



# Wilson Elementary School School Growth Plan 2014-2016



**Mequon-Thiensville School District  
Wilson Elementary School  
Grades K-5  
Mrs. Jocelyn Sulsberger**

## **School Mission Statement:**

The mission of Wilson Elementary School, in collaboration with family and community members, is to create lifelong enthusiasm for learning while fostering academic, social and emotional growth in all children.

## **School Belief Statements: At Wilson School, we believe and will work hard to ensure, that...**

- Students must feel safe and respected in order to maximize their academic growth
- Individual differences will be valued and supported
- All students have the right to learn and be successful
- Instruction will encompass multiple learning strategies and teaching methods
- All children will grow, in their own timeframe, and given the proper supports
- Student growth and achievement is a result of collaboration between home and school
- Technology will foster communication between home and school environment

## **Wilson Elementary School School Growth Plan: Goal 1**

## Section I: Comprehensive Analysis Report on Student Achievement

**Content Area:** Literacy

**New Goal**

**Continued Goal**

**Revised Goal**

### **Student Goal Statement:**

By Spring of 2016, 94% of Kindergarten and 1<sup>st</sup> grade students will meet grade level benchmarks of proficiency, as determined by the Fountas & Pinnell assessment.

By Spring of 2016, we will increase the percentage of Wilson students in grades 2-5 that have met their individual NWEA MAP growth projection targets by 5.3%, so that 60% will have met their targets in the area of reading.

\* NWEA MAP indicates that 60% is the high end of average for percentage of students meeting their growth targets \*

### **Statement of gap in student achievement (Needs Statement):**

Based on the 2013-2014 F&P assessment, 89% of Wilson students in Kindergarten met grade level benchmarks of proficiency.

Based on the 2013-2014 F&P assessment, 90% of Wilson students in 1<sup>st</sup> grade met grade level benchmarks of proficiency.

Based on the 2013-2014 NWEA MAP results, 54.7% of Wilson students in grades 2-5 met their individual growth projection targets in the area of reading.

### **Contributing Cause for the gap in student achievement:**

Analysis of the NWEA MAP Summary Report showed:

- Asian students demonstrate a relative weakness in the area of Foundational Skills and Vocabulary

A Zone analysis of 4<sup>th</sup> grade WKCE data from 2013-2014 showed:

- Overall, students performed below proficiency in the areas of Analyzing Text and Evaluating/Extending Text.

Analysis of F & P and MAP results show a gap in proficiency levels between students who are learning English and students with a disability, with their counterparts.

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

- Fountas and Pinnell benchmark assessment
- NWEA MAP reading assessment
- School Report Card data – WKCE and Smarter Balanced Assessment

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

The Building Leadership Team (BLT) at Wilson Elementary School met in August, September and October of 2014 to review data and develop the Comprehensive Needs Assessment (CNA). Wilson School educates students in Kindergarten through 5<sup>th</sup> grade, and strives to meet all academic and social-emotional needs using research-based methods.

For the 2013-2014 school year, Wilson Elementary School received a 'Significantly Exceeds Expectations' on the Wisconsin School Report Card. Analysis of the subcategories showed that Student Achievement was a strength for the school (at 93.1), while the overall Growth in literacy has been stagnant and there is a wide achievement gap between subgroups (special education and low socio-economic status), particularly in the area of mathematics. The School Report Card also showed that Wilson's attendance score is lower than the state's, for the first time since School Report Cards have come out.

The BLT also reviewed internal achievement and behavior data in order to determine goals that are attainable, yet rigorous. Efforts to reach

these goals will be supported through ongoing professional development, and evaluated through measures identified within the School Growth Plan action steps. Benchmarks have been set, ensuring that teachers and staff are able to confirm progress throughout each school year.

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

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

By Spring of 2015, 92% of Kindergarten and 1<sup>st</sup> grade students will meet grade level benchmarks of proficiency, as determined by the Fountas & Pinnell assessment.

By Spring of 2015, we will increase the percentage of Wilson students in grades 2-5 that have met their individual NWEA MAP growth projection targets by 2.7%, so that 57.4% will have met their targets in the area of reading.

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

- Fountas & Pinnell Benchmark assessment (grades K and 1), administered Fall, Winter and Spring
- NWEA MAP assessment (grades 2-5), administered Fall, Winter and Spring
- Formative assessment data (running records, conferencing forms, etc.)
- AIMSWeb

**Strategy Statement:**

In order to improve our students' ability to read, analyze and make meaning of text, we will implement a plan of action to ensure that instruction across content areas supports students in developing the areas of Literature, Informational Text and Vocabulary Acquisition and Use. Strategies will enable students to think about, within and beyond the texts they are reading.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Push-in support during Reader's Workshop	Literacy specialist  Classroom teachers - documentation/communication	10/1/14	6/1/16	Assessment results  Progress monitoring  RtI intervention plans	LLI	\$0	Literacy Specialist and Classroom Teacher  Tier III Google doc collaboration log  Evaluation Documents	Targeted students will increase the percentage of their growth projection by 4.1% and teachers will be provided with additional instructional support during the workshop
Developing common Learning Intentions and	Classroom teachers  Specialists	10/1/14	6/15/16	Reading Workshop	Teacher's College  District	\$0	PLC Minutes	Student learning and teacher instruction



