



# Oriole Lane Elementary School

## **School Growth Plan**

### **2014-2016**

**Mequon-Thiensville School District**  
**Oriole Lane Elementary School**  
**Grades K-5**  
**Ms. Mary Jo Tye**



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Building Principal Signature and Date

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District Administrator Signature and Date

**School Mission Statement:**

Oriole Lane Elementary School is dedicated to the commitment of academic excellence. All children have the capacity to learn. The school's goal is to help students take personal responsibility for their education. The staff works to meet the individual educational, social, and emotional needs of all students.

## **School Belief Statements**

At Oriole Lane Elementary School, we believe and will work hard to ensure that...

- All students can learn and have the right to learn and be successful.
- Parent and staff communication is essential for student success.
- Student success is enhanced by the partnership of students, staff, home, and community.
- Students must be responsible for their learning and accountable for their actions.
- A safe, positive environment is a prerequisite for learning.
- The classroom environment sets the foundation for learning.
- Ongoing professional development is essential to meet the needs of teachers and students.
- Caring, respectful relationships between all members of the Oriole Lane Elementary School Community are essential to the learning process.
- Students must exhibit cultural respect and tolerance for one another within our global community.
- Lifelong learning is necessary to thrive in an ever-changing world.

# Oriole Lane Elementary School

## School Growth Plan: Goal 1

**School District:** Mequon-Thiensville School District

**School Years:** 2014-2016

### Section I: Comprehensive Analysis Report on Student Achievement

**Content Area:** Literacy

**New Goal**

**Continued Goal**

**Revised Goal**

**Student Goal Statements:**

By June of 2016, 91.2% of kindergarten through fifth grade students will be at or above district grade level milestones as measured by Fountas and Pinnell Benchmark Assessments in kindergarten and grade 1 and the NWEA MAP Reading Assessments in grades 2-5.

**Statement of gap in student achievement (Need Statement):**

Based on the Spring of 2014 Reading Assessment results, 88.2% of kindergarten through fifth grade students were at or above district grade level milestones as measured by Fountas and Pinnell Benchmark Assessments in kindergarten and grade 1 and the NWEA MAP Reading Assessments in grades 2-5.

**Baseline Data (Spring of 2014):**

Results of the Spring 2014 Fountas and Pinnell Benchmark Assessments in kindergarten and grade 1 and NWEA MAP Reading Assessments in grades 2-5 show the following percentages of students that were at or above district grade level milestones in reading:

Cohort 2027 – F&P (incoming kindergarten data will be available spring 2015)

Cohort 2026 – F&P 98.4%

Cohort 2025 – NWEA MAP 90.2%

Cohort 2024 – NWEA MAP 94.2%

Cohort 2023 – NWEA MAP 91.0%

Cohort 2022 – NWEA MAP 73.8%

Cohort 2021 – NWEA MAP 81.8% (current sixth grade students 2014-2015)

**List the possible contributing causes for the gap in student achievement:**

- Asian students in grades 1 and 2 showed goal means on the NWEA MAP Reading Assessments that represented performance that might be an area of concern in Language and Writing.
- Asian students in grade 2 showed goal means on the NWEA MAP Reading Assessment that represented performance that might be an area of concern in Vocabulary Use and Functions.
- African American students in grade 2 showed goal means on the NWEA MAP Reading Assessment that represented performance that might be an area of concern in Language and Writing.
- African American students in grade 3 showed goal means on the NWEA MAP Reading Assessment that represented performance that might be an area of concern in Informational Text.
- African American students in grade 5 showed goal means on the NWEA MAP Reading Assessment that represented performance that might be an area of concern in Literature.
- Hispanic students in grades 1 showed goal means on the NWEA MAP Reading Assessment that represented performance that might be an area of concern in Foundational Skills.
- Hispanic students in grade 3 showed goal means on the NWEA MAP Reading Assessment that represented performance that might be an area of concern in Foundational Skills and Vocabulary.
- White students in grade 2 showed goal means on the NWEA MAP Reading Assessment that represented performance that might be an area of concern in Language and Writing.
- Special education students in grades 3, 4 and 5 show overall averages below the proficient level on the WKCE Zone Analysis in the

area of reading.

- English Language Learners (ELL) in grades 3, 4, and 5 show overall averages below the proficient level on the WKCE Zone Analysis in the area of reading.
- Economically disadvantaged students in grades 3, 4, and 5 show overall averages below the proficient level on the WKCE Zone Analysis in the area of reading

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

- NWEA MAP Reading Assessments
- Fountas and Pinnell Benchmark Assessments
- Wisconsin Knowledge and Concepts Exam (WKCE) – *will be SmarterBalanced in the future*
- AIMSweb 2.0 progress monitoring in Reading (for identified students)
- Other formative classroom assessment data including running record data and student conferencing data

**Section II: Comprehensive Analysis Report on System Processes and Practices**

**Listed below are the challenges that the BLT derived from answering the Comprehensive Needs Assessment questions (see School Growth Plan Resources section). These should be addressed as strategies/action steps in your SGP in Section III.**

The Building Leadership Team (BLT) at Oriole Lane Elementary School met in the Spring of 2014 and developed the Comprehensive Needs Assessment. Oriole Lane Elementary School educates students in kindergarten through fifth grades.

The BLT reviewed the data and determined that a rigorous and attainable goal for improving reading achievement at Oriole Lane Elementary School by June 2016 is to meet or exceed the expectation that students will improve their scores in reading, with 91.2% of kindergarten through fifth grade students at or above district grade level milestones as measured by Fountas and Pinnell Benchmark Assessments in kindergarten and grade 1 and NWEA MAP Reading Assessments in grades 2-5.

Efforts to support this goal will include but are not limited to the following:

- Monitoring student performance as a whole and by subgroup populations on Fountas and Pinnell Benchmark Assessments in kindergarten and grade 1 and NWEA MAP Reading Assessments in grades 2-5
- Training and coaching on Reader's and Writer's Workshop
- Training, coaching, and modeling of specific reading and writing instructional strategies
- Training and coaching on intensive reading interventions for the literacy specialist and special education teachers
- Delivering reading interventions with fidelity
- Supporting learning outside of the school day and school year for identified students
- Utilizing student work samples to guide instruction
- Utilizing Lesson Study and peer observations with a focus on student engagement
- Implementing learning intentions and success criteria consistently across classrooms and grade levels for writing

**Section III: Plan to Accomplish Student Achievement Goals**

**Measurable Objective Statement/s to support Goal:**

By June of 2015, 89.7% of kindergarten through fifth grade students will be at or above district grade level milestones as measured by Fountas and Pinnell Benchmark Assessments in kindergarten and grade 1 and the NWEA MAP Reading Assessments in grades 2-5.

