchmark data (MAP and Acadience) indicates that from the Fall of one year to the Fall of the next year, student''s scores decrease significantly. Lack of high expectations and student engagement beyond compliance in Tier 1 grade-level content. Inconsistent use of district curricular materials district-wide. Inconsistent implementation of ELA Intervention tools in grades 6-12. High Staff turnover: 2021-2022: 60 staff resignations, retirements, or terminations 2022-2023: 99 staff resignations, retirements, or terminations 2023-2024 (June 1,

2023-December 15, 2023): 48 staff resignations, retirements, or terminations High staff absences and insufficient pool of substitute/reserve teachers (10 Reserve Teachers for the entire district). Multiple building transitions due to the district's structure of our elementary buildings. Elementary grades are divided into 3 buildings (Early Learning Center Prek-1, Madison Park 2nd-3rd, Westbrook Village 4th-5th). In addition, the Early Learning Center has had 3 different principals within the last 5 years."

3.2. SMART Goal Statement

Using **State Report Card**, **All Students, Low-Economic Status Students and Multiracial** students in **Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade** attending **Trotwood-Madison City** will **increase 30.00 %** in **Reading/Literacy** by **06/30/2027**.

3.3. Student Measures

3.3.1. Student Measure #1

All Students will be monitored for **Reading/Literacy - walkthroughs, lesson plans, and TBT meetings** every **Month** by **Principal, Curriculum Director, Instructional Coach/es, Classroom Teacher/s** with an annual improvement of **increase 10.00 %** and an overall improvement of **increase 30.00 %** by the end of the plan

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

3.3.1. Student Measure #2

Low-Economic Status Students will be monitored for **Reading/Literacy - walkthroughs, lesson plans, and PLC meetings** every **Month** by **Principal, Curriculum Director, Instructional Coach/es, Classroom Teacher/s** with an annual improvement of **increase 10.00 %** and an overall improvement of **increase 30.00 %** by the end of the plan

04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026	10/31/2026	11/30/2026	12/31/2026
01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027			

3.4. Strategies and Actions

3.4.1. Strategy #1: Curriculum, Instruction and Assessment

3.4.1.1. Strategy Level: Level 1

3.4.1.2. Description:

Implement Tier 1 instruction, as well as Tier 2 targeted and Tier 3 intensive intervention, that furnishes every student with high-quality, foundational classroom instruction aligned to research-based strategies that are aligned to the Science of Reading, including the following strategies*:
Decoding skills for multisyllabic words
Provide purposeful fluency-building activities to help students read effortlessly
Routinely use a set of comprehension-building practices to help students make sense of the text
Explicitly teaching writing strategies using a model-practice-reflect instructional cycle

*These strategies were selected from the Tier 1 What Works Clearinghouse Practice Guides.
Supporting K-3 Reading and Foundational Skills
Providing Reading Intervention for Students in Grades 4-9
Teaching Secondary Students to Write Effectively
Teaching Elementary Students to be Effective Writers

K-3 instructional staff will implement explicit and systematic as well as Tier 2 targeted and Tier 3 intensive intervention phonological awareness instruction to support Tier 1 core instruction, as documented in students' Reading Improvement and Monitoring Plans (RIMPS) including the following strategies*:
Develop awareness of the segments of sounds in speech and how they link to letters.
Teach students to decode words, analyze word parts, and write and recognize words.

*These strategies were selected from the Tier 1 What Works Clearinghouse Practice Guides.
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses a requirement for the LEA's Reading Achievement plan.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2025, End Action Step: 06/30/2027
Implement district-approved curriculum with fidelity.

Participant(s):
- Principals
- Support Staff
- Instructional Coaches
- Central Office Administration

3.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2027
Provide all students with grade-level Tier 1, as well as Tier 2 targeted and Tier 3 intensive intervention, content every day.

Participant(s):
- Teachers
- Support Staff

3.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2026
Provide training in evidence-based strategies to engage all learners.

Participant(s):
- Principals
- Central Office Administration

3.4.1.4.4. Start Action Step: 2025, End Action Step: 06/30/2027
Provide professional development and Instructional coaching to support classroom implementation of Science of Reading evidence-based language literacy practices.

