



Donges Bay Elementary



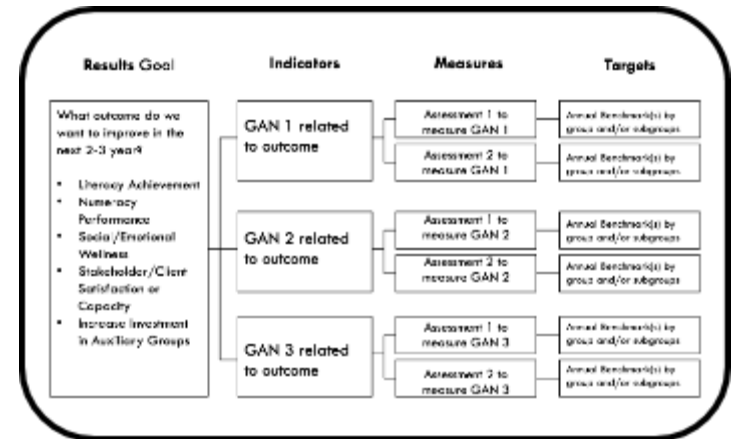
General	Address	<i>Enter School's Address Here</i>	Enrollment	Total Enrollment	488		
				LEP	<i>Enter</i>	% White	<i>Enter%</i>
				% LEP	<i>Enter%</i>	% Asian	<i>Enter%</i>
				Econ. Disadvantaged	<i>Enter</i>	% Black	<i>Enter%</i>
				% Econ. Disadvantaged	<i>Enter%</i>	% Hispanic	<i>Enter%</i>
				Students w/ Disability	<i>Enter</i>	% Other	<i>Enter%</i>
				% Students w/ Disability	<i>Enter%</i>		
	Principal	<i>Alli Rudich</i>	Staff	# of Reg. Ed. Teachers	<i>Enter</i>		
			# of Spec. Ed. Teachers	3			

School Vision Statement

Our vision for Donges Bay is for all students to become literate, responsible citizens, effective participants in our community, and able to adapt to the rapidly changing world through the acquisition of skills and knowledge.

School Mission Statement

To 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 the society with compassion, courage, knowledge and vision.



School Core Beliefs

Enter Core Beliefs Here.

School District	Mequon-Thiensville School District
School Name	<i>Donges Bay Elementary</i>
School Growth Plan	Goal 1
Focus Area	<i>Overall percentage of students hitting district benchmarks in math and reading will go up.</i>

Type of Goal	<input checked="" type="checkbox"/> New Goal <input type="checkbox"/> Continued Goal <input type="checkbox"/> Revised Goal
Results Goal Statement	By Spring of 2018 70% of students grades 1-5 will meet or exceed the district milestone in reading and 67% of students will meet the district milestone in math as measured by NWEA MAP
Need Statement	<i>All students should be appropriately challenged and grow to their fullest abilities. Increasing the amount of students hitting district milestones will increase further success academically.</i>
Strategy Statement 1	<i>The percentage of students in grades 1-5 hitting the district identified milestone will increase in reading</i>
Measurable Target 1	<i>Our percentage of students hitting the reading milestone will go from 67% to 70%</i>
Strategy Statement 2	<i>The percentage of students in grades 1-5 hitting the district identified milestone will increase in math.</i>
Measurable Target 2	<i>Our percentage of students hitting the math milestone will go from 58% to 67%</i>

ACTION PLAN

Donges Bay Elementary School Growth Plan	Goal 1					
Action Step (IF...)	Collaborative logs will be used for all identified students requiring reading and math intervention services.					
WHY?	<i>Increasing communication and Tier 3 instruction between intervention and the classroom will allow for focused intervention for students thus increasing success. Research shows that when teachers have common language and there is a common goal for students, their academic achievement will increase. Additionally for students who receive instruction from multiple people, the importance of this common language and approach is critical to their academic growth.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Math and Literacy Specialists Principal Classroom Teachers	Begin	End	Resource	Source	Amount	Principal will check document monthly along with Math and Literacy specialists. Math and Literacy Specialists and Classroom teacher Google docs for logs Evaluation Documents
	9/1/16	6/15/18	Google Docs		\$0	