By June of 2016, 91.2% of kindergarten through fifth grade students will be at or above district grade level milestones as measured by Fountas and Pinnell Benchmark Assessments in kindergarten and grade 1 and the NWEA MAP Reading Assessments in grades 2-5.

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

Fountas and Pinnell Benchmark Assessments (Fall, Winter, Spring), NWEA MAP Reading Assessments (Fall, Winter, Spring), *SmarterBalanced Assessment*, AIMSweb 2.0 progress monitoring data (for identified students), and other formative classroom assessments including running record data and student conferencing data.

**Strategy Statement:**

In order to improve our students' abilities in Foundational Skills, Language and Writing, Literature and Informational, and Vocabulary Use and Functions (grades 1-2) and Literature, Informational Text, and Foundational Skills and Vocabulary (grades 3-5), we will implement an action plan to ensure that our instruction across content areas supports students in developing the following strategic actions:

- Thinking within the text—monitoring for meaning, syntax, and visual cues while maintaining fluency; summarizing
- Thinking beyond the text—predicting, making connections, inferring, and synthesizing
- Thinking about the text—analyzing and critiquing

Action Steps "IF..."	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success "...THEN"
		Begin	End	Resource	Source	Amount		
Staff will monitor student performance as a whole and by subgroup populations on NWEA MAP Reading Assessments and Fountas and Pinnell Benchmark Assessments in order to make informed decisions to guide and ensure high-quality instruction and to increase the number of students at or above district grade level milestones.	Building Principal	September 2014	June 2016	Assessment Results	NWEA MAP Reading Assessments	\$0	The building principal, literacy specialist, and grade level teams will manage the Oriole Lane School Data Wall to display individual student data that can be updated as consecutive assessments are administered. These teams, as well as the Student Review Team, will track the success of the students. The assessment coordinator will provide the necessary data and provided ongoing staff training on Learning Progressions.	The number of students who score at or above district grade level milestones on NWEA MAP Reading Assessments and Fountas and Pinnell Benchmark Assessments will increase by at least 3.0% over a two-year period.
	Literacy Specialist				Fountas and Pinnell Benchmark Assessments	\$0		
	Teachers				AIMSweb 2.0	\$0		
	School Psychologist				Progress Monitoring Results	\$0		
	Student Review Team			RtI Student Intervention Plans	Alpine Achievement Data Warehouse	\$0		
	Data, Research, and Accountability Coordinator			Training on Learning Progressions	Data, Research, and Accountability Coordinator	\$0		

Teachers will receive training and coaching on the Writer's Workshop Model (Teachers College Consultants and Literacy Specialist) in order to fully implement this instructional model in their classrooms.	Building Principal Literacy Specialist Teachers	August 2014	June 2016	3 Fall Staff Development Days  2 Spring Staff Development Days  District funding for books/mentor texts/professional development	Teachers College Professional Development-District Level Budget	\$20,000	School Professional Development Calendar  Teacher Professional Development Feedback Surveys	Writer's Workshop will be implemented with fidelity so that the BLT Writer's Workshop Walk-Through results indicate that all English/Language Arts teachers are working toward implementing Writer's Workshop with fidelity.
Teachers will receive training, coaching, and modeling of specific instructional strategies from the Literacy Specialist during Vertical Team Meetings (K-2 and 3-5), Grade Level Team Meetings, and Special Education Team Meetings. The Literacy Specialist will conduct coaching observations at least once per year in each classroom and provide teachers with written feedback.	Literacy Specialist Teachers	September 2014	June 2016	Fountas and Pinnell <i>Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing</i>  Fountas and Pinnell <i>The Continuum of Literacy Learning</i>	Heinemann-Building Level Budget  Heinemann-Building Level Budget  Teacher planning time	\$37 per book—one per grade level  \$54 per book	Literacy Specialist's Instructional Coaching Log  Attendance at professional development training	Teachers will implement instructional strategies gained through the training, coaching, and modeling of specific instructional strategies from the Literacy Specialist so that the number of students who score at or above district grade level milestones on NWEA MAP Reading Assessments and Fountas and Pinnell Benchmark Assessments will increase by at least 3.0% over a two-year period.
Interventionists (Literacy Specialist and special education teachers) will receive intense intervention training and coaching in order to deliver Leveled Literacy Intervention (LLI) to students with fidelity.	Building Principal Literacy Specialist Special Education Teachers CESA 6 Trainer	October 2014	June 2016	Internal intervention trainers  External intervention trainer (CESA 6)	MTEF Grant  Special Education Funding	\$2,200 per year  \$3,800 per year	Attendance at professional development training	Interventionists (Literacy Specialist and special education teachers) will implement Leveled Literacy Intervention (LLI) with fidelity so that the Leveled Literacy Intervention (LLI) Implementation Checklist results indicate that all interventionists (Literacy Specialist

								and special education teachers) are working toward implementing the Leveled Literacy Intervention with fidelity.
Teachers will deliver English/Language Arts interventions with fidelity. Groupings will be formed/adjusted based on the analysis of student data with a focus on students with achievement gaps.	Building Principal Literacy Specialist Teachers Special Education Teachers	September 2014	June 2016	Professional development on interventions utilized	Teacher planning time	\$0	Documentation and collaboration will be provided via Google Docs.  Grade level team meeting notes	The number of students who score at or above district grade level milestones on NWEA MAP Reading Assessments and Fountas and Pinnell Benchmark Assessments will increase by at least 3.0% over a two-year period.
Staff will provide extended school day/year programs to support student needs in literacy. Students in any identified gap areas will be invited and strongly encouraged to attend. Accommodations for location of instruction will be made for students unable to get to Oriole Lane.	Building Principal Literacy Specialist IMC Specialist Teachers	July 2014	June 2016	Extended day/year staffing Materials/supplies	MTEF Grant (Stacey Allen Isaacson Fund)	\$5,000-\$15,000 depending on the matching grant	Attendance at extended school day/year programs  Attendance at summer library nights  Record of books sent home with students during the summer	Students that attend extended school day and/or year programs 75% or more will maintain or increase their instructional reading levels as measured by the fall Fountas and Pinnell Reading Assessments and fall NWEA MAP Reading Assessments.
Teachers will analyze samples of student work on the 'on demand' assessments for Writers' Workshop to guide instruction.	Literacy Specialist Teachers	November 2014	June 2016	Substitutes teachers for extended planning time for analysis of student work	District Substitute Teacher List  MTEF Grant	\$100 per day per substitute teacher  \$2,100 needed in 2014-2015  2015-2016 needs TBD	Samples of student work will be collected 3 times per year and will be assessed using the writing continuum.	Students will show growth on the writing continuum in order to guide future instruction so that the number of students who score at or above district grade level milestones on NWEA MAP Reading Assessments and Fountas and Pinnell