Participant(s):
- Principals
- Central Office Administration

3.4.1.4.5. Start Action Step: 2025, End Action Step: 06/30/2026
Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.

Participant(s):

- Principals
- Central Office Administration

3.4.1.4.6. Start Action Step: 2025, End Action Step: 06/30/2027
Implement high-quality core and supplemental programs for teaching oral reading fluency skills that are grounded in the science of reading.

Participant(s):
- Teachers
- Principals
- Support Staff
- Central Office Administration

3.4.1.4.7. Start Action Step: 2025, End Action Step: 06/30/2027
Westbrooke Village will be provided with additional training in Reading Horizons to help support implementation reading foundational skills in grade 4-5. There will be on-going coaching support following the training.

Participant(s):
- Teachers
- Principals
- Instructional Coaches
- Central Office Administration

3.4.1.4.8. Start Action Step: 2025, End Action Step: 06/30/2027
The district will work to ensure, to the best of our ability, that all classrooms will have a licensed or alterative licensed teacher that aligns to the content he or she is teaching. Additionally, we will provide all teachers with on-going support and professional development to help increase the likelihood they will stay with the district.

Participant(s):
- District Administration
- Principals
- Instructional Coaches
- Central Office Administration

3.4.1.4.9. Start Action Step: 2027, End Action Step: 06/30/2027

Utilize data analysis to improve student achievement in literacy by identifying performance gaps particularly those student subgroups in the lowest 5%. The analysis will drive instructional decision-making, targeted interventions, and continuous improvement.

Participant(s):

- District Administration
- Teachers
- Principals
- Support Staff
- Building Leadership Teams
- District Leadership Team
- Instructional Coaches

3.5. Adult Measures

3.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

All teachers will be monitored for **implementing tier 1 grade level standards - walkthroughs, lesson plans, and TBT meetings** every **Month** by **Principal, Curriculum Director, Instructional Coach/es** with an overall improvement of **increase 100.00 %** by end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

3.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Principal, Curriculum Director, Instructional Coach/es will monitor **the implementation of the instructional framework - walkthroughs, lesson plans, and TBT meetings** for **All teachers** each **Month** resulting in an overall improvement of **increase 100.00 %** by the end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

3.6. Funding Sources

3.6.1. FY 2025,2026

Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.

Title II-A Supporting Effective Instruction

3.6.1. FY 2025,2026

Provide training in evidence-based strategies to engage all learners.

Title II-A Supporting Effective Instruction

3.6.1. FY 2025,2026,2027

The district will work to ensure, to the best of our ability, that all classrooms will have a licensed or alterative licensed teacher that aligns to the content he or she is teaching. Additionally, we will provide all teachers with on-going support and professional development to help increase the likelihood they will stay with the district.

General Fund | Title II-A Supporting Effective Instruction

3.6.1. FY 2025,2026,2027

Westbrooke Village will be provided with additional training in Reading Horizons to help support implementation reading foundational skills in grade 4-5. There will be on-going coaching support following the training.

Title-I Non-competitive, Supplemental School Improvement

3.6.1. FY 2025,2026,2027

Implement high-quality core and supplemental programs for teaching oral reading fluency skills that are grounded in the science of reading.

General Fund

3.6.1. FY 2025,2026,2027

Provide professional development and Instructional coaching to support classroom implementation of Science of Reading evidence-based language literacy practices.

Title I-A Improving Basic Programs | Title II-A Supporting Effective Instruction

3.6.1. FY 2025,2026,2027

Provide all students with grade-level Tier 1, as well as Tier 2 targeted and Tier 3 intensive intervention, content every day.

General Fund | Title-I Non-competitive, Supplemental School Improvement

3.6.1. FY 2025,2026,2027

Implement district-approved curriculum with fidelity.

Title II-A Supporting Effective Instruction | Title-I Non-competitive, Supplemental School Improvement

3.6.1. FY 2027

Utilize data analysis to improve student achievement in literacy by identifying performance gaps particularly those student subgroups in the lowest 5%. The analysis will drive instructional decision-making, targeted interventions, and continuous improvement.

Title-I Non-competitive, Supplemental School Improvement

4. Goal #4 of 5

4.1. Root Cause Analysis

Students are not receiving grade level tier 1 instruction at the rigor and complexity that the standard requires.

4.2. SMART Goal Statement

Using **State Report Card**, **All Students** students in **Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth Grade, Tenth Grade** attending **Trotwood-Madison City** will **increase 30.00 %** in **Math** by **06/30/2027**.