Evidence of Success (Then...)	Student learning and instruction will be focused and intentional so as to improve student academic success. Students will be able to articulate their goals and where they are as learners.					
Action Step (IF...)	Common Learning Intentions and Learning Targets will be displayed and used daily within the classroom					
WHY?	<i>We've spent 2 years talking about learning intentions and targets. Now that we have a better handle on them, we will agree upon common ones to post with instruction. This will provide stronger clarity for students and allow for student to set goals around instruction.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Classroom Teachers/PLCs Math and Literacy Specialists Principal	Begin	End	Resource	Source	Amount	* Principal/math and literacy specialists will review learning targets after common agreement for the grade level. * PLCs will highlight the learning targets for the week in their agendas.
	9/1/16	6/15/18	Common Core	Eureka	\$0	
			Common Core	Teacher's College - Readers and Writers Workshop	\$0	
AVID District Director Principal Math and Literacy	9/1/16	3/15/17	AVID	AVID Crosswalks	\$0	* Copies of the crosswalks will be reviewed with all classroom teachers during monthly staff meetings and PLCs.

Specialists						
Classroom Teachers/PLCs Math and Literacy Specialists Principal	9/1/16	3/15/17	Collaboration Time	MTEF pd money	\$1900	* List of common intentions/targets for the grade level. * Minutes from Grade level PLCs and monthly staff meetings. * Minutes from Grade level collaboration sessions.
Evidence of Success (Then...)	Student learning will increase as a result of focused and intentional practices. Additionally students in grades 3, 4 and 5 will be able to set AVID focused instructional goals.					
Action Step (IF...)	Teachers will engage in content area coaching with math and reading specialists.					
WHY?	<i>Strong instructional coaching practices strengthen Tier 1 instruction for all students. By improving our instruction, student achievement will be impacted. All classroom teachers will participate in at least one coaching cycle in the upcoming 2 years.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Math and Literacy Specialists	Begin	End	Resource	Source	Amount	* Monthly coaching log reviewed by the literacy, math specialist
	9/1/16	6/15/18				

Principal Classroom Teachers						and building principal
Math and Literacy Specialists Principal Classroom Teachers	Begin 9/1/16 and 9/1/17	End	Resource District guidelines for coaching cycles	Source Time for staff meeting at beginning of the year	Amount \$0	* Outline of coaching expectations and cycle will be conducted at the start of each school year so that all staff knows expectations for participation.
Action Step (IF...)	Development will be conducted on Costas Higher Level of Thinking and Questioning for all staff. All students in grades 3 - 5 will be able to write a Level 1, 2 and 3 question. Students in grades K-2 will be able to identify a level 1, 2, and 3 question.					
WHY?	<i>Asking students higher level thinking increases their problem solving skills and allows for them to have greater depth of knowledge of the academic content.</i>					
Person Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
AVID District Director Principal AVID site team Teachers	Begin 8/26/16	End 6/15/17	Resource AVID Purple Book	Source Staff meeting time 4 times during the school year	Amount \$0	* Agendas from staff meetings * Agendas from AVID Site Meetings * Examples collected as evidence from teachers at the end of the

				for development		year for the CSS process * AVID Reflection tools/Assessments
Evidence of Success (Then...)	<i>All students in grade 3 - 5 will be able to write Level 1, 2, and 3 questions. Students in grades K-2 will all be able to identify Level 1, 2, and 3</i>					
Action Step (IF...)	<i>All staff will have development on SLANT through AVID structures.</i>					
WHY?	<i>SLANT - (Sit up Tall, Listen to the teacher, Ask questions, Nod your head, Talk to teachers and students) are identified learning behaviors by AVID. If students are able to do all of these behaviors, their engagement will go up and academic skills will increase.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
AVID District director Building Principal AVID Site Team All Classroom and Specialist Staff	Begin	End	Resource	Source	Amount	* Agendas from Site Team meetings * Agendas from Staff Meetings * Agenda from DD/Principal meetings
	8/26/16	6/15/17	AVID resources	Staff meetings 3 times/year	\$0	
			AVID posters	Classroom teachers will hang posters	Cost TBD by HHS print shop	