								Benchmark Assessments will increase by at least 3.0% over a two year period.
Teachers will receive extended planning time for grade level Lesson Study planning and peer observations focusing on student engagement that will occur a minimum of once per semester.	Literacy Specialist  Teachers	November 2014	June 2016	Substitutes teachers for extended planning time for Lesson Study	MTEF Grant  Special Education Funding  District Substitute Teacher List  Building Level Early Release Time  Teacher planning time	\$100 per day per substitute teacher	Grade level team meeting notes  Lesson Study observation notes	Teachers will adjust and implement instructional strategies to reflect the feedback provided during the peer observations with a focus on student engagement.
The Building Leadership Team will conduct a book study on <i>Active Learning Through Formative Assessment</i> by Shirley Clarke. The Building Leadership Team will write and utilize learning intentions and success criteria for Writer's Workshop Units of Study and share their learning with grade level team members.	Building Leadership Team  Teachers	November 2014	June 2015	<i>Active Learning Through Formative Assessment</i> by Shirley Clarke	Hodder Education-Building Level Budget	\$34 per book	Building Leadership Team meeting notes  Grade level team meeting notes	At the completion of the book study the Building Leadership Team will share their knowledge with their grade level teams in order to build understanding regarding learning intentions and success criteria for Writer's Workshop Units of Study.
The Building Leadership team will lead a book study for the remainder of the staff on <i>Active Learning Through Formative Assessment</i> by Shirley Clarke. Teachers will develop and utilize learning intentions and success criteria for Writer's Workshop Units of Study.	Building Leadership Team  Teachers	September 2015	June 2016	<i>Active Learning Through Formative Assessment</i> by Shirley Clarke	Hodder Education-Building Level Budget	\$34 per book	Building Leadership Team meeting notes  Grade level team meeting notes	At the completion of the book study by the entire teaching staff, all teachers will develop and utilize learning intentions and success criteria for Writer's Workshop Units of Study in order to provide students with focused, intentional instruction.

### Other Required Information

**What research did you review to support the use of this strategy and action plan?**

Our Building Leadership Team reviewed *Unlocking Formative Assessment* by Shirley Clarke, *Active Learning Through Formative Assessment* by Shirley Clark, Fountas and Pinnell *Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing*, Fountas and Pinnell *The Continuum of Literacy Learning, Mindset* by Carol Dweck, *Raising the Bar and Closing the Gap* by Richard DuFour, Rebecca DuFour, Robert Eaker, and Gayle Karhanek, along with information from *Educational Leadership*.

**What Professional Learning activities will you utilize to support the successful implementation of these strategies/actions?**

As indicated in the action steps above, Oriole Lane Elementary School will utilize both internally- and externally-led professional development to support the successful implementation of the work needed to meet this goal. Educational/Instructional leaders in the building and school district, including the building principal, literacy specialist, school psychologist, and the Data, Research, and Accountability Coordinator, will all work to build teacher capacity to provide quality literacy instructions. Externally, consultants from AIMSweb, Columbia Teachers College, and CESA 6 will be utilized to provide specific training and ensure that teachers can use assessment information to keep track of where and when learning is taking place.

**How will the school focus its available fiscal resources to support these strategies and action steps?**

Oriole Lane Elementary School will utilize Title 1 school-wide money as well as money from the Mequon-Thiensville Education Foundation to support these strategies and actions steps. The Oriole Lane building budget, district budget, district special education budget, and PTO funds will also be utilized to support these strategies and action steps.

**How has the school assessed the need for, and integrated the use of, communications and informational technology to support these strategies and action steps?**

Oriole Lane Elementary School has assessed the need for, and integrated the use of, communications and information technology to support these strategies and action steps in the following ways:

1. Based on feedback from staff during the 2013-2014 school year, the staff's use of the NWEA MAP Assessment Reports was inconsistent. In reviewing opportunities to improve implementation of resources, it was found that the tool was introduced with minimal training for staff, especially in first and second grades. As a result, Oriole Lane Elementary School administration will work with district administration to schedule training on the use of the NWEA MAP Assessment Reports for the October 15, 2014 Early Release training. Future training will be based on specified needs.
2. Based on feedback from staff during the 2013-2014 school year, the staff's use of the DesCartes was inconsistent. In reviewing opportunities to improve implementation of resources, it was found that the tool was introduced with minimal training for staff, especially in first and second grades. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training in Learning Progressions as an instructional tool.
3. The school district is utilizing Alpine Achievement, a new data warehouse, which was launched during the 2014-2015 school year. In order to ensure that all staff members are trained to use the tool to review student data to inform instruction, professional development will be scheduled. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training on the features offered by Alpine Achievement. Future training will be developed based on the specific needs of the Oriole Lane staff as determined by the exit survey administered at the October 24, 2014 staff meeting.
4. Oriole Lane will continue to use Raz-Kids to provide intervention to students in the area of reading.