4.3. Student Measures

4.3.1. Student Measure #1

All Students, Low-Economic Status Students and Multiracial will be monitored for **Math - walkthroughs, lesson plans, and TBT meetings** every **Month** by **Principal, Classroom Teacher/s, Curriculum Director, Intervention Specialists, Instructional Coach/es, Student Services Director** with an annual improvement of **increase 10.00 %** and an overall improvement of **increase 30.00 %** by the end of the plan

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

4.4. Strategies and Actions

4.4.1. Strategy #1: Curriculum, Instruction and Assessment

4.4.1.1. Strategy Level: Level 1

4.4.1.2. Description:

Implementing evidenced-based instructional strategies aligned to the Ohio Learning K-12 Standards for Math.

All instructional staff will provide explicit and systematic tier 1 grade level math instruction, as well as Tier 2 targeted and Tier 3 intensive intervention, including the following strategies*:
Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.
Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.
Number Lines: Use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.
Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.
Assist students in monitoring and reflecting on the problem-solving process
Teach students how to use visual representations.

*These strategies were selected from the Tier 1 What Works Clearinghouse Practice Guides:
Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades
Improving Mathematical Problem Solving in Grades 4 Through 8

4.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

4.4.1.4. Action Steps

4.4.1.4.1. Start Action Step: 2025, End Action Step: 06/30/2027
Provide professional development for teachers on Math standards and effective Math instruction.

Participant(s):

- Principals
- Central Office Administration

4.4.1.4.2. Start Action Step: 2025, End Action Step: 06/30/2027
Develop a Walk-Through/Monitoring Tool with instructional look-fors (i.e., discourse, GRR and adopted resources) at each grade band aligned to Math
standards.

Participant(s):

- Principals
- Instructional Coaches
- Central Office Administration

4.4.1.4.3. Start Action Step: 2025, End Action Step: 06/30/2026
Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.

Participant(s):

- Teachers
- Principals
- Central Office Administration

4.4.1.4.4. Start Action Step: 2025, End Action Step: 06/30/2027

The district will work to ensure, to the best of our ability, that all classrooms will have a licensed or alterative licensed teacher that aligns to the content he or she is teaching. Additionally, we will provide all teachers with on-going support and professional development to help increase the likelihood they will stay with the district.

Participant(s):

- District Administration
- Principals
- Instructional Coaches
- Central Office Administration

4.4.1.4.5. Start Action Step: 2027, End Action Step: 06/30/2027

Utilize data analysis to improve student achievement in mathematics by identifying performance gaps particularly those student subgroups in the lowest 5%. The analysis will drive instructional decision-making, targeted interventions, and continuous improvement.

Participant(s):

- District Administration
- Teachers
- Principals
- Building Leadership Teams
- District Leadership Team
- Instructional Coaches

4.4.1.4.6. Start Action Step: 2027, End Action Step: 06/30/2027

Provide all students with grade-level Tier 1, as well as Tier 2 targeted and Tier 3 intensive intervention, math content.

Participant(s):

- Teachers
- Principals

4.5. Adult Measures

4.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

All teachers will be monitored for **implementing tier 1 grade level standards - walkthroughs, lesson plans, and TBT meetings** every **Month** by **Principal, Curriculum Director, Instructional Coach/es, Student Services Director** with an overall improvement of **increase 100.00 %** by end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

4.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Principal, Curriculum Director, Instructional Coach/es will monitor **the implementation of the instructional framework - walkthroughs, lesson plans, and TBT meetings** for **All teachers** each **Month** resulting in an overall improvement of **increase 100.00 %** by the end of the plan.

07/31/2024	08/31/2024	09/30/2024	10/31/2024	11/30/2024	12/31/2024	01/31/2025	02/28/2025	03/31/2025
04/30/2025	05/31/2025	06/30/2025	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025
01/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026	07/31/2026	08/31/2026	09/30/2026
10/31/2026	11/30/2026	12/31/2026	01/31/2027	02/28/2027	03/31/2027	04/30/2027	05/31/2027	06/29/2027

4.6. Funding Sources

4.6.1. FY 2025,2026

Create and utilize a scope and sequence and pacing guide to ensure instructional alignment to OLS.

