



Donges Bay Elementary School

School Growth Plan

2014-2016



Mequon-Thiensville School District
Donges Bay Elementary School
Grades K-5
Mrs. Alli Rudich

Alli Rudich – Building Principal

District Administrator Signature and Date

School Mission Statement:

Provide a safe, academically challenging, nurturing environment of mutual respect by inspiring children to achieve their full academic potential. Students will be valued for their individuality and diverse capabilities as they are taught to face the future and contribute to society with compassion, courage, knowledge and vision.

School Belief Statements

At Donges Bay Elementary School, we believe that:

- Through collaborative, focused and intentional work, we can move students forward in their personal and academic achievement
- All students can and will learn. All students will grow as learners and feel successful and connected to the larger school community
- A safe, structured, and supportive environment will allow for students and staff to be successful
- Inclusive environments should be established for ALL students. ALL students should be afforded every opportunity to learn, grow and be challenged
- Culturally responsive practices will allow our staff to better reach out and meet the academic needs of our students
- Professional development and time to collaborate is imperative for developing and delivering high quality instruction
- Parent communication and support is critical to success
- Responsibility for student achievement is shared across all settings. Students are all of our responsibilities.

Donges Bay Elementary School

School Growth Plan: Goal 1

School District: Mequon-Thiensville School District	School Year: 2014-16		
Section I: Comprehensive Analysis Report on Student Achievement			
Content Area: Reading and Mathematics	<input checked="" type="checkbox"/> New Goal	<input type="checkbox"/> Continued Goal	<input checked="" type="checkbox"/> Revised Goal
Student Goal Statement:			
By Spring of 2016, 60% of students in grades 1-5 will meet or exceed their individual NWEA MAP growth projections in the area of reading.			
By Spring of 2016, 83% of students in grades 1-5 will meet or exceed their individual NWEA MAP growth projections in the area of math.			
Statement of gap in student achievement (Need Statement):			
Based on the 2013-2014 NWEA MAP assessment, 54% of students in grades 1-5 met or exceeded their individual growth projections in the area of reading.			
Based on the 2013-2014 NWEA MAP assessment, 77% of students in grades 1-5 met or exceeded their individual growth projections in the area of math.			
Contributing Cause for the gap in student achievement:			
Analysis of current instructional practices indicates that by strengthening our Tier 1 practices, we should be able to better increase student achievement. These practices include developing and posting learning intentions and success criteria, analyzing practices in our SOAR block, strategically teaching critical academic vocabulary with students and commonly scoring student work.			
List the multiple sources of data used to identify the gap in student achievement:			
*Fountas and Pinnell benchmark assessment			
*NWEA MAP reading and math assessment			
*School Report Card data - WKCE			
Section II: Comprehensive Analysis Report on System Processes and Practices			
The Donges Bay BLT spent time examining our current and previous practices. We aligned the practices with where we were receiving results ie: Consistent gains in reading achievement as a result of consistent implementation of Readers Workshop Practices. Teams have consistently mentioned that the increased collaboration time through PLCs has allowed for common instructional practices to take place as well as the sharing of ideas. Our BLT leaders felt strongly that we wanted all students to see academic growth and felt it important to include both reading and math for all students so as to be held accountable.			
Section III: Plan to Accomplish Student Achievement Goals			
Measurable Objective Statement/s to support Goal:			
By Spring of 2015, 57% of students in grades 1-5 will meet or exceed their individual growth projections in reading as determined by NWEA.			
By Spring of 2015, 80% of students in grades 1-5 will meet or exceed their individual growth projections in math as determined by NWEA.			
For this objective, list the multiple measures from assessments to be used that will provide authentic assessment of students' achievement, skills, and competencies: NWEA MAP assessment for grades 1-5 in both reading and math. Fountas and Pinnell assessment, PALS data, WKCE and Smarter Balanced Assessment.			