# Oriole Lane Elementary School

## School Growth Plan: Goal 2

<b>School District:</b> Mequon-Thiensville School District	<b>School Year:</b> 2014-2016		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>			
<b>Content Area: Mathematics</b>	<b>(X) New Goal</b>	<b>( ) Continued Goal</b>	<b>( ) Revised Goal</b>
<b>Student Goal Statement:</b>			
<p>By June of 2016, 91.6% of kindergarten through fifth grade students will be at or above district grade level milestones as measured by the Mequon-Thiensville School District Kindergarten End of the Year Math Assessment and the NWEA MAP Math Assessments in grades 1-5.</p>			
<b>Statement of gap in student achievement (Need Statement):</b>			
<p>Based on the Spring of 2014 Math Assessment results, 88.6% of kindergarten through fifth grade students were at or above district grade level milestones as measured by the Mequon-Thiensville School District End of the Year Kindergarten Math Assessment and the NWEA MAP Math Assessments in grades 1-5.</p>			
<b>Baseline Data (Spring of 2014):</b>			
<p>Results of the Spring of 2014 Mequon-Thiensville School District Kindergarten Math Assessment and NWEA MAP Math Assessments in grades 1-5 show the following percentages of students that were at or above district grade level milestones in math:</p> <p>Cohort 2027 – MTSD Kindergarten Math Assessment (incoming kindergarten data will be available spring 2015)</p> <p>Cohort 2026 – MTSD Kindergarten Math Assessment 98.4%</p> <p>Cohort 2025 – NWEA MAP 96.7%</p> <p>Cohort 2024 – NWEA MAP 94.2%</p> <p>Cohort 2023 – NWEA MAP 85.1%</p> <p>Cohort 2022 – NWEA MAP 83.1%</p> <p>Cohort 2021 – NWEA MAP 74.0% (current sixth grade students 2014-2015)</p>			
<b>List the possible contributing causes for the gap in student achievement:</b>			
<ul style="list-style-type: none"> <li>▪ Asian students in grades 1 and 2 showed goal means on the NWEA MAP Math Assessments that represented performance that might be an area of concern in Number and Operations.</li> <li>▪ Asian students in grade 2 showed goal means on the NWEA MAP Math Assessment that represented performance that might be areas of concern in Measurement and Data and Geometry.</li> <li>▪ Asian students in grades 3, 4, and 5 showed goal means on the NWEA MAP Math Assessments that represented performance that might be an area of concern in Operations and Algebraic Thinking.</li> <li>▪ African American students in grade 3 showed goal means on the NWEA MAP Math Assessment that represented performance that might be an area of concern in Number and Operations.</li> <li>▪ African American students in grades 4 and 5 showed goal means on the NWEA MAP Math Assessments that represented performance that might be an area of concern in Measurement and Data.</li> <li>▪ Hispanic students in grades 1 and 5 showed goal means on the NWEA MAP Math Assessments that represented performance that might be an area of concern in Measurement and Data.</li> <li>▪ Hispanic students in grade 2 showed goal means on the NWEA MAP Math Assessment that represented performance that might be an area of concern in Geometry.</li> <li>▪ White students in grade 3 showed goal means on the NWEA MAP Math Assessment that represented performance that might be an area of concern in Number and Operations.</li> </ul>			

- Special education students in grades 3, 4 and 5 show overall averages below the proficient level on the WKCE Zone Analysis in the area of math.

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

- NWEA MAP Math Assessments
- Mequon-Thiensville District End of the Year Kindergarten Math Assessment
- Wisconsin Knowledge and Concepts Exam (WKCE) – *will be SmarterBalanced in the future*
- AIMSweb 2.0 progress monitoring in Math (for identified students)
- Other formative classroom assessment data

**Section II: Comprehensive Analysis Report on System Processes and Practices**

**Listed below are the challenges that the BLT derived from answering the Comprehensive Needs Assessment questions (see School Growth Plan Resources section). These should be addressed as strategies/action steps in your SGP in Section III.**

The Building Leadership Team (BLT) at Oriole Lane Elementary School met in the Spring of 2014 and developed the Comprehensive Needs Assessment. Oriole Lane Elementary School educates students in kindergarten through fifth grade.

The BLT reviewed the data and determined that a rigorous and attainable goal for improving math achievement at Oriole Lane Elementary School by June of 2016 is to meet or exceed the expectation that students will improve their scores in math, with 91.6% of kindergarten through fifth grade students at or above district grade level milestone as measured by the Mequon-Thiensville School District End of the Year Kindergarten Math Assessment and the NWEA MAP Math Assessments in grades 1-5.

Efforts to support this goal will include but are not limited to the following:

- Monitoring student performance as a whole and by subgroup populations on NWEA MAP Math Assessments and the Mequon-Thiensville School District End of the Year Kindergarten Math Assessment
- Training and coaching on the delivery of intentional math interventions, modes of representation, and differentiation
- Training and coaching on intensive math interventions for the math specialist and special education teachers
- Delivering math interventions with fidelity
- Supporting learning outside of the school day and school year for identified students
- Utilizing common constructed response assessments to guide instruction

**Section III: Plan to Accomplish Student Achievement Goals**

**Measurable Objective Statement/s to support Goal:**

By June of 2015, 90.1% of kindergarten through fifth grade students will be at or above district grade level milestones as measured by the Mequon-Thiensville School District Kindergarten End of the Year Math Assessment and the NWEA MAP Math Assessments in grades 1-5.

By June of 2016, 91.6% of kindergarten through fifth grade students will be at or above district grade level milestones as measured by the Mequon-Thiensville School District Kindergarten End of the Year Math Assessment and the NWEA MAP Math Assessments in grades 1-5.

**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 Math Assessments (Fall, Winter, Spring), Mequon-Thiensville School District End of the Year Kindergarten Math Assessment, *SmarterBalanced Assessment*, AIMSweb 2.0 progress monitoring data (for identified students), and other formative classroom assessments.