				in classrooms		
Evidence of Success (Then...)	<i>Student time on task and engagement will increase thus strengthening Tier 1 success. All students will understand how their behaviors and personal choices impact their academic success.</i>					
Action Step (IF...)	<i>Teachers will directly teach all students SLANT</i>					
WHY?	<i>SLANT - (Sit up Tall, Listen to the teacher, Ask questions, Nod your head, Talk to teachers and students) are identified learning behaviors by AVID.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Classroom Teachers	Begin	End	Resource	Source	Amount	* Evidence collected for CSS in Spring * Results of ISS and CSS
	12/1/16	6/15/18	AVID resources		\$0	
Evidence of Success (Then...)	<i>Student reflection tools will increase as measured by AVID. Additionally CSS will improve over 2 school years. If students are able to do all of these behaviors, their engagement will go up and academic skills will increase.</i>					

Action Step (IF...)	<i>We will align our mathematics curriculum to a structured timeline for instructional delivery.</i>					
WHY?	<i>Having stronger alignment of the Eureka Math Curriculum will allow teachers to have more effective pacing and deeper understanding on the most effective delivery of math instruction. Support for classroom teachers will enhance teaching and learning</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
CORE math team Math Specialist	Begin	End	Resource	Source	Amount	* Updated Pacing Guides * Minutes from planning meetings * Minutes from development.
	6/15/16	12/30/16	Eureka Standards	Eureka/Engage New York	\$Summer Curriculum rate	
Release Time for teachers CORE Math Team Math Specialist Building Principal	9/1/16	12/30/16	Eureka Standards and Pacing Guide	Eureka/Engage New York	½ day sub per classroom teacher MTEF funding	* Agenda from planning meetings (all grade levels will have ½ planning day prior to 12/30/16 to continue development and pacing practices).
Evidence of Success (Then...)	<i>Classroom teachers will have a deeper understanding of the flow and pacing of Eureka as a result of this standard. Students will be offered a more consistent instructional practice across all of the grades and the delivery of instruction will enhance critical thinking and learning for students.</i>					

	<i>Student NWEA scores will go up.</i>
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School Growth Plan: Goal 1

What goals and objectives in the district's strategic plan support the strategies included in the action plan?

The goal directly applies to our district mission statement to 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. Additionally all of our AVID site team goals are exactly the same in our plan as in our School Growth Plan to assure that there is consistent alignment. The above goal and strategies directly relates to District Strategic Plan for goal 1. Specifically Areas 1A, 1B, 1C, 1E and 1F.

What research supports the strategies included in the action plan?

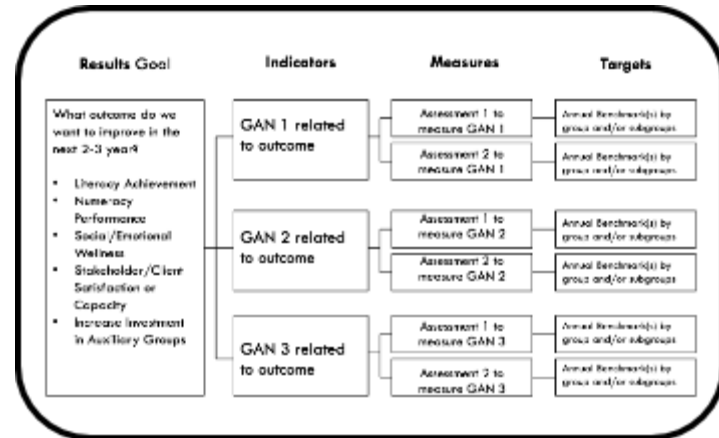
There is a heavy AVID focus to the above listed goals. AVID is a structure and system rooted in best practice with strategies that will impact the academic and personal achievement for all students. Additionally the strategies listed above relate to district initiatives and goals that have also been rooted in best practices. All items above focus on improving our collective Tier 1 practices in order to better support all of our students and their personal growth. Our goal is tiered in order to support students at all levels.

How will the team focus its available fiscal resources to support the strategies included in the action plan?