Strategy Statement: By strengthening our TIER 1 instruction and implementing best practices in instruction, all students will be able to meet their targeted growth as measured by NWEA MAP.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Collaborative logs will be used for all identified students requiring reading and math intervention services.	Math and Literacy Specialist Classroom Teachers	Oct 2014	June 2015	Assessment results Progress Monitoring RtI intervention plans	No additional cost	\$0	Math and Literacy Specialists and Classroom teacher Google docs for logs Evaluation Documents	Student learning and instruction to be focused and intentional so as to improve student academic success
Common Learning Intentions and Learning Targets will be developed	Math and Literacy Specialists Classroom Teachers Principal	Dec 2014	June 2015	Readers Workshop Math Classes	Common Core District Curriculum Crosswalks Curriculum Calendars	\$0	PLC minutes Documents containing the common learning targets	Student learning will increase as a result of focused and intentional practices. Growth will be seen through NWEA assessment for all students.
Teachers will engage in peer coaching	Math and Literacy Specialist Classroom Teachers Principal	Oct 2014	June 2015	Schedule for coaching Explanation/expectations for coaching model Substitutes for release time Staff meeting presentation on coaching models/practices	Building/MTEF budget for subs Focused conversations during PLCs between all responsible staff members Peer coaching logs for reflection	As determined by staff need 45 minutes	Monitoring of coaching logs and PLC agendas Monitoring of coaching plans	Teachers' understanding of intentional practices aligned with district curriculum and best practice will grow, thus supporting all students.
Participation in book study <u>Unlocking Formative</u>	Classroom teachers Special	Jan 2015	June 2015	The book <u>Unlocking Formative Assessment</u>	School/MTEF budget	1 copy/teacher	Monitoring of PLC agendas and book study	Teachers will grow their knowledge of analyzing student work and

Assessment	Education Teachers Math/Literacy Specialits Principal						agendas	implement common formative assessment. Instruction will be more responsive to meet the needs of all students.
Progress monitoring will be conducted ensure student progress towards academic goals	Classroom Teachers	Oct 2014	June 2015	AIMSweb, running records, CPD, common assessments	Progress monitoring tools	\$0 Additional training in AIMSweb 2.0	Individual student progress reports by specialists every week. Classroom teachers every 3 weeks.	Students will increase their academic success as measured by NWEA MAP in reading and math.
Development will be conducted on understanding of flexible groups and differentiated practices	Classroom Teachers Math and Literacy Specialists Principal Gifted and Talented Specialist	Jan 2015	June 2016	Readers Workshop practices for conferring and strategy groups Identified Math practices for strategy groups and math workshop models	Curriculum Differentiation Practices Readers/Math workshop	\$0	Logs of ongoing strategy groups Student conferring logs	All students will benefit by having instruction matched to their appropriate level thus increasing all student achievement and success
Grade level PLCs will consistently meet with the principal, reading, and math specialists on a monthly basis	Classroom teachers Special education teachers Math and Literacy Specialists Principal	Sept 2014	June 2016	Curriculum and student assessment data Learning intentions and vocabulary	No additional cost	\$0	PLC minutes and logs	teachers will implement the discussed high quality instruction thus allowing all students to increase their academic achievement and meet their individual growth goals

Other Required Information

What research did you review to support the use of this strategy and action plan? Extensive conversations regarding High Quality Instruction and Principles of Formative Assessment were used and referenced. Additionally careful review of the previous years' assessment data helped to guide and inform our strategies and goals.

What Professional Learning activities will you utilize to support the successful implementation of these strategies/actions? Development centered on collaborative scoring practices, High Quality Instruction, Learning targets and vocabulary as well as previous learning acquired through Readers Workshop. Professional Learning Communities will both discuss and use their time to further plan and develop around the above listed strategies. Grade level teams will have timely release time to meet and collaborate. This time will also include reading and math specialists for support as well as special education teachers so as to ensure common practices.

How will the school focus its available fiscal resources to support these strategies and action steps? Budget needs will be allocated to alignment with the School Growth Plan. MTEF professional development money will be allocated for resources/development/collaboration to the above needs.

How has the school assessed the need for, and integrated the use of, communications and informational technology to support these strategies and action steps? The use of technology and specifically Google Docs and tools will be critical in maintaining open communication as well as documenting the practices in place. Many of these practices are already in place but can always use refinement for efficiency and accuracy. Additional training should be considered for Alpine so as to make it an effective tool for all staff members.