**Strategy Statement:**

In order to improve our students' abilities in Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry (grades 1-5), we will implement an action plan to ensure that our instruction across content areas supports students in developing

the following strategic actions:

- Activating modes of student thinking: concrete, representational, abstract, verbal, and contextual
- Use of mathematical practices and habits of mind to enhance mathematical thinking

Action Steps "IF..."	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success "...THEN"
		Begin	End	Resource	Source	Amount		
Staff will monitor student performance as a whole and by subgroup populations on NWEA MAP Math Assessments and the Mequon-Thiensville School District Kindergarten Math Assessment in order to make informed decisions to guide and ensure high-quality instruction and to increase the number of students at or above district grade level milestones.	Building Principal Math Specialist Teachers School Psychologist Student Review Team Data, Research, and Accountability Coordinator	September 2014	June 2016	Assessment Results  Progress Monitoring Results  RtI Student Intervention Plans  Training on Learning Progressions	NWEA MAP Math Assessments  Kindergarten District Math Assessment  AIMSweb 2.0  Alpine Achievement Data Warehouse  Data, Research, and Accountability Coordinator	\$0  \$0  \$0  \$0	The building principal, math specialist, and grade level teams will manage the Oriole Lane School Data Wall to display individual student data that can be updated as consecutive assessments are administered. These teams, as well as the Student Review Team, will track the success of the students. The assessment coordinator will provide the necessary data and provided ongoing staff training on Learning Progressions.	The number of students who score at or above district grade level milestones on the NWEA MAP Math Assessments and the Mequon-Thiensville School District Kindergarten Math Assessment will increase by at least 3.0% over a two-year period.
Teachers will receive training, coaching, and modeling of specific instructional strategies from the Math Specialist during Vertical Team Meetings (K-2 and 3-5), Grade Level Team Meetings, and Special	Math Specialist Teachers	October 2014	June 2016	Staff Meetings Vertical Team Meetings Grade Level Team Meetings MTAP	Teacher planning time	\$0	Math Specialist's Instructional Coaching Log  Attendance at professional development training	Teachers will implement instructional strategies gained through the training, coaching, and modeling of specific instructional strategies from the Math Specialist so

<p>Education Team Meetings in modes of representation, intentional interventions, and differentiation. The Math Specialist will conduct coaching observations at least one time per year and provide teachers with written feedback.</p>								<p>that the number of students who score at or above district grade level milestones on the NWEA MAP Math Assessments and the Mequon-Thiensville School District Kindergarten Math Assessment will increase by at least 3.0% over a two-year period.</p>
<p>Interventionists (Math Specialist and special education teachers) will receive intervention training in order to deliver intense math intervention with fidelity.</p>	<p>Building Principal  Math Specialist  Special Education Teachers  External Intervention Trainer</p>	<p>September 2015</p>	<p>June 2016</p>	<p>Internal intervention trainer  External intervention trainers</p>	<p>MTEF Grant  Special Education Funding</p>	<p>TBD  TBD</p>	<p>Attendance at professional development training</p>	<p>Interventionists (Math Specialist and special education teachers) will implement math interventions with fidelity so that the Math Intervention Implementation Checklist results indicate that all interventionists (Math Specialist and special education teachers) are working toward implementing the interventions with fidelity.</p>
<p>Teachers will deliver math interventions with fidelity. Flexible groupings will be formed/adjusted based on the analysis of student data.</p>	<p>Building Principal  Math Specialist  Teachers</p>	<p>October 2014</p>	<p>June 2016</p>	<p>Professional development on the structure of the math block will occur during staff meetings and vertical team meetings</p>	<p>Teacher planning time</p>	<p>\$0</p>	<p>Documentation and collaboration will be provided via Google Docs.  Grade level meeting team notes</p>	<p>The number of students who score at or above district grade level milestones on the NWEA MAP Math Assessments and the Mequon-Thiensville School District Kindergarten Math Assessment will increase by at least 3.0% over a two-year period.</p>

<p>Staff will provide extended school day/year programs to support student needs in math. Students in any identified gap areas will be invited and strongly encouraged to attend. Accommodations for location of instruction will be made for students unable to get to Oriole Lane.</p>	<p>Building Principal Math Specialist Teachers</p>	<p>November 2014</p>	<p>June 2016</p>	<p>Extended day/year staffing Materials/supplies</p>	<p>MTEF Grant (Stacey Allen Isaacson Fund)</p>	<p>\$5,000-\$15,000 depending on the matching grant</p>	<p>Attendance at extended school day/year programs</p>	<p>Students that attend extended school day and/or year programs 75% or more will maintain or increase their instructional math levels as measured by the spring Mequon-Thiensville School District Kindergarten Assessments and fall NWEA MAP Math Assessments.</p>
<p>Teachers will jointly administer common constructed response assessments that target Common Core State Standards in Mathematics (CCSSM) domains (K-2 Operations and Algebraic Thinking/Number and Operations in Base 10, 3-5 Number and Operation/Fractions and Base 10).</p> <p>a. Grade level PLCs will jointly score and analyze common constructed response assessments to guide future instruction.</p>	<p>Math Specialist Teachers</p>	<p>November 2014</p>	<p>June 2016</p>	<p>Training for new staff on the scoring and analysis of common constructed response assessments</p>	<p>Teacher planning time</p>	<p>\$0</p>	<p>Teachers and the Math Specialist will work collaboratively twice a year to analyze samples of the common constructed response assessments utilizing the Analysis of Student Work Protocol during 70-minute common planning time blocks.</p>	<p>Students will show growth on the common constructed response assessments that target Common Core State Standards in Mathematics (CCSSM) domains (K-2 Operations and Algebraic Thinking/Number and Operations in Base 10, 3-5 Number and Operation/Fractions and Base 10) in order to guide future instruction so that the number of students who score at or above district grade level milestones on the NWEA MAP Math Assessments and the Mequon-Thiensville School District Kindergarten Math Assessment will increase by at least 3.0% over a two</p>

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### Other Required Information

**What research did you review to support the use of this strategy and action plan?**

Our Building Leadership Team reviewed *Unlocking Formative Assessment* by Shirley Clarke, *Active Learning Through Formative Assessment* by Shirley Clark, *Mindset* by Carol Dweck, *Raising the Bar and Closing the Gap* by Richard DuFour, Rebecca DuFour, Robert Eaker, and Gayle Karhanek, along with information from *Educational Leadership*.

**What Professional Learning activities will you utilize to support the successful implementation of these strategies/actions?**

As indicated in the action steps above, Oriole Lane Elementary School will utilize both internally- and externally-led professional development to support the successful implementation of the work needed to meet this goal. Educational/Instructional leaders in the building and school district, including the building principal, math specialist, school psychologist, and the Data, Research, and Accountability Coordinator, will all work to build teacher capacity to provide quality math instructions. Externally, consultants from AIMSweb and other math professionals will be utilized to provide specific training and ensure that teachers can use assessment information to keep track of where and when learning is taking place.