Much of the identified strategies in the plan do not require any building budget allocations. The majority of the steps are development steps with staff and then direct implementation within the classroom. MTEF Development funds will also be allocated to support conversations centered around implementation in the classroom. Each team will have the equivalent of a full day of planning support each year. This will be split into 2 half days and structured based off of the needs of the building in the implementation phases. All common time will center around AVID structures as well as the identified action steps above.

How will the team utilize communication and technology to support strategies in the action plan?

All meetings where the above goals are discussed will have agendas and minutes. All staff will have them shared and available throughout the school year for their own personal reference. All BLT and AVID meeting minutes will also be shared with all staff for alignment purposes and communication through our weekly bulletin will also support teachers in their implementation at various stages and steps throughout the next 2 years.



School District	Mequon-Thiensville School District
School Name	<i>Donges Bay Elementary School</i>
School Growth Plan	Goal #2
Focus Area	<i>Example: Literacy, Numeracy, Social Emotional Wellness, etc.</i>
Type of Goal	<input type="checkbox"/> New Goal <input type="checkbox"/> Continued Goal <input checked="" type="checkbox"/> Revised Goal
Results Goal Statement	By spring 2018 we will narrow the gap between the identified subgroups by 10%
Need Statement	<i>We are continually working to narrow the gap between specific populations of students. Over the past few years we have closely monitored our data thus identifying the need to lessen the academic gap for students in the following 3 groups.</i>
Strategy Statement 1	<i>We will narrow the achievement gap between our black students and white students grades 1-5 in the area of math and reading as measured by NWEA</i>
Measurable Target 1	<i>We will narrow the gap by 10% to have a gap smaller than 28% in reading and 30% in math</i>
Strategy Statement 2	<i>We will narrow the achievement gap between our FRL students and non-FRL students grades 1-5 in the area of math and reading as measured by NWEA</i>
Measurable Target 2	<i>We will narrow the gap by 10% to have a gap smaller than 57% in reading and 34% in math</i>

Strategy Statement 3	<i>We will narrow the achievement gap by between our Non-Resident students and Resident students grades 1-5 in the area of math and reading as measured by NWEA</i>
Measurable Target 3	<i>We will narrow the gap by 10% to have a gap smaller than 33% in reading and 34% in math</i>

ACTION PLAN

Donges Bay School Growth Plan	Goal 2					
Action Step (IF...)	Professional development will be conducted on culturally responsive and inclusive practices (AVID) during monthly staff meetings.					
WHY?	<i>Support and development for classroom teachers is essential in the proper implementation of identified practices. Specific strategies that directly align with our AVID site plan will be identified.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Building Principal AVID Site Team AVID DD	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> ● Monthly Staff meeting agendas ● Monthly Site team meeting agendas
	8/23/16	6/11/18	AVID Books from Year 1 and Two trainings	AVID	\$0	

			AE Weekly			<ul style="list-style-type: none"> Materials provided through staff meetings.
Evidence of Success (Then...)	<i>All staff will have a better understanding of how to implement best instructional practices that are culturally relevant and will have a stronger academic impact on our subgroup data.</i>					
Action Step (IF...)	Teachers will focus on individual goal setting with students in core content areas through AVID reflection tools					
WHY?	<i>Insert your why statement (Insert your why statement (The purpose, cause, or belief that inspires the organization to take part in the action step).</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
AVID DD and Principal with the support of the AVID Site Team will conduct development for teachers in grades 3 - 5 4 times/school year on AVID reflection tools	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> Monthly staff meeting agendas Reflection tools Identified student subgroup goal setting examples.
	8/23/16	6/11/17	Identified AVID Reflection Tools	AVID SI books for years 1 and 2	\$0	
AVID DD and Principal with the support of the AVID site team will	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> Monthly staff meeting agendas