Donges Bay Elementary School

School Growth Plan: Goal 2

School District: Mequon-Thiensville School District	School Year: 2014-2016		
Section I: Comprehensive Analysis Report on Student Achievement			
Content Area: Math and Reading	(X) New Goal	() Continued Goal	() Revised Goal
<p>Student Goal Statement: By Spring of 2016, the achievement gap between specific populations will be reduced, so that all children are making appropriate academic progress.</p> <ul style="list-style-type: none"> • By spring of 2016 the gap between Special Education students and non special education students will narrow by 6% • By spring of 2016 the gap between African American students and white students will narrow by 6% 			
<p>Statement of gap in student achievement (Need Statement):</p> <p>The gap between Special Education students and Non-Special education students is as follows (Fall 2014 NWEA MAP data) 35% of special education students in grades 1-5 were proficient in math vs. 78% of non special ed students in grades 1-5 were proficient in math. 49% of special ed students in grades 1-5 were proficient in reading vs. 85% of non special ed students in grades 1-5 were proficient in reading.</p> <p>The gap between African American students and white student is as follows (Fall 2014 NWEA MAP data): 38.8% of African American students grades 1-5 were proficient in math vs. 78.8% of white students in grades 1-5 were proficient in math. 41.6% of African American students grades 1-5 were proficient in reading vs 84.4% of white students in grades 1-5 were proficient in reading.</p>			
<p>Contributing Cause for the gap in student achievement: It was noted that attendance was a particular gap between the above listed subgroups as well as academic assessment results. Additionally a zone analysis of NWEA MAP data in the subgroup area of African American showed consistent areas of concern.</p>			
<p>List the multiple sources of data used to identify the gap in student achievement: NWEA MAP, WKCE, Fountas and Pinnell, Critical Point Diagnostics, attendance data</p>			
Section II: Comprehensive Analysis Report on System Processes and Practices			
<p>Extensive conversation took place during our Donges Bay BLT meetings regarding the achievement gap. While in many cases, our achievement gap in beginning to reduce, we are not pleased with smaller amount of progress. We discussed at length which subgroups to consider and through and analysis between both NWEA MAP and WKCE, we saw our African American and Special Education subgroups consistently share or trade off with the highest gaps. It should be noted that we are also finding our most significant achievement gap to be between our White population and our students with low Socio-Economic Status. However due to current confidentiality laws, this sensitive information cannot be released to our staff as a whole.</p>			
Section III: Plan to Accomplish Student Achievement Goals			
<p>Measurable Objective Statement/s to support Goal:</p> <ul style="list-style-type: none"> • By spring of 2015 the gap between Special Education students and non special education students will narrow by 3% • By spring of 2016 the gap between African American students and white students will narrow by 3% 			

For this objective, list the multiple measures from assessments to be used that will provide authentic assessment of students' achievement, skills, and competencies:

Strategy Statement: In order to narrow the achievement gaps between our identified subgroup areas, we will implement intentional plans and instruction tailored to the students in these particular subgroups. Students will be identified and closely monitored through assessment cycles as well as how they are responding to instruction and how they are connecting to the school community. Inclusive, culturally responsive practices will be implemented school wide.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Professional development will be conducted on culturally responsive and inclusive practices	Principal Teachers Math and Literacy Specialists GT coordinator	Jan 2015	June 2016	DELTA leadership team Staff meeting time	Building Budget MTEF	TBD	Agendas from meetings	Students in the identified subgroup areas will show an increase in academic achievement.
Teachers focus on individual goal setting with students	Classroom Teachers Special Education Teachers Math and Reading Specialists	Nov 2014	June 2016	NWEA growth reports PLC meetings District curriculum NWEA learning continuum		\$0	Student goal plans Plans will be shared with appropriate specialists working with the students	Students will know their own learning expectations as well as where they need to be to hit their next academic milestone. Student academic achievement will increase.
Analysis and development of high quality intervention time	Classroom Teachers Special Education Teachers Math and Reading Specialists Principal	Oct 2014	June 2016	Building Schedule PLC meetings	LLI Seeing Stars Math intervention guidelines	\$0	SOAR groupings Data from student academic assessment SRT minutes	Students will receive additional instruction as prescribed to their individual academic needs