**How will the school focus its available fiscal resources to support these strategies and action steps?**

Oriole Lane Elementary School will utilize money from the Mequon-Thiensville Education Foundation to support these strategies and actions steps. The Oriole Lane building budget, district budget, district special education budget, and PTO funds will also be utilized to support these strategies and action steps.

**How has the school assessed the need for, and integrated the use of, communications and informational technology to support these strategies and action steps?**

Oriole Lane Elementary School has assessed the need for, and integrated the use of, communications and information technology to support these strategies and action steps in the following ways:

1. Based on feedback from staff during the 2013-2014 school year, the staff's use of the NWEA MAP Assessment Reports was inconsistent. In reviewing opportunities to improve implementation of resources, it was found that the tool was introduced with minimal training for staff, especially in first and second grades. As a result, Oriole Lane Elementary School administration will work with district administration to schedule training on the use of the NWEA MAP Assessment Reports for the October 15, 2014 Early Release training. Future training will be based on specified needs.
2. Based on feedback from staff during the 2013-2014 school year, the staff's use of the DesCartes was inconsistent. In reviewing opportunities to improve implementation of resources, it was found that the tool was introduced with minimal training for staff, especially in first and second grades. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training in Learning Progressions as an instructional tool.
3. The school district is utilizing Alpine Achievement, a new data warehouse, which was launched during the 2014-2015 school year. In order to ensure that all staff members are trained to use the tool to review student data to inform instruction, professional development will be scheduled. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training on the features offered by Alpine Achievement. Future training will be developed based on the specific needs of the Oriole Lane staff as determined by the exit survey administered at the October 24, 2014 staff meeting.

# Oriole Lane Elementary School

## School Growth Plan: Goal 3

**School District:** Mequon-Thiensville School District

**School Year:** 2014-2016

### Section I: Comprehensive Analysis Report on Student Achievement

**Content Area:** Social-Emotional

**New Goal**

**Continued Goal**

**Revised Goal**

**Student Goal Statement:**

By June of 2016, students will demonstrate social-emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly Positive Behavioral Interventions and Supports (PBIS) celebrations.

**Statement of gap in student achievement (Need Statement):**

Based on the Spring of 2014 PBIS data, 94.1% of kindergarten through fifth grade students were eligible to attend quarterly PBIS celebrations. To be eligible to attend the quarterly PBIS celebrations, students cannot have an Office Discipline Referral during that quarter.

Based on the Office Discipline Referral data collected during the Spring of 2014, a behavior gap exists between male and female students.

**List the possible contributing cause for the gap in student behavior:**

After completing a Situation Appraisal, the Building Leadership Team identified the following contributing causes for the gap that exists between male and female students:

- Male students may have a higher level of energy when compared to their female classmates.
- Male offenses are often overt (physical, aggressive) while female offenses are subtler.
- Male social/emotional maturity may lag behind that of their female peers.
- Male students lack male role models in our school.

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

PBIS Office Discipline Referral data

### Section II: Comprehensive Analysis Report on System Processes and Practices

**Listed below are the challenges that the BLT derived from answering the Comprehensive Needs Assessment questions (see School Growth Plan Resources section). These should be addressed as strategies/action steps in your SGP in Section III.**

The Building Leadership Team (BLT) at Oriole Lane Elementary School met in the Spring of 2014 and developed the Comprehensive Needs Assessment. Oriole Lane Elementary School educates students in kindergarten through fifth grade.

The BLT reviewed the data and determined that a rigorous and attainable goal for improving students' social-emotional well being at Oriole Lane Elementary School by June of 2016 is that students will demonstrate social-emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly Positive Behavioral Interventions and Supports (PBIS) celebrations.

Efforts to support this goal will include but are not limited to the following:

- Implementing Positive Behavioral Interventions and Supports (PBIS) Tier 1 and Tier 2 with fidelity
- Discussing behavior reminders with students and brainstorming alternatives
- Providing emotional interventions and behavioral interventions for students with 2 or more Office Discipline Referrals (ODRs)
- Facilitating discussions with staff regarding emotional interventions and behavioral interventions for specific students
- Researching the gap in Office Discipline Referrals (ODRs) between males and females

- Administering a School Climate Survey to students
- Providing training to build classroom community (i.e., Responsive Classrooms, Tribes, Morning Meetings)
- Implementing personal contacts with each family at the beginning of the year
- Monitoring attendance and personal contacts with families regarding attendance concerns
- Providing mentors for students on the Oriole Lane Elementary School Angel List
- Providing additional recess time for students in kindergarten through third grades and 'brain breaks' for all students
- Training on fixed and growth mindsets

### Section III: Plan to Accomplish Student Achievement Goals

**Measurable Objective Statement/s to support Goal:**

By June of 2015, students will demonstrate social-emotional growth so that 95.5% of Oriole Lane students will be eligible to attend quarterly Positive Behavior Interventions and Supports (PBIS) celebrations.

By June of 2016, students will demonstrate social-emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly Positive Behavior Interventions and Supports (PBIS) celebrations.

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

PBIS Office Discipline Referrals, Student Climate Surveys, and the Angel List students (19 students with no dots)

**Strategy Statement:**

In order to improve our students' social and emotional well-being, we will implement an action plan to ensure that our instruction across content areas supports students in developing the following strategic actions:

- Systematically teaching, modeling, and facilitating the application of social and emotional competencies in ways that allow students to apply them as part of their daily repertoire of behaviors.
- Establishing safe, caring, and highly engaged learning environments involving peer and family initiatives and school-wide community-building activities.

