

# MEQUON-THIENSVILLE SCHOOL DISTRICT



## Donges Bay Elementary School Allison Rudich, Principal School Growth Plan

**2012-2014**

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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 #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, and 3-5 will be assessed using MAP. Students with IEPs will be assessed as outlined by their IEP.

**Current Status:**

**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 Donges Bay students that are proficient or advanced in reading:  
 Cohort 2024 – F&P (data available spring 2013)  
 Cohort 2023 – F&P 98%  
 Cohort 2022 – F&P 91%  
 Cohort 2021 – MAP (data available spring 2013)  
 Cohort 2020 – MAP 81.0%\*  
 Cohort 2019 – MAP 76.3%\*  
 \*Percent of students scoring at or above the national mean

**Responsible Leadership:**  
 Building Principal  
 Reading Specialist

<u><b>ACTION STEPS/ PERSON(S) RESPONSIBLE</b></u>	<u><b>FUNDING</b></u>	<u><b>TIMELINE FOR ACTION STEPS</b></u>	<u><b>KEY MEASURES</b></u>	<u><b>STATUS</b></u> <u><b>Choose one:</b></u> Not Started In Progress Completed
1. Donges Bay School grade level teams will emphasize and implement the teaching of literacy structured around the components of reading workshop. All components of the Reading Workshop will be implemented across grade levels to support literacy development.	N/A	2012-2014 SY	Observation of all classrooms by principal shows format and components of Readers Workshop (mini-lesson, small group strategy lessons, guided reading, independent conferencing and whole group sharing)	<b>In progress</b>
2. Through weekly PLCs and monthly vertical team meetings, grade level teams will collect and analyze student literacy data in order to adequately guide instruction based on student(s) needs.	N/A	3 times/year after district assessments have been given 2012-2014 SY	Principal review of meeting minutes	<b>In progress</b>
3. The reading specialist will act as a resource for teachers in the areas of running records, guided reading, administration of assessments, and the implementation of Reading Workshop and RtI.	N/A	2012-2014 SY	The reading specialist will act as a resource for teachers. Wednesday mornings before school will be set aside as a time for teachers to meet with the reading specialist. IEP's and team meetings should not be scheduled at this time so that teachers can attend.	<b>In progress</b>
4. The reading specialist and principal will schedule the reading aide	N/A	2012-2014 SY	SOAR Block	<b>In progress</b>

to support classroom teachers during the literacy block and to assist in small group instruction.				
5. Teachers will identify and progress monitor (through AIMSweb) struggling readers and develop plans to meet their needs. Progress monitoring will take place every 2 weeks.	N/A	Training for classroom teachers completed by January 31, 2013. Implementation of progress monitoring to begin in February of 2013.	Intervention Plans – RtI form Data Wall Increase of student proficiency	<b>Not started</b>
6. Building wide SOAR Block will be established to meet grade level literacy needs.	LLI Red Kits Training for teachers in grades 3-5	Training for LLI Red Kits to take place in Winter of 2013. Implementation to immediately follow training	LLI – Red kit Reading A-Z	<b>In progress</b>
7. Classroom libraries to support Reading Workshop.	\$1000	2012-2014 SY	Increase of each classroom library to include both fiction and nonfiction grade appropriate texts.	<b>Not started</b>
8. Provide time for teachers to visit other classes that are implementing the Reading Workshop.	\$1000	2012-2014	Completed Y/N	<b>Not started</b>
9. For the 2013-2014 school year, staff will participate in a book club to read and discuss <u>Pathways to the Common Core</u> by Ehrenworth and Calkins.	Cost of Books	2013-2014 SY	Minutes from Book Club meetings Survey of staff understanding pre/post reading book.	<b>Not started</b>

**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 of 2014 100% of FAY 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 ed students who are below grade level on grade level by June 2014. K-2 students will be assessed using the MTSD End of Year Assessment. 3-5 students will be assessed using MAP. Students with disabilities will be assessed according to their IEP.

