

MEQUON-THIENSVILLE SCHOOL DISTRICT



Oriole Lane Elementary School Mary Jo Tye, Principal School Growth Plan

2012-2014

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Part III: School Growth Goals

MTSD MISSION STATEMENT: Maximize the academic achievement and personal growth of all students so they have the skills necessary to meet the challenges of a changing global environment.

School Growth Goal #1

By June of 2014, 100% of full academic year students will improve in instructional reading level. Every student will improve a minimum of one grade level in reading, from spring to spring, with non-special education students who are below grade level reading on grade level by June 2014. K-2 students will be assessed using Fountas & Pinnell Benchmark Assessments and 3-5 students will be assessed using MAP Assessments. Students with disabilities will be assessed using tools outlined in their IEP.

Yes:

No:

Goal Complete Date: June 2014

Baseline Data (Spring 2012):

Results of the Spring 2012 K-2 Fountas and Pinnell Benchmark Assessments and 3-5 MAP Assessments show the following percentages for Oriole Lane students that are proficient or advanced in reading:

Cohort 2024 – F&P (data available spring 2013)

Cohort 2023 – F&P 98.3%

Cohort 2022 – F&P 92.3%

Cohort 2021 – MAP (data available spring 2013)

Cohort 2020 – MAP 74.2%*

Cohort 2019 – MAP 74.5%*

*Percent of students scoring at or above the national mean

Responsible Leadership:

Principal
Reading Specialist

<u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u>	FUNDING	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u> <u>Choose one:</u> Not Started In Progress Completed
Teachers will implement common grade level assessments based on Common Core State Standards in English Language Arts (CCSSELA) utilizing the Units of Study in Reading. (Tier1).		By June of 2014, utilizing weekly grade level and monthly vertical team meetings, common grade level assessment data will be analyzed.	Pre and Post Assessments of students will place them at grade level by June of 2014.	
Teachers will receive training and coaching in order to fully implement the Reader’s Workshop Model in their classrooms.	\$15,300 of Title I Funds	By June of 2014, Reader’s Workshop will be fully	Principal will observe the implementation of Reader’s	

	District Funds for Summer Training	implemented in all classrooms.	Workshop by 100% of all regular and special education teachers.	
Oriole Lane staff will further develop the RtI Building Team to support staff writing and implementation of intervention plans and development of a checklist of prompts for culturally responsive practices that will be addressed monthly at grade level team meetings. This includes writing a Formal Plan of Support for students who score at the minimal proficiency level on Fountas and Pinnell and MAP, meeting with parents to communicate the plan, and explicit parent communication of students' proficiency levels (minimal, basic, proficient or advanced) on report cards.		By December of 2013, the RtI Building Team will be fully implemented.	Meeting dates and agendas Formal Plans of Support Log of parent contacts and meetings Report cards Culturally Responsive Practices Checklist of Prompts	
Oriole Lane staff will continue to offer summer and/or extended school days for students not meeting expected benchmarks.	\$2,000 of Title I Funds \$2,000 of Fund 27	By June of 2013, summer and/or extended school day opportunities will be provided to underperforming students.	Pre and Post Assessments of students will place them at grade level by June of 2014.	
Oriole Lane staff will purchase and provide training on the LLI Red Kit for third grade classroom teachers, reading specialist, and special education teachers.	\$7,000 of Title I Funds \$6,000 of Fund 27	By June of 2013, all third grade regular and special education teachers will be trained and implement LLI during intervention.	Student data Principal observation Intervention Plans	
Teachers will continue using data walls to monitor student progress as a whole and by subgroups and make informed decisions to drive instruction.		Ongoing throughout the 2012-2014 school years	Student progress sheets with assessments documented as follows: K5 5x/year 1 st Grade-7x/year 2 nd Grade-4x/year 3 rd -5 th Grades-3x/year Grade Level Data Boards will be updated regularly. Data Wall updated 3x/year during individual data conferences with classroom teachers. Data charts on subgroup performance will be developed by June 2013. DesCartes RIT bans will be used to inform instructional groupings.	

<p>Teachers will implement with fidelity Tier 1 and Tier 2 for PBIS.</p>		<p>By June of 2013, Tier 1 will be implemented with fidelity utilizing the Benchmarks of Quality.</p> <p>By June of 2014, Tier 2 will be implemented with fidelity utilizing the Benchmarks of Quality.</p>	<p>PBIS Data PBIS Handbook 80% attainment of the Benchmarks of Quality</p>	
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MTSD MISSION STATEMENT: Maximize the academic achievement and personal growth of all students so they have the skills necessary to meet the challenges of a changing global environment.

School Growth Goal #2

By June 2014, 100% of full academic year students will improve in instructional math level. Every student will improve a minimum of one grade level in math, from spring to spring, with non-special education students, who are below grade level, on grade level by June 2014. K-2 students will be assessed using the MTSD End of Year Math Assessments and 3-5 students will be assessed using MAP Assessments. Students with disabilities will be assessed using tools outlined in their IEP.