Assessment data on students in the above listed subgroups will be provided and analyzed upon each assessment cycle	Principal District Assessment Coordinator	Oct 2014	June 2016	Alpine NWEA MAP Staff/PLC meetings	Data reports Attendance reports	\$0	Student assessment data Minutes from PLC/staff meetings	Teachers will know how students are performing both as individuals as well as if the gap is narrowing between the specific subgroups and white students.
Monitoring of identified students' attendance	Principal	Oct 2014	June 2016	Powerschool Reports from District Director of Technology		\$0	Communications regarding attendance for staff and parents Attendance data for students and groups of students	Increase in attendance for students in these particular subgroups thus allowing for them to be available more consistently to high quality instruction.
Special education and regular education teachers will meet regularly to plan for student milestones and goals	Special Education Teachers Classroom Teachers	Sept 2014	June 2016	District Curriculum Student IEPs		\$0	Student IEPs Student goals and assessment progress	Increase in common language will be used in all academic settings and staff will be able to focus on intentional practices to support students with IEPs
Assignment of co-teaching rooms will continue to be assigned at appropriate grade levels	Special Education Teachers Classroom Teachers Principal	Sept 2014	June 2016	District Curriculum Building Schedule Student IEPs Teacher Collaboration and release time	MTEF money for subs allocated for release time	1 sub/teacher/year per coteaching partner	Co teaching plans Student IEPs Student Assessment Data Minutes from common planning time	Special education students will receive immediate support within the classroom environment and be able to remain in the classroom as much as possible.
Our building "Focus Group	Focus Group Members	Oct 2014	June 2016	DELT	Building Budget and	TBD	Student learning plans	African American students will receive

<p>Committee" will meet monthly to analyze data and develop plans for instructional strategies to support African American students</p>	<p>Principal</p>			<p>District Curriculum</p> <p>Student learning plans</p> <p>Alpine</p> <p>Assessment Data</p>	<p>MTEF funds for release time and staff development</p>		<p>Student Assessment Data</p> <p>Minutes from Focus Group meetings</p>	<p>focused attention thus targeting instruction to individual needs. Academic achievement will increase and the gap will be narrowed.</p>
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Other Required Information

What research did you review to support the use of this strategy and action plan? Research on Culturally Responsive Practices, Inclusive Schools and Closing the Achievement Gap

What Professional Learning activities will you utilize to support the successful implementation of these strategies/actions? Scheduled development centered on Inclusive Practices and Culturally Responsive Practices. Professional learning will take place during staff meetings and smaller group PLCs. Additional Professional Development on Alpine will also need to take place.

How will the school focus its available fiscal resources to support these strategies and action steps? Use of building budget and MTEF to support any release time needed by staff members.

How has the school assessed the need for, and integrated the use of, communications and informational technology to support these strategies and action steps? Technology will be utilized for tracking student assessment data, holding student learning plans and to increase collaboration and communication between key members of student teams. Additionally, we will be using some technology companies to address more specific personalized learning opportunities (ie. RAZ kids, Dreambox, Newsela)

Donges Bay Elementary School

School Growth Plan: Goal 3

School District: Mequon-Thiensville School District | **School Year:** 2014-15

Section I: Comprehensive Analysis Report on Student Achievement

Content Area: Social Emotional | **(X) New Goal** | **() Continued Goal** | **() Revised Goal**

Student Goal Statement: By the end of the 2015-2016 school year we will increase the social emotional wellbeing of our students by:

- decreasing our office discipline referrals by 15%
- increasing our 5th grade Gallup scores to 67% hopeful, 80% engaged and 78% thriving

Statement of gap in student achievement (Need Statement):

Contributing Cause for the gap in student achievement:

Based on the 2013-2014 school year, Donges Bay had a total of 131 office referrals.

Based on the Gallup Poll given in October of 2013 our fifth graders were 63% hopeful, 76% engage and 74% thriving

List the multiple sources of data used to identify the gap in student achievement:

Office Discipline Referrals (ODRs), The Gallup Poll

Section II: Comprehensive Analysis Report on System Processes and Practices

Over the past year our PBIS team has extensively discussed our concern with how the social-emotional wellbeing of students is being addressed. We feel (and see) that our PBIS program is working to ensure consistent discipline practices throughout our building as well as enhance common language around expectations. However, we are finding that PBIS is not entirely covering the need to further develop character traits in students. As a result of these conversations we began to develop plans to add to our PBIS to better focus on the social emotional needs of students while further building a culturally responsive and inclusive environment. We have focused many of our strategies around strengthening our Donges Bay community from within and developing sustainable relationships for all students.

