

**MTSD MISSION STATEMENT:** The mission of the Mequon-Thiensville School District, an active partnership of staff, school board, parents and community is 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.

# **MEQUON-THIENSVILLE SCHOOL DISTRICT**



## **Wilson School Jocelyn Sulsberger, Principal School Growth Plan**

**2012-2014**

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## School Growth Goals

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

**School Growth Goal #1**

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

**Yes:  
No:**

**Goal Complete Date: June 2014**

**Baseline Data (Spring 2012):**

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

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

Cohort 2023 – F&P 100%

Cohort 2022 – F&P 78%

Cohort 2021 – MAP (data available spring 2013)

Cohort 2020 – MAP 81.9%\*

Cohort 2019 – MAP 73.2%\*

\*Percent of students scoring at or above the national mean

**Responsible Leadership:**

Principal  
Literacy Specialist  
BLT Members

<u><b>ACTION STEPS/ PERSON(S) RESPONSIBLE</b></u>	<u><b>FUNDING</b></u>	<u><b>TIMELINE FOR ACTION STEPS</b></u>	<u><b>KEY MEASURES</b></u>	<u><b>STATUS</b></u> <u><b>Choose one:</b></u> Not Started In Progress Completed
Reader’s Workshop structure (to include mini-lessons, small group strategy lessons, guided reading, independent reading with conferencing and whole group share) will be fully implemented throughout Wilson Classrooms.	TC Coaching and training - TBD	Fall 2013	Classroom observations of teachers	
Deepening Wilson’s understanding of the content and thinking within the Common Core through an in-depth study of <i>Pathways to the Common Core</i> .	<i>Pathways to the Common Core</i> for all teachers \$340.00 <i>The Common Core Lesson Plan Book K-5</i> \$260	2012-2013 SY	Grade level lesson plans created utilizing tools within <i>The Common Core Lesson Book K-5</i>	

Extend the amount of time provided to students for active independent reading.	N/A	Audit of amount of time provided in classroom – Winter 2012  Plan extended times – Spring 2013	Completed Y/N  Lesson plans reflect increased time reading	
Students new to MTSD at Wilson, who arrive prior to August 20 <sup>th</sup> , will have their reading levels assessed prior to placement in a homeroom.	Summer staffing - \$2500	Implement summer reading assessment – Summer 2013  Conduct small scale student reviews on new students – Fall 2013	100% of students new to MTSD at Wilson will have their reading levels assessed prior to placement in a homeroom.  Create a transition plan for appropriate students, new to MTSD at Wilson.	
Formative assessments will be discussed monthly at grade level team meetings.	N/A	Conduct tutorial on Running Records K-5 – Fall 2012  Implement consistent data discussions at each Grade Level Team meeting utilizing assessments such as Running Records – Winter 2012	PLC meeting minutes  PLC meeting minutes	
Apply decision rules to Tier II and III students to guide instructional decisions.	LLI Red Kits - \$9000  LLI Training - \$3000	Train classroom teachers on progress monitoring – Winter 2012  Train new staff and 3 <sup>rd</sup> grade teachers on LLI – Winter 2013	Documentation reviewed in Vertical Meetings, including individual Student Action Plans  LLI applied during FOCUS time	
Wilson classroom and special education teachers, preK-1, will implement Literacy Links within their ELA block.	Literacy Links training for appropriate staff - \$1500	Literacy Links training for appropriate preK-1 staff – Winter 2012 Winter 2013	Classroom observations of teachers	

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**School Growth Goal #2**

**By June 2014, 100% of full academic year special education students will improve in reading. The achievement gap between special education and general education will be reduced by 50%, from spring to spring. K-2 students will be assessed using Fountas & Pinnell Benchmark, and 3-5 will be assessed using MAP. Students with disabilities will be assessed using tools outlined in their IEP.**