Title II-A Supporting Effective Instruction

4.6.1. FY 2025,2026,2027

The district will work to ensure, to the best of our ability, that all classrooms will have a licensed or alterative licensed teacher that aligns to the content he or she is teaching. Additionally, we will provide all teachers with on-going support and professional development to help increase the likelihood they will stay with the district.

General Fund | Title II-A Supporting Effective Instruction

4.6.1. FY 2025,2026,2027

Develop a Walk-Through/Monitoring Tool with instructional look-fors (i.e., discourse, GRR and adopted resources) at each grade band aligned to Math standards.

General Fund

4.6.1. FY 2025,2026,2027

Provide professional development for teachers on Math standards and effective Math instruction.

Title II-A Supporting Effective Instruction

4.6.1. FY 2027

Provide all students with grade-level Tier 1, as well as Tier 2 targeted and Tier 3 intensive intervention, math content.

Title-I Non-competitive, Supplemental School Improvement

4.6.1. FY 2027

Utilize data analysis to improve student achievement in mathematics by identifying performance gaps particularly those student subgroups in the lowest 5%. The analysis will drive instructional decision-making, targeted interventions, and continuous improvement.

Title-I Non-competitive, Supplemental School Improvement

5. Goal #5 of 5

5.1. Root Cause Analysis

Cumulative effect of below-grade level instruction High rate of chronic absenteeism

5.2. SMART Goal Statement

By **06/30/2027** we will improve the performance of **All Students**, **Twelfth Grade** students at/in **Trotwood-Madison High School, RAM Nation Virtual Academy** to **increase 6.00 %** in **Graduation** using **State Report Card**.

5.3. Student Measures

5.3.1. Student Measure #1

Every **Semester**, **Graduation - Course Credits Earned** of **All Students** will be monitored by **Principal, Curriculum Director, Special Education Director, Staff**, with an annual improvement of **increase 3.00 %** resulting in an overall improvement of **increase 6.00 %** by the end of the plan.

01/01/2026	06/01/2026	01/01/2027	06/01/2027

5.4. Strategies and Actions

5.4.1. Strategy #1: College and Career Readiness

5.4.1.1. Strategy Level: Level 2

5.4.1.2. Description:

Establish and implement systems that identify students at risk of academic failure and provide coordinated, individualized interventions designed to improve engagement, achievement, attendance, and graduation outcomes, including the following strategies*.

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.

*These strategies were selected from the Tier 2 What Works Clearinghouse Practice Guide:
Preventing Dropout in Secondary Schools Practice Guide

5.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

5.4.1.4. Action Steps

5.4.1.4.1. Start Action Step: 2026, End Action Step: 06/30/2027

Provide a credit recovery teacher during the school day so that credit deficient students can have one class period dedicated to recovering deficient credits needed for graduation.

Participant(s):

- District Administration

- Teachers
- Principals

5.4.1.4.2. Start Action Step: 2026, End Action Step: 06/30/2027
Partner with Graduation Alliance to address the needs of students who are significantly behind in credits.

Participant(s):
- District Administration
- Teachers
- Principals

5.4.1.4.3. Start Action Step: 2027, End Action Step: 06/30/2027
Utilize data analysis to improve student graduation rates by identifying performance gaps particularly those student subgroups in the lowest 5%. The analysis will drive instructional decision-making, targeted interventions, and continuous improvement.

Participant(s):
- District Administration
- District Leadership Team
- Central Office Administration

5.5. Adult Measures

5.5.1. Adult Measure #1

- College and Career Readiness

Every **Semester**, **Graduation - Completion of Task** of **High School Staff** will be monitored by **Principal, Curriculum Director, Special Education Director, Staff**, with an overall improvement of **increase 6.00 %** by the end of the plan.

01/01/2026	06/01/2026	01/01/2027	06/01/2027

5.6. Funding Sources

5.6.1. FY 2026,2027
Partner with Graduation Alliance to address the needs of students who are significantly behind in credits.

Expanding Opportunities for Each Child

5.6.1. FY 2026,2027

Provide a credit recovery teacher during the school day so that credit deficient students can have one class period dedicated to recovering deficient credits needed for graduation.

Expanding Opportunities for Each Child

5.6.1. FY 2027

Utilize data analysis to improve student graduation rates by identifying performance gaps particularly those student subgroups in the lowest 5%. The analysis will drive instructional decision-making, targeted interventions, and continuous improvement.

Title-I Non-competitive, Supplemental School Improvement