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement/s to support Goal:

- By Spring of 2015 we will decrease our office discipline referrals by 7%
- By December of 2014 we will increase our 5th grade Gallup scores to 65% hopeful, 78% engaged and 76% thriving

For this objective, list the multiple measures from assessments to be used that will provide authentic assessment of students' achievement, skills, and competencies: Office Discipline Referrals (ODRs), The Gallup Poll, our building climate survey

Strategy Statement:

Through an increase in connections between students and staff and students and other students we will build a stronger community that students will enjoy coming to, feel safe to take academic risks and give back to the school community.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Staff will focus each month on a specific	All classroom and support staff Principal	Sept 2014	June 2016	Words of Wisdom PBIS	PBIS team will direct and gather activities	\$0	PBIS minutes Monthly activities and	Students will gain a better understanding of effective character traits to be a successful

character trait.				Online resources/ searches	Principal will focus announcements and recognition Classroom teachers will emphasize the word within the rooms		focus areas	human being and will begin to apply those skills in and out of the school setting.
Staff will establish a student mentoring program	Identified Focus Group Team Principal	Oct 2014	June 2016	Priority Schools.org NEA Today Education World Inclusive Schools Network	An identified team within the building Building budget for any required supplies	TBD if supplies would be needed	Performance of identified students in mentoring program Minutes from Focus Committee meetings **2014-2015 establishing year. Implementation will begin in winter of 2015	Our most at risk students will feel more connected and supported within the school setting further increasing social emotional wellbeing and academic achievement
Tier 2 PBIS strategies will be implemented school wide.	PBIS Tier 2 team Principal All Staff	Jan 2015	June 2016	PBIS network CESA 1 training	District allocated budget for TIER 2 Training Building budget for implementation and maintenance needs	Cost of PBIS Training Cost of subs to attend Training	Plans for building wide implementation Roll out of Tier 2	Students who are struggling most behaviorally will reduce their discipline referrals and begin applying more positive behavior strategies.
The principal will give a PBIS presentation each school year to the	Principal PBIS team	Feb 2015	June 2016	PBIS network ODR data		\$0	Agendas from PTO Formal communication to parents and	Parents will better understand the practices in the school and be able to better support their children outside of school

PTO/parent group							community	
Staff will measure the social emotional wellbeing 2 times each year	Principal Classroom Teachers PBIS team Director of Technology	Oct 2014	June 2016	PBIS network Online Climate Surveys	Transfer of survey to Google Docs Ability to monitor student responses	\$0	Student climate survey results Plans as a result of student feedback Gallup poll	Staff will be able to easily identify struggling students, connect them to the building and increase all students social emotional wellbeing
Staff will create vertical teams (Eagle Teams) for all students in the building	Principal PBIS Team All building wide staff	Sept 2014	June 2016	PBIS networks Online character education resources Building schedule Student names	Building budget for smaller supplies to maintain activities in the Eagle Teams	\$TBD	Eagle team meeting minutes ODR numbers PBIS minutes Booster activities	We will strengthen student connections to staff and students throughout the entire school thus strengthening our learning community.
Build in practices of Responsive Classrooms though Morning Meetings	Principal PBIS team Classroom teachers	Sept 2014	June 2016	PBIS network Responsive Classrooms The Morning Meeting Handbook	Building Budget	1 copy of The Morning Meeting Handbook /grade level	Morning meeting discussions during staff meetings School Climate Results PBIS minutes Feedback from staff	Students and staff will have better connections within the building allowing for a positive supportive

Other Required Information

What research did you review to support the use of this strategy and action plan? We reviewed research centered around PBIS, Responsive Schools, Gallup and other leaders in Social Emotional Wellbeing.

What Professional Learning activities will you utilize to support the successful implementation of these

strategies/actions? Our PBIS team will direct monthly activities for staff and students. Additionally with the move to Tier II for PBIS, our team will attend the training provided by CESA 1.

How will the school focus its available fiscal resources to support these strategies and action steps? Our building budget has money allocated for PBIS. We will also use some of the MTEF money to purchase smaller development materials such as the Morning Meeting Book and books on Responsive Practices.