conduct development for teachers in grades K-2 4 times/school year on AVID reflection tools	8/23/17	6/11/18	Identified AVID Reflection Tools	AVID SI books for years 1 and 2	\$0	<ul style="list-style-type: none"> ● Reflection tools ● Identified student subgroup goal setting examples.
Evidence of Success (Then...)	Students in identified subgroups will have a better understanding of where they are academically and where they need to be in order to achieve their goals. Additionally, the conversations between the students and the teacher will provide an avenue for students to know HOW they will need to achieve their goals.					
Action Step (IF...)	Assessment data on the percentages of the above listed subgroups will be provided and analyzed upon each assessment cycle.					
WHY?	<i>In further reviewing the information of our students in subgroups, we are noticing that they are improving significantly in RIT scores each year, yet not necessarily improving in percentage scores thus maintaining the gap.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Subgroup data will be analyzed by classroom teachers after each round of district assessments.	Begin 8/23/16	End 6/11/18	Resource NEWA MAP/Alpine	Source NWEA	Amount \$0	<ul style="list-style-type: none"> ● Data Decks ● Electronic Data ● Teacher/classroom data ● Meeting Minutes/Agendas

The principal, Specialists and classroom teachers will be responsible for pulling, monitoring and addressing the						
The principal will post historical results electronically for all students/staff to see	Begin 8/23/16	End 6/11/18	Resource NEWA MAP/Alpine	Source NWEA	Amount \$0	<ul style="list-style-type: none"> • Data Decks • Electronic Data • Teacher/classroom data • Meeting Minutes/Agendas
Evidence of Success (Then...)	<i>Having a better understanding of where students are immediately and historically percentile-wise will help teachers to set goals with and for students and then impact and reduce the gap.</i>					
Action Step (IF...)	<i>Collaborative and analytical PLCs will take place monthly for critical needs students.</i>					
WHY?	<i>Having more of a problem solving approach to all students will increase the specificity of student goals as well as have all members of our student support team (math and reading specialists, school social worker, school psychologist, principal and school counselor) on the same page for students in the grade level. These meetings will discuss specific academic and behavior data on all students in the grade level.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
School Psychologist and	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> • Logs from monthly

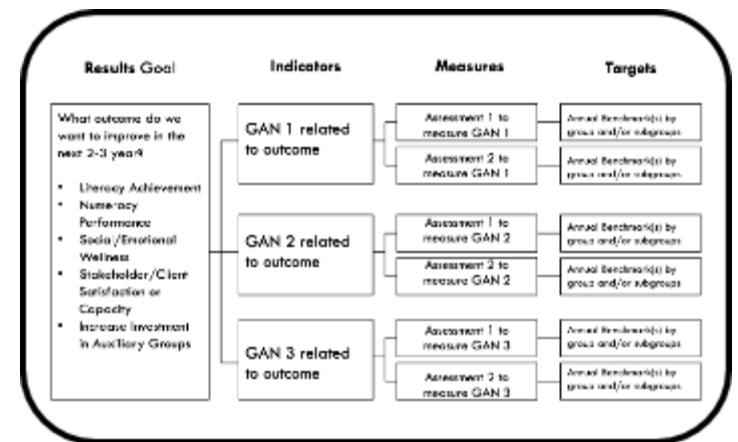
<p>Building Principal will set up monthly meetings with each grade level. Specific forms and structures will be in place for the meetings. Classroom Teachers will fill out forms prior to the meetings taking place.</p>	10/1/16	6/11/17	Collaborative forms for teachers to fill out to aid in goal setting during meetings	ALPINE and other data sources Google Docs for record keeping purposes	\$0	meetings
<p>Evidence of Success (Then...)</p>	<p><i>The problem solving approach allows each member of a student's team to be on the same page. Goals will be developed together and monitored monthly for student progress. Through this approach all students in subgroups will have targeted specific goals to improve student success.</i></p>					

<p>School Growth Plan: Goal 2</p>
<p>What goals and objectives in the district's strategic plan support the strategies included in the action plan?</p>
<p>This plan directly relates to goal 1 in the district strategic plan. Specifically 1A, 1B, 1C, 1D, 1E and 1F. Additionally this is an area of focus for our entire district and we have focused a great deal of our work and conversations around reducing the gap between our students.</p>
<p>What research supports the strategies included in the action plan?</p>

Targeted goal setting and awareness of data and student strengths are all researched based approaches to strong instructional practices. The collaborative problem solving efforts, goal setting with students and making our data visible and more available to our teachers/staff will further enhance our programming for each individual child in our subgroups.

How will the team focus its available fiscal resources to support the strategies included in the action plan?

How will the team utilize communication and technology to support strategies in the action plan?