**Yes:**

**Goal Complete Date: June 2014**

**No:**

**Baseline Data (Spring 2012):**

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

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

Cohort 2023 – MTSD End of Year Assessment %

Cohort 2022 – MTSD End of Year Assessment %

Cohort 2021 – MAP (data available spring 2013)

Cohort 2020 – MAP 83.1%\*

Cohort 2019 – MAP 84.8%\*

\*Percent of students scoring at or above national mean

**Responsible Leadership:**

Principal  
Special Education Teachers

<u><b>ACTION STEPS/ PERSON(S) RESPONSIBLE</b></u>	<u><b>FUNDING</b></u>	<u><b>TIMELINE FOR ACTION STEPS</b></u>	<u><b>KEY MEASURES</b></u>	<u><b>STATUS</b></u> <u><b>Choose</b></u> <u><b>one:</b></u> Not Started In Progress Completed
Special education students will receive weekly progress monitoring.	N/A	Fall 2012	Progress monitoring data	
Co-teaching environments will be created and implemented, as applicable to the needs of the students.	Co-teaching training with follow-up coaching - TBD	Spring 2013	Teacher schedules  Classroom observations	
Develop a Service Delivery Model for Students with Disabilities and Students At-risk	N/A	Spring 2013	Service Delivery Model Handbook, to be used for placement and service delivery	

Develop a framework between the regular and special education teachers (and paraprofessionals if appropriate) in order to articulate the shared responsibilities towards each child.	Classroom and SPED substitute teachers \$2000	Fall 2012	PLC meeting minutes  Documentation from student progress meetings (2x in 12-13 SY, 3x in 13-14 SY)	
Provide direct interventions to each special education student, outside of the ELA block.	LLI Red Kits - \$9000	Fall 2012	Documentation reviewed in Vertical Team meetings	

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**School Growth Goal #3**

**By June of 2014 100% of FAY students will improve in instructional math level. Every student will improve a minimum of one grade level in math, from spring to**

spring, with non-special education students who are below grade level on grade level by June 2014. K-2 students will be assessed using the MTSD End of Year Math Assessment. 3-5 students will be assessed using MAP. Students with disabilities will be assessed using tools outlined in their IEP.

Yes:  
No:

Goal Complete Date: June 2014

Baseline Data (2011-2012): TBA	<b>Responsible Leadership:</b>  Principal Common Core Math Leadership Team
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<u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u>	<u>FUNDING</u>	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u> <b>Choose one:</b> Not Started In Progress Completed
Common Core Math Leadership Team will conduct an internal book study on <i>Unlocking Formative Assessment</i> by Shirley Clarke.	<i>Unlocking Formative Assessment</i> for all teachers - \$1300	2013-2014 SY	Determination of next steps for building implementation in 2014-2015 SY	
Teachers will jointly administer and score common constructed response assessments that target CCSSM domains (K-2 – Operations and Algebraic Thinking, 3-5 – Number & Operations and Fractions). Discussions will emphasize common scoring practices.	Classroom substitute teachers - \$2000	Winter 2012 Spring 2013	100% of general and special education teachers will participate  Documentation of student scores from scoring session	
Teachers will jointly administer and score common constructed response assessments that target CCSSM domains (K-2 – Operations and Algebraic Thinking, 3-5 – Number & Operations and Fractions). Discussions will emphasize shifts in instructional practices to better address student needs.	Classroom substitute teachers - \$2500	Fall 2013 Winter 2014 Spring 2014	100% of general and special education teachers will participate  Documentation of student scores from scoring session  PLC meeting minutes	
Training will take place for teachers on Think Aloud and Word Problem Structures.	Classroom substitute teachers for MTAP - current funding	Ongoing throughout the 2012-2014 school years	Staff meeting agendas Agendas from MTAPs	
The Everyday Math Crosswalk will be referenced at grade level team meetings on a unit-by-unit basis.	N/A	Ongoing throughout the 2012-2014 school years	PLC meeting minutes	