How has the school assessed the need for, and integrated the use of, communications and informational technology to support these strategies and action steps? Communication with parents as well as internally is critical to the success of this goal. Each month the building principal will update parents/PTO with the word of the month as well as the specific skills/strategies. Parents will be invited in during certain events to see what is going on. A formal presentation will be delivered each year to the PTO. Technology will be needed to collect and analyze our school climate data twice/year.

Stakeholder Involvement

List the names and positions of the Building Leadership Team members that were involved in the planning, design, monitoring, and evaluation of this plan.

School Improvement Planning Team Members ✨			
Name	Signature	Position	E-mail
Alli Rudich		Principal	arudich@mtsd.k12.wi.us
Heidi Pergande		Literacy Specialist	hpergande@mtsd.k12.wi.us
Sharon Kiernan		Math Specialist	skiernan@mtsd.k12.wi.us
Ann Differt		Kindergarten	adiffert@mtsd.k12.wi.us
Sherie Amling		First Grade	samling@mtsd.k12.wi.us
Wendy Smith		Second Grade	wsmith@mtsd.k12.wi.us
Cindy Nolette		Third Grade	cnolette@mtsd.k12.wi.us
Chad Sova		Fourth Grade	csova@mtsd.k12.wi.us
Laurel Strauss		Fifth Grade	lstrauss@mtsd.k12.wi.us
Colleen Avila		Special Ed	cavila@mtsd.k12.wi.us
Mary Clark		Music	maclark@mtsd.k12.wi.us
Lindsey Moore		GT coordinator	lmoore@mtsd.k12.wi.us

Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school growth plan.

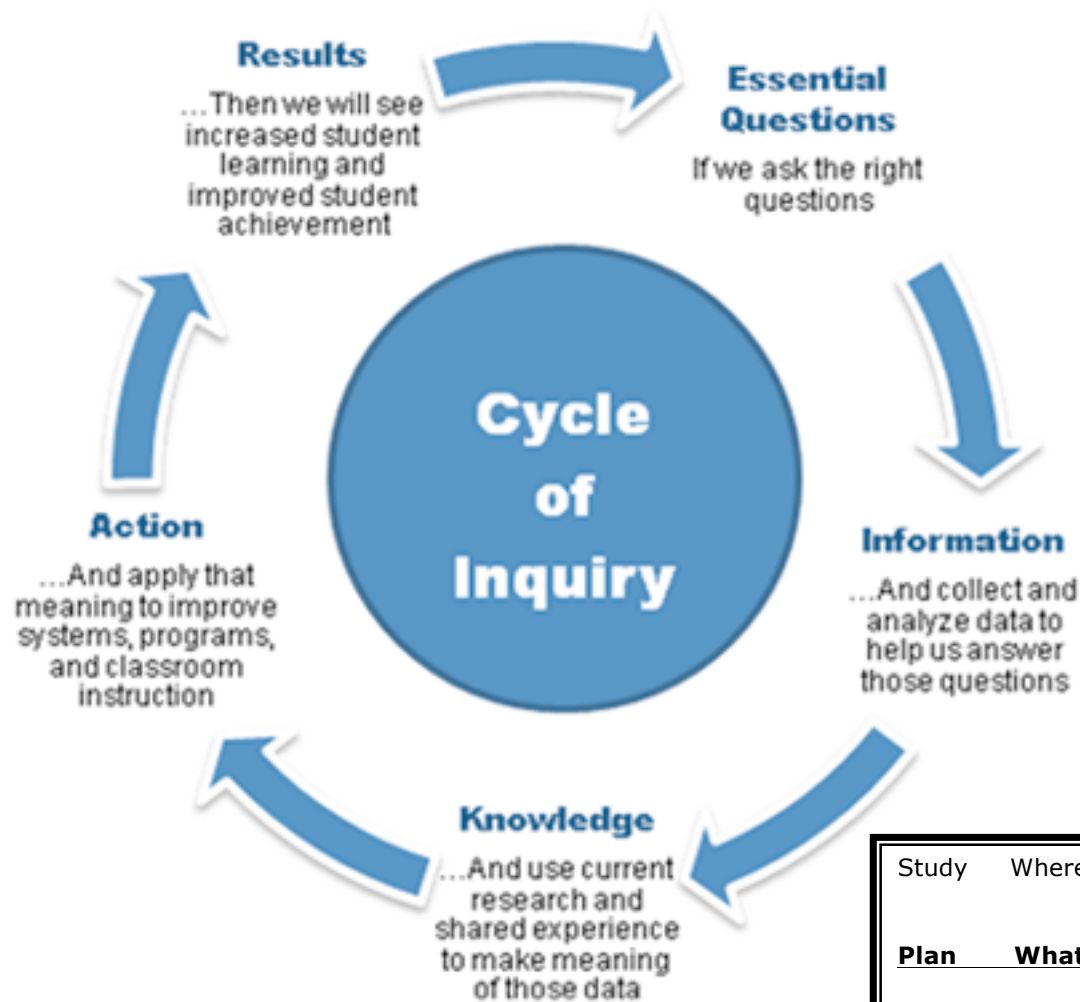
✨ We really took a hard look at our WKCE, MAP and other achievement data. We had extensive conversations about where we were as a building and what strategies we would need to implement to have a very focused approach to student achievement. Along the way, our building staff was involved in the development of strategies and brainstorming of ways to implement the goals. Conversations took place at staff meetings, multiple BLT meetings and PBIS meetings. Some of the information gathered through the SRT process also helped to inform some of our decisions and supported conversations for next steps. We will analyze our data after each assessment cycle and develop a more specific roll out and timeline plan. This will be adjusted as students begin to respond to our strategies.