Yes \_\_\_\_\_ Goal Complete Date: \_\_\_\_\_  
 No \_\_\_\_\_

<p><b>Baseline Data (Spring 2012):</b>          Results of the Spring 2012 K-2 End of Year Math Assessments and 3-5 MAP Assessments show the following percentages for Donges Bay 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 89%          Cohort 2022 – MTSD End of Year Assessment 95%          Cohort 2021 – MAP (data available spring 2013)          Cohort 2020 – MAP 74.6%*          Cohort 2019 – MAP 81.7%*          *Percent of students scoring at or above national mean</p>	<p><b>Responsible Leadership:</b>          Building Principal          BLT (Building Leadership Team)</p>
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<u><b>ACTION STEPS/ PERSON(S) RESPONSIBLE</b></u>	<u><b>FUNDING</b></u>	<u><b>TIMELINE FOR ACTION STEPS</b></u>	<u><b>KEY MEASURES</b></u>	<u><b>STATUS</b></u> <b>Choose one:</b> Not Started In Progress Completed
1. Common Core Math Leadership Team will conduct an internal book study on <u>Unlocking Formative Assessment</u> by Shirley Clarke.	Cost of books	2013-2014 SY	Determine next steps for building implementation in 2014-2015 SY	<b>Not started</b>
2. 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 and Fractions). Discussions will emphasize common scoring practices	Classroom Subs	Winter 2012 Spring 2013	*100% of general and special education training teachers will participate. *Documentation of student scores from scoring sessions	<b>Not started</b>
3. 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 and Fractions). Discussions will emphasize shifts in instructional practices to better address student needs	Classroom subs	Fall 2013 Winter 2013 Spring 2014	100% of general and special education training teachers will participate.	<b>Not started</b>
4. Training will take place for teachers on Think Aloud and Word Problem Structures.	TBD	Ongoing throughout the 2012-2014 school years	Staff meeting agendas  Agendas from MTAPs	<b>Not started</b>

5. Teachers will cross reference the Everyday Math Crosswalk at grade level team meetings on a unit by unit basis		2012-2014 SY	PLC meeting minutes Evidence gathered through observation and evaluations as done by building principal and district math specialist	<b>In progress</b>
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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 #3:** By the end of 2014 100% of full academic year special education students will improve in reading achievement. By the end of 2014, we will reduce the achievement gap between special education and general education by 50%. Students will be measured/assessed as directed by their Individualized Education Plans (IEP).

Yes \_\_\_\_\_ **Goal Complete Date:** \_\_\_\_\_  
No \_\_\_\_\_

<b>Current Status:</b> Data tracked internally due to small number of students in this subgroup.	<b>Responsible Leadership:</b> Principal Special Education Teachers Grade Level Teams
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<u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u>	<u>FUNDING</u>	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u> <b>Choose one:</b> Not Started In Progress Completed
1. Implement Co-Teaching Model with ongoing staff development through the entire K-5 building.	N/A	2012-2014 SY	Increase in classrooms supported by a co-teaching model	In progress
2. Provide all special education staff with LLI (Red Kit) training and materials.	Cost of Materials (especially Red Kit)	May, 2013	Special Education staff will be delivering LLI as applicable at all grade levels	Not started
3. The special education teacher will act as a resource and support for teachers in order to ensure mastery of IEP goals.	N/A	2012-2014 SY	Common goals for Special Education students Minutes from PLC meetings	In progress

4. General and special education staff will collaboratively develop accommodations and modifications in order to differentiate reading instruction in the classroom.	N/A	2012-2014 SY	Common goals for Special Education students Minutes from PLC meetings	In progress
5. Special Education staff will attend PLC meetings as appropriate to their caseload.	N/A	2012-2014 SY	Common goals for Special Education students Minutes from PLC meetings	In progress
6. Joint conferring notebook between general and special education staff to support cohesive instruction.	N/A	2012-2014 SY	Joint conferring notebook between classroom teachers and special education teachers	In progress
7. Special Education teachers will conduct progress monitoring (using AIMSweb) in literacy on a weekly basis.	N/A	2012-2014 SY	Progress monitoring logs	In progress
8. Provide training for Special Education staff on other appropriate reading research-based intervention materials to close the achievement gap.	TBA depending on program	2012-2014 SY	Identification of appropriate programs and timeline for implementation.	Not started