Action Steps "IF..."	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success "...THEN"
		Begin	End	Resource	Source	Amount		
Teachers will implement PBIS Tier 1 and Tier 2 strategies with fidelity.	Building Principal  PBIS Leadership Team  PBIS Committee  Staff	September 2014	June 2016	PBIS External Coach  Tier 2 Training	CESA #1-District Level Funding  CESA #1-District Level Funding	TBD  \$1,675	Minor Behavior Reminder data  Office Discipline Referral (ODR) data  Tier 2 training dates for staff	Students will demonstrate social emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly PBIS celebrations.
Staff will discuss behavior reminders with their students and brainstorm	Staff	September 2014	June 2016	Tier 1 Training	PBIS Committee	\$0	PBIS Committee meeting notes	Students will demonstrate social emotional growth so that 97% of Oriole

possible alternatives to promote positive behavior.							Staff meeting agendas	Lane students will be eligible to attend quarterly PBIS celebrations.
The student services team will provide emotional interventions and behavioral interventions for students that have two or more Office Discipline Referrals per quarter.	School Counselor School Social Worker School Psychologist Special Education Teachers Student Review Team PBIS Leadership Team	November 2014	June 2016	Google Form	Student Services Committee	\$0	Student Services Committee meeting notes Student group logs Individual student session logs Student Review Team meeting notes	Students will demonstrate social emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly PBIS celebrations.
The student services team will facilitate discussions with teachers regarding emotional interventions and behavioral interventions for specific students.	School Counselor School Social Worker Special Education Teachers Student Review Team PBIS Leadership Team	September 2014	June 2016	Discussion Form	Student Services Committee	\$0	Grade Level meeting notes Student Review Team meeting notes	Students will demonstrate social emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly PBIS celebrations.
The PBIS Committee will review research to address the gap in Office Discipline Referrals (ODRs) between male and female students, share findings with the staff, and provide training for staff.	Building Principal PBIS Leadership Committee PBIS Committee Guidance Counselor	September 2014	June 2016	PBIS sub-committee	Building Level Staff District Level Staff	\$0	PBIS Committee notes Training dates for staff	The gap between male and female Office Discipline Referrals (ODRs) will decrease by at least 3% over a two-year period.

	School Psychologist School Social Worker							
Staff will administer a School Climate Survey to students twice a year and share the findings with the staff.	Principal School Counselor School Social Worker School Psychologist Staff	September 2015	June 2016	PBIS Network  Online Climate Surveys	Student Services Committee	\$0	Student Services Committee meeting notes  Student Climate Survey results  Plans to address student feedback	Students will demonstrate social emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly PBIS celebrations.
Teachers will receive training in order to build strong classroom communities (i.e., Responsive Classrooms, Tribes, Morning Meetings).	Building Principal  Teacher Leaders-Eileen Day, Betsy Holtz, Margreda Kukla, and Brenda Pepke	September 2015	June 2016	Training for Building Level Trainers-Eileen Day, Betsy Holtz, Margreda Kukla, and Brenda Pepke  Specific training to be determined	Teacher Leader Training-District Level Budget  Staff Training-District Level Budget	TBD  TBD	Training dates for trainers  Training dates for staff	Students will demonstrate social emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly PBIS celebrations.
Teachers will make a personal contact (verbal or face to face) with each family before or at the beginning of the school year (i.e., listening conference), to be completed by the second week of school. Additionally, specialists will make calls to new students' families and students with a history of ODRs. The building principal will continue to contact all new families before or at the beginning of the school year.	Building Principal  Teachers	August 2015	September 2015	Schedule time to make family contacts	Teacher planning time	\$0	Teacher family contact logs  Building principal family contact log	Students will demonstrate social emotional growth so that 97% of Oriole Lane students will be eligible to attend quarterly PBIS celebrations.

The school social worker will monitor attendance and make personal contacts with families regarding attendance concerns.	School Social Worker	September 2014	June 2016	Schedule time to make family contacts	School social worker planning time	\$0	School Social Worker family contact log  Attendance data which will be reviewed by the School Social Worker and Principal	Chronic student absences will decrease by 10%.
Students on the Oriole Lane Angel List will be assigned a mentor.	Staff	August 2014	June 2016	Staff Mentors	Building Level Staff	\$0	Documentation of students on the Angel List during a two year period  Mentor logs	The number of students on the Angel List will decrease by at least 50% during a two-year period.
Additional recess time will be available to students K-3 and 'brain breaks' for all students in order to break up large blocks of academic learning time.	Building Principal  Teachers	September 2014	June 2016	Schedules and/or lesson plans reflect additional recess K-3 and 'brain breaks' for all students	Building Level Staff	\$0	Schedules and/or lesson plans reflect additional recess K-3 and 'brain breaks' for all students	Students will increase their ability to be 'ready to learn' after time to release energy during recess and/or after 'brain breaks'.
Building Leadership Team members will conduct a book study on <i>Mindset</i> by Carol Dweck for its application to the school setting. The Building Leadership Team will share their knowledge with the staff.	Building Leadership Team  Staff	September 2014	June 2016	<i>Mindset</i> by Carol Dweck	Amazon-Building Level Budget	\$9.50 per book	Building Leadership Team meeting notes  Staff meeting agendas	At the completion of the book study, the Building Leadership Team will share their knowledge with the staff to build understanding around fixed and growth mindsets.

#### Other Required Information

**What research did you review to support the use of this strategy and action plan?**

Our Building Leadership Team reviewed PBIS data, Responsive Classroom data, *Mindset* by Carol Dweck, and Phi Delta Kappan (October 2013).

**What Professional Learning activities will you utilize to support the successful implementation of these strategies/actions?**

As indicated in the action steps above, Oriole Lane Elementary School will utilize internally- and externally-led professional development to support the successful implementation of the work needed to meet this goal. Educational/Instructional leaders in the building and school district, including the building principal, PBIS internal coaches, PBIS external coach, school psychologist, and the Data, Research, and Accountability Coordinator, will all work to build teacher capacity to meet this goal. Teachers will use assessment information to monitor progress toward goal attainment.

**How will the school focus its available fiscal resources to support these strategies and action steps?**

Oriole Lane Elementary School will utilize money from the Mequon-Thiensville Education Foundation to support these strategies and actions steps. The Oriole Lane building budget, district budget, district special education budget, and PTO funds will also be utilized to support these strategies and action steps.

**How has the school assessed the need for, and integrated the use of, communications and informational technology to support these strategies and action steps?**

Oriole Lane Elementary School has assessed the need for, and integrated the use of, communications and information technology to support these strategies and action steps in the following ways:

1. The school district is utilizing Alpine Achievement, a new data warehouse, which was launched during the 2014-2015 school year. In order to ensure that all staff members are trained to use the tool to review student data to inform instruction, professional development will be scheduled. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training on the features offered by Alpine Achievement. Future training will be developed based on the specific needs of the Oriole Lane staff as determined by the exit survey administered at the October 24, 2014 staff meeting.