Describe how decisions about strategies to meet the SGP goals are made at this school, and how all stakeholders are involved in the process. ✨ As a staff, we are ALL IN. Conversations revolving the fact that everyone owns this data and all staff have the responsibility to support and implement the above strategies together have already started happening. Decisions for rollout will start

with our BLT, however, building staff will also have input as to the areas that require the most immediate attention.

Describe how school and student information and progress will be shared with all stakeholders in a language they can understand. 🌟 The information and progress of the SGP will be shared via meetings (Various staff meetings, including vertical and PLC, PTO discussions, etc.) and electronic communication (e.g. weekly bulletin, survey reports, Google documents, postings on the school website, etc.). It will be the responsibility of the BLT to ensure that different individuals and groups within the organization understand the information being presented to them.

Continuous School Improvement Utilizing a Cycle of Inquiry



Study	Where are we now and where do we want to be?
Plan	What is the plan to close the gap?
Do	How will we monitor the effective implementation of the plan?
Gather	What did the data/information we collected tell us about: I - The needs in our school? II- The effectiveness of the plan?

What is a Comprehensive Needs Assessment?

A **Comprehensive Needs Assessment (CNA)** examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

A CNA helps a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing a continuous school improvement process.

The **School Growth Plan (SGP)** is designed to provide schools with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

SGP Glossary of Terms

Measurable Objective Statement/s to Support Goal: Specific measurable objectives that you will implement to achieve your stated goal. A school can have multiple objectives per goal (no more than 3-5 are recommended). Objective statements should describe who, will do what, by when, as measured by what.

Multiple Measures of Student Achievement: These are what the Building Leadership Team will use to measure success of the stated objectives. List the multiple types of assessments you will use to measure achievement of the objective statement.

Assessments used should:

- be of high-quality student academic assessments that are in addition to the MEAP/MME academic assessments,
- determine the success of student academic achievement,
- provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards,
- assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet state student achievement academic standards and do well in the local curriculum,
- determine what revisions are needed to objectives and strategies so that students meet the state student academic achievement standards, and
- effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional assessments.

Strategy Statement: This is a statement of what the school/adults will do in order to implement the stated objective.

Action Steps: Action Steps should be adult focused. For each of the strategies listed:

- describe the action steps to implement the strategy,
- person who will be responsible for implementing the activity,
- the timeline for the activity,
- resources needed,
- source of funding for resources,
- the cost for the resource,
- the data you will collect to monitor the activities, and
- the criteria to be used to evaluate the effectiveness of the activity.

Other Required Information: These will be additional statements that relate to the objective and strategy listed under the goal and objective statements.

Stakeholder Involvement: Involvement of all stakeholder groups in the planning, development, and evaluation of the plan is highly recommended. This page allows you to document stakeholder involvement and describe the decision-making process that was used to develop the school improvement plan.