School District	Mequon-Thiensville School District
School Name	<i>Donges Bay Elementary School</i>
School Growth Plan	Goal 3
Focus Area	<i>Example: Student Social Emotional Wellbeing</i>
Type of Goal	<input type="checkbox"/> New Goal <input type="checkbox"/> Continued Goal <input checked="" type="checkbox"/> Revised Goal
Results Goal Statement	<i>By spring of 2018, our school climate survey results will increase by 10%.</i>
Need Statement	<i>The social emotional health of our students is important. It impacts academic achievement and the overall health and wellbeing of a child. We want to continue to strengthen each student's mindset, academic behavior and character in order to make them successful in life.</i>
Strategy Statement 1	<i>We will increase the attendance of students with multiple absences</i>
Measurable Target 1 (benchmark)	<i>The number of students who have 10 or more absences for the school year will reduce by 10%</i>
Strategy Statement 2	<i>We will decrease the number of students who received 2 or more minor/major office discipline referrals</i>
Measurable Target 2	<i>Our number of students who received 2 or more major/minor office discipline referrals will go from</i>

	<i>24 to 21 (decrease by 10%)</i>
Strategy Statement 3	<i>We will reduce the number of students who reported answers negative answers on specific questions on the student climate survey.</i>
Measurable Target 3	<i>Our number of students who reported No or Sometimes on specific questions on the student perception survey will go from 114 students to 104 students.</i>

ACTION PLAN

Donges Bay Elementary School Growth Plan	Goal 3					
Action Step (IF...)	Staff will focus each month on a specific character trait.					
WHY?	<i>Having targeted words of the month will prompt teachers and students to learn more about the specific character trait. Eagle Teams and classroom morning meetings will highlight the targeted area each month.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
The PBIS team and building principal will identify words of the month as well as provide guidance with activities to support the particular character trait in the classrooms.	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> ● Monthly behavior data ● Monthly Eagle Team agendas/minutes/items completed ● PBIS team agendas/minutes
	8/23/16	6/11/18	Former words of the month PBIS data by month to analyze problematic behaviors Responsive classrooms	PBIS Team PBIS Team Responsive Classroom Network	\$0	
Evidence of Success	<i>Student ODRs will decrease and the social emotional wellbeing of students will increase. Our</i>					

(Then...)	<i>school environment will be safer for students to take academic risks and students will feel more connected to the community.</i>					
Action Step (IF...)	Students will complete a restorative/reflection process when receive a major ODR					
WHY?	<i>Insuring that students have a reflective process when they have a behavior referral will allow for them to better process the situation, what they did and support accountability for their own personal behavior.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
The PBIS team and building principal will create an age appropriate reflection form to be included with our ODR forms. These forms will also be sent home to parents for communication purposes and discussion.	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> • ODRs and reflection logs filled out by students
	9/1/16	6/11/18	Current ODR		\$0	
Evidence of Success (Then...)	<i>Having students reflect on their behavior should better support the learning opportunity and will support a decrease in the action happening again. As a result, we will have a decrease in ODRs</i>					

	<i>and repeat behaviors.</i>					
Action Step (IF...)	Tier 2 PBIS strategies will be implemented school wide - Continue with CICO and move towards SAIG					
WHY?	<i>After extensive training, we have found additional resources and supports through the Tier 2 PBIS model. Check in Check Out will be further expanded to support more students by building student and adult connections thus improving student behavior. Additionally SAIG groups will provide students with specific strategies to proactively make positive behavior choices.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Principal, PBIS team and PBIS Tier 2 Core team will structure and support Check in Check out for the building for identified students	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> • Check in Check out forms • Check in Check out student data forms and results • PBIS Tier 2 and PBIS team minutes
	10/1/16	6/11/18	PBIS Network materials from trainings		\$0	
The PBIS Tier 2 Core team will develop and establish SAIG groups for students identified as displaying Tier 2	1/1/17	6/11/18	PBIS Network materials from trainings		\$0	<ul style="list-style-type: none"> • SAIG identification process and group information • Curriculum/lesson plans from SAIG groups