Yes:

Goal Complete Date: June 2014

No:

Baseline Data (Spring 2012):

Results of the Spring 2012 K-2 End of Year Math Assessments and 3-5 MAP Assessments show the following percentages for Oriole Lane students that are proficient or advanced in math:

Cohort 2024 – MTSD End of Year Assessment (data available spring 2013)

Cohort 2023 – MTSD End of Year Assessment 91.4%

Cohort 2022 – MTSD End of Year Assessment 90.4%

Cohort 2021 – MAP (data available spring 2013)

Cohort 2020 – MAP 72.8%*

Cohort 2019 – MAP 77.3%*

*Percent of students scoring at or above national mean

Responsible Leadership:

Principal

Building Leadership Team

<u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u>	<u>FUNDING</u>	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u> <u>Choose one:</u> Not Started In Progress Completed
Common Core Math Leadership Team will conduct an internal book study on <i>Unlocking Formative Assessment</i> by Shirley Clarke.	Cost of books	Ongoing throughout the 2012-2013 school year	Determine next steps for building implementation during the 2013-2014 school year	
Teachers will jointly administer and score common constructed response assessments that target Common Core State Standards in Mathematics (CCSSM) domains (K-2 Operations and Algebraic Thinking, 3-5 Number and Operations). Discussions will emphasize common scoring practices.	\$2500 of MTEF Funds for Classroom Substitutes	Winter 2012 Spring 2013	100% of regular and special education teachers will participate Documentation of student scores from scoring sessions	

<p>Teachers will jointly administer and score common constructed response assessments that target CCSSM domains (K-2 Operations and Algebraic Thinking, 3-5 Number and Operations). Discussion will emphasize shifts in instructional practices to better address student needs.</p>	<p>\$2500 of MTEF Funds for Classroom Substitutes</p>	<p>Fall 2013 Winter 2013 Spring 2014</p>	<p>100% of regular and special education teachers will participate</p>	
<p>Training will take place for teachers on Think Aloud and Word Problem Structures.</p>		<p>Ongoing throughout the 2012-2014 school years</p>	<p>Staff meeting agendas Vertical team meeting agendas Agendas from MTAPs</p>	
<p>Teachers will cross reference the Everyday Math Crosswalk at grade level team meetings on a unit-by-unit basis.</p>		<p>Ongoing throughout the 2012-2014 school years</p>	<p>Grade level team meeting minutes</p>	

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School Growth Goal #3

By June of 2014, 100% of full academic year special education students will improve in reading achievement. By June of 2014, we will reduce the achievement gap between special education students and general education students by 50%.

Yes:

Goal Complete Date: June 2014

No:

<p>Baseline Data (Spring 2012): Data tracked internally due to small number of students in this subgroup.</p>	<p>Responsible Leadership: Principal Reading Specialist</p>
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<p><u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u></p>	<p>FUNDING</p>	<p><u>TIMELINE FOR ACTION STEPS</u></p>	<p><u>KEY MEASURES</u></p>	<p><u>STATUS</u> <u>Choose one:</u> Not Started In Progress Completed</p>
<p>Teachers will implement common grade level assessments based on Common Core State Standards in English Language Arts (CCSSELA) utilizing the Units of Study in Reading. (Tier1).</p>		<p>By June of 2014, utilizing weekly grade level and monthly vertical team meetings, common grade level assessment data will be analyzed.</p>	<p>Pre and Post Assessments of students will place them at grade level by June of 2014.</p>	
<p>Teachers will receive training and coaching in order to fully implement the Reader’s Workshop Model in their classrooms.</p>	<p>\$15,300 of Title I Funds</p>	<p>By June of 2014, Reader’s Workshop will be fully implemented in all classrooms.</p>	<p>Principal will observe the implementation of Reader’s Workshop by 100% of all regular and special education teachers.</p>	
<p>Oriole Lane staff will further develop the RtI Building Team to support staff writing and implementation of intervention plans and development of a checklist of prompts for culturally responsive practices that will be addressed monthly at grade level team meetings. This includes writing a Formal Plan of Support for students who score at the minimal proficiency level on Fountas and Pinnell and MAP, meeting with parents to communicate the plan, and explicit parent communication of students’ proficiency levels (minimal, basic, proficient or advanced) on report cards.</p>		<p>By December of 2013, the RtI Building Team will be fully implemented.</p>	<p>Meeting dates and agendas Formal Plans of Support Log of parent contacts and meetings Report cards Culturally Responsive Practices Checklist of Prompts</p>	
<p>Oriole Lane staff will continue to offer summer and/or</p>	<p>\$2,000 of Title I</p>	<p>By June of 2013, summer and/or</p>	<p>Pre and Post Assessments of</p>	

extended school days for students not meeting expected benchmarks.	Funds \$2,000 of Fund 27	extended school day opportunities will be provided to underperforming students	students will place them at grade level by June of 2014.	
Oriole Lane staff will purchase and provide training on the LLI Red Kit for third grade classroom teachers, reading specialist, and special education teachers.	\$7,000 of Title I Funds \$6,000 of Fund 27	By June of 2013, all third grade regular and special education teachers will be trained and implement LLI during intervention.	Student data Principal observation Intervention Plans	
Teachers will continue using data walls to monitor student progress as a whole and by subgroups and make informed decisions to drive instruction.		Ongoing throughout the 2012-2014 school years	Student progress sheets with assessments documented as follows: K5 5x/year 1 st Grade-7x/year 2 nd Grade-4x/year 3 rd -5 th Grades-3x/year Grade Level Data Boards will be updated regularly. Data Wall updated 3x/year during individual data conferences with classroom teachers. Data charts on subgroup performance will be developed by June of 2013. DesCartes RIT ban will be used to inform instructional groupings.	
Teachers will implement with fidelity Tier 1 and Tier 2 for PBIS.		By June of 2013, Tier 1 will be implemented with fidelity utilizing the Benchmarks of Quality. By June of 2014, Tier 2 will be implemented with fidelity utilizing the Benchmarks of Quality.	PBIS Data PBIS Handbook 80% attainment of the Benchmarks of Quality	
Special education and regular education teachers will continue to be provided training on the utilization of the co-teaching service delivery model.	\$2,000 of Fund 27	By June of 2013, training of staff in the area of the co-teaching service delivery model will be completed.	100% staff participation rate	

		By June of 2014, the co-teaching service delivery model will be implemented.	Principal will observe the new skills being implemented by 100% of all regular and special education teachers at Oriole Lane.	
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