# 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.

<b>School Improvement Planning Team Members</b>			
<b>Name</b>	<b>Signature</b>	<b>Position</b>	<b>E-mail</b>
<b>Mary Jo Tye</b>		<b>Principal</b>	<b>mtye@mtsd.k12.wi.us</b>
<b>Meg Smith</b>		<b>Kindergarten Teacher</b>	<b>msmith@mtsd.k12.wi.us</b>
<b>Betsy Holtz</b>		<b>Grade 1 Teacher</b>	<b>eholtz@mtsd.k12.wi.us</b>
<b>Laura Treat</b>		<b>Grade 2 Teacher</b>	<b>ltreat@mtsd.k12.wi.us</b>
<b>Jodi Brekke</b>		<b>Grade 3 Teacher</b>	<b>jbrekke@mtsd.k12.wi.us</b>
<b>Eileen Day</b>		<b>Grade 4 Teacher</b>	<b>eday@mtsd.k12.wi.us</b>
<b>Margreda Kukla</b>		<b>Grade 5 Teacher</b>	<b>mkukla@mtsd.k12.wi.us</b>
<b>Tara Webster</b>		<b>Reading Specialist</b>	<b>twebster@mtsd.k12.wi.us</b>
<b>Nicole Ogden</b>		<b>Special Ed. Teacher</b>	<b>nogden@mtsd.k12.wi.us</b>
<b>Susan Hersh</b>		<b>IMC Specialist</b>	<b>shersh@mtsd.k12.wi.us</b>
<b>Nancy Puerzer</b>		<b>Math Specialist</b>	<b>npuerzer@mtsd.k12.wi.us</b>

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

Our Building Leadership team has monthly meetings as well as full day meetings where all members are involved in the planning, design, monitoring, and evaluation of our School Growth Plan.

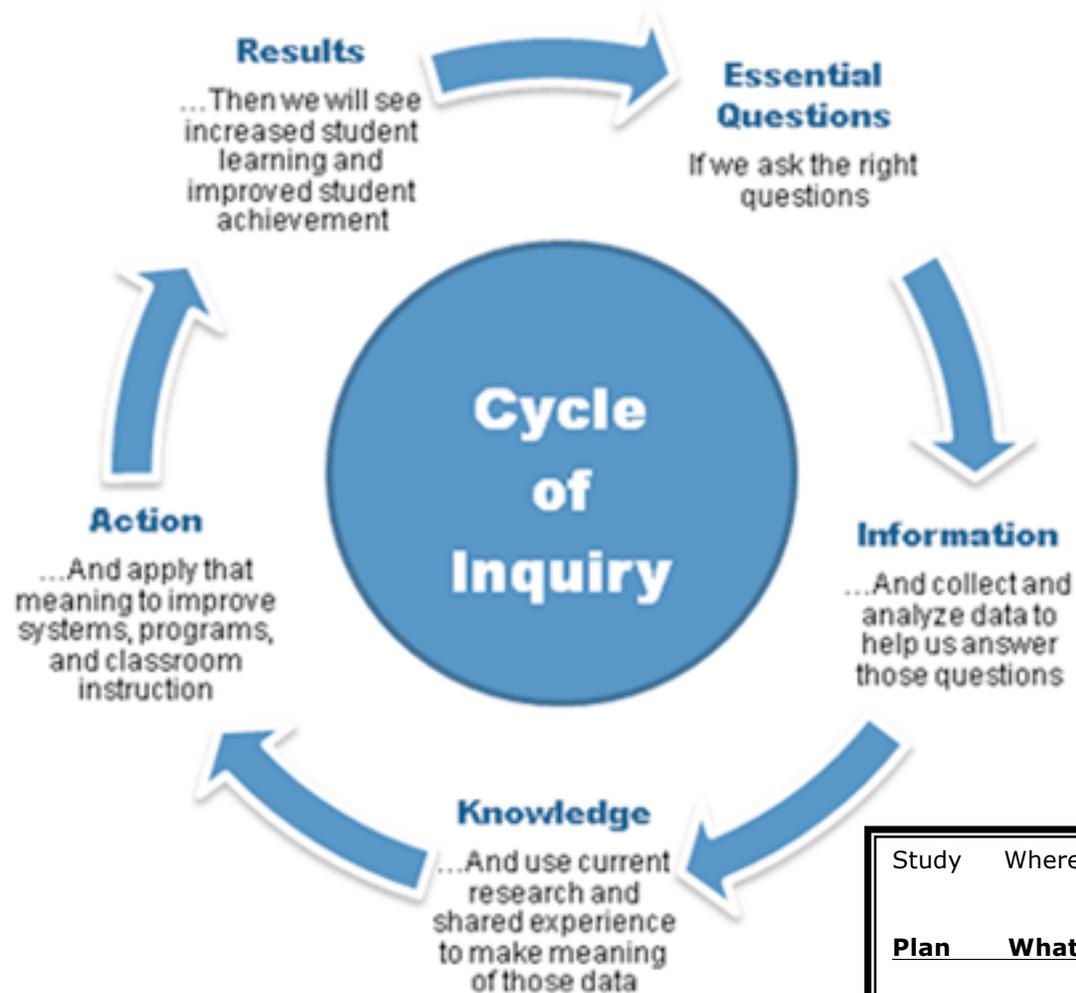
**Describe how decisions about strategies to meet the SGP goals are made at this school, and how all stakeholders are involved in the process.**

Decisions regarding strategies to meet the School Growth Plan goals are made in a collaborative fashion. This process has allowed our Building Leadership Team to organize and analyze data and thinking and develop collaborative, consensus-based solutions to better understand issues, address conflict, and implement decisions, plans, and changes to meet the needs of our students. To assist with the decision-making process, TregoED has been utilized.

**Describe how school and student information and progress will be shared with all stakeholders in a language they can understand.**

School and student information and progress toward attainment of the School Growth Plan will be shared at various meetings (staff meetings, vertical team meetings, grade level team meetings, PTO meetings, etc.) throughout the school year. The School Growth Plan will also be posted on the Oriole Lane Elementary School website. In addition, it will be the responsibility of each Building Leadership Team member to actively communicate with various members of the school community to ensure the Oriole Lane Elementary School staff understands and implements the action steps outlined in our School Growth Plan.

# Continuous School Improvement Utilizing a Cycle of Inquiry



Study	Where are we now and where do we want to be?
<b>Plan</b>	<b>What is the plan to close the gap?</b>
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.