behaviors.						<ul style="list-style-type: none"> • Student behavior data from SAIG groups • Meeting agendas from PBIS and PBIS Tier 2 team.
Evidence of Success (Then...)	<i>There will be a decrease in students at the Tier 2 level for behaviors. Students on Check in Check out will feel better supported and be able to identify their own behaviors for success.</i>					
Action Step (IF...)	Staff will measure the social emotional well being 2 times each year through our Building Climate Survey					
WHY?	<i>By doing our own building climate survey, we are able to have immediate results on how our students are feeling in our building. We will specifically track and measure responses to 4 specific questions that give an overall sense of well being in our building and monitor the reports of bullying.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Classroom teachers in grades 2 - 5 will have students complete the Building Climate Survey	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> • Student survey results from Fall and Spring
	10/1/16	6/11/18	Student survey	On Google Docs	\$0	

in the fall and spring each year.						
Our student services team will monitor the responses of 4 identified questions in order to better respond to Tier 1 groups and guidance lessons	10/1/16	6/11/18	Student survey	On Google Docs	\$0	<ul style="list-style-type: none"> • Student survey results from Fall and Spring • Itemized results from the 4 identified questions
Evidence of Success (Then...)	<i>The overall climate and social emotional well being of all students will improve.</i>					
Action Step (IF...)	Staff will continue to engage with vertical teams (Eagle Teams) for all students in the building on a monthly basis					
WHY?	<i>By building students into vertical teams, they will have better established relationships throughout our school community and providing more opportunities to be a member of the entire community. The focus on specific character skills and traits will further strengthen the whole child.</i>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
The principal will identify	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> • Monthly Eagle Team

<p>the Eagle Teams All staff will participate in leading monthly Eagle Teams as guided by the PBIS team</p>	9/1/16	6/11/18		Student rosters		<p>activities and agendas</p> <ul style="list-style-type: none"> ● PBIS planning meeting agendas ● Alignment to character words.
<p>Evidence of Success (Then...)</p>	<p>Our school climate survey results will improve and there will be a reduction of ODRs.</p>					

<p>Action Step (IF...)</p>	<p>Development will build in additional practices of Responsive Classrooms through Morning Meetings - including conversations about diversity/culture</p>					
<p>WHY?</p>	<p><i>Following a focused approach will give all students across the building the same experiences to connect with the classroom community as well as appreciate the diversity and culture in our building.</i></p>					
<p>Person/s Responsible</p>	<p>Timeline for Activity</p>		<p>Resources Needed</p>			<p>Monitoring Tools</p>
<p>Our PBIS team will lead development every other month on strategies and tips to include in morning meetings</p>	<p>Begin</p>	<p>End</p>	<p>Resource</p>	<p>Source</p>	<p>Amount</p>	<ul style="list-style-type: none"> ● Morning meeting agendas and implementation ideas ● PBIS minutes for implementation ideas ● Staff meeting agendas
	<p>11/1/16</p>	<p>6/11/17</p>	<p>The Morning Meeting Handbook</p>	<p>Responsive Classrooms</p>		

Evidence of Success (Then...)	<i>Morning meetings will have more substance and be more relevant to the issues directly relating to the students in the classroom. There will be a strengthened community within the classroom and problem solving between students should improve.</i>
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School Growth Plan: Goal 3
What goals and objectives in the district’s strategic plan support the strategies included in the action plan?
This goal addresses Goal 1 in our Strategic Plan. Specifically goal 1D, 1E and 1F. It also aligns with culturally responsive practices and community building. AVID strategies are also identified to cross over in to Essential 2.
What research supports the strategies included in the action plan?
The social emotional health and wellbeing of our students impacts their academic success. By strengthening the individual person, building connections and confidence and creating an environment where students want to come to school and feel safe, academic success will also improve.
How will the team focus its available fiscal resources to support the strategies included in the action plan?
How will the team utilize communication and technology to support strategies in the action plan?

**School Growth Plan
Stakeholder Involvement**

Building Leadership Team Members

Name	Position

Describe how stakeholders were involved in the planning and designing this School Growth Plan (SGP).

Describe how stakeholders will be involved in the monitoring and evaluation of this SGP.

Describe how progress on the SGP will be shared with all stakeholders.