District literacy action plan				Set dates to peer coach.	Staff takes prep time to fill out forms. Teachers decide in PLC appropriate dates for coaching and inform reading specialist of dates.	15 minutes		that the percentage of students meeting their individual MAP growth projection targets increases by 2.7%
				Substitutes so teachers can leave their classrooms	Literacy Specialist sets up substitutes	10 minutes		
				Time to reflect	Principal allows money from budget for substitutes	10 minutes		
					Time planned after visiting each classroom for group reflection	30 minutes		
Professional Development is provided by the Literacy Specialists and outside specialists and coaches  Follow-up: District literacy action plan	Literacy specialist  Classroom teachers  Teacher's College coaches  LLI coach	11/1/14	6/15/15   15-16 SY	Formative Assessments  Running Records  AIMSweb/STAR progress monitoring	Reading workshop units of study  BYOC  LLI	\$1000 from MTEF for PD from CESA 6 for LLI training	ELA representatives will run Tier 2 LLI interventions  TC coaches and Literacy Specialists walk-throughs and coaching sessions  ASW forms	Reader's Workshop and interventions will be implemented with fidelity, so that the percentage of students meeting their individual MAP growth projection targets

								increases by 2.7%
Additional instruction is provided, with fidelity, during intervention time focusing on specific student need	Literacy specialist Reading aide Title one instructor Classroom teachers that conduct Tier 2 reading interventions	11/1/14	6/1/16	LLI kits	Wilson PTO	\$4500	AIMS/STAR progress monitoring F and P Benchmark Assessments MAP screenings 3x/year Running records	Then 100% of students receiving Tier 2/3 intervention will increase their MAP scores by an average of 15 RIT points
Targeted students are progress monitored to ensure implementation of high quality, rigorous instruction to increase the student performance on formative and summative assessments	Literacy specialist Title one instructor Special education teachers Classroom teachers that conduct Tier 2 reading interventions	10/1/14	6/15/16	AIMSweb 2.0/STAR Running records Common formative assessments	Literacy Specialists will AIMSweb benchmark every student who is minimal on the NWEA MAP reading test  AIMSweb probes are used by Literacy Specialist for progress monitoring; running records are used by Tier 2 and 3 reading teachers	\$0	Literacy specialist conducts progress monitoring once per week  Tier 2 classroom reading teachers perform progress monitoring once every 2-3 weeks	Students will increase their individual MAP growth projections by 5.3%

**Other Required Information**

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

Texts reviewed include: *Unlocking Formative Assessment*, *Advancing Formative Assessment in Every Classroom* and *Visible Learning for Teachers* and *Visible Learning for Teachers*.

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

As indicated in the action steps above, Wilson Elementary School will utilize both internal and external professional development to support the successful implementation of the work needed to be done to meet this goal. In addition to building leadership, the Wilson BLT will draw upon the knowledge and skills of District leaders (teachers and administrators), with external consultants to be called upon as appropriate to the

action step item.

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

Funds will be directed from the school and District budgets (as deemed appropriate), MTEF professional development grant and PTO mini-grants (as approved).

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

Discussions around SGP goals and actions steps included a focus on the utilization of technology, both to support the communication of such information as well as a tool to be used through the learning process by students and staff. The IMC specialist for the building is a part of the team and provides professional development and support for staff in implementing strategies as well as gathering assessment information. Resources requiring technology that is currently used to support student's academic growth include: Newslea, RAZ kids, Conceptual, BrainPop ESL and multiple i-pad applications.

## Wilson Elementary School School Growth Plan: Goal 2

<b>School District:</b> Mequon-Thiensville School District	<b>School Year:</b> 2014-2015		
<b>Section I: Comprehensive Analysis Report on Student Achievement</b>			
<b>Content Area:</b> Mathematics	<input checked="" type="checkbox"/> <b>New Goal</b>	<input type="checkbox"/> <b>Continued Goal</b>	<input type="checkbox"/> <b>Revised Goal</b>
<b>Student Goal Statement:</b>			
<p>By Spring of 2016, the achievement gap in mathematics between specific populations will be reduced, so that all children are making appropriate academic progress.</p> <ul style="list-style-type: none"> <li>• By spring of 2016, 75% of students with an identified disability will have reached proficiency in the area of mathematics, on the NWEA MAP assessment (grades 2-5) or end of year District math assessment (K-1).</li> <li>• By spring of 2016, 92.5% of students who are identified as minimal or basic on district assessments will have reached proficiency in the area of mathematics, on the NWEA MAP assessment (grades 2-5) or end of year District math assessment (K-1).</li> </ul>			
<b>Statement of gap in student achievement (Need Statement):</b>			
<p>Based on the 2013-2014 School Report Card, the mathematics achievement gap had an index score of 27.5 out of 50.</p> <p>Based on the 2013-2014 NWEA MAP results, 84.5% of students in grades 1-5 met proficiency benchmarks.</p> <p>Based on the 2013-2014 NWEA MAP results, 65% of students in grades 1-5 who have an identified disability, met proficiency benchmarks.</p> <p>Based on the 2013-2014 end of year District math assessment (grades K-1), 55% of the students who performed below proficiency had an identified disability.</p>			
<b>Contributing Cause for the gap in student achievement:</b>			
<p>Analysis of the Spring 2013-2014 NWEA MAP Summary Report showed:</p> <ul style="list-style-type: none"> <li>• African American students demonstrate a relative weakness in the area of Operations and Algebraic Thinking</li> <li>• White students demonstrate a relative weakness in the areas of Measurement and Data, as well as Geometry</li> </ul> <p>A Zone analysis of 4<sup>th</sup> grade WKCE data from 2013-2014 showed:</p> <ul style="list-style-type: none"> <li>• Overall, students performed below proficiency in the area of Mathematical Processes.</li> </ul>			
<b>List the multiple sources of data used to identify the gap in student achievement:</b>			
<ul style="list-style-type: none"> <li>• District developed assessments</li> <li>• NWEA MAP mathematics assessment</li> <li>• School Report Card data – WKCE and Smarter Balanced Assessment</li> </ul>			
<b>Section II: Comprehensive Analysis Report on System Processes and Practices</b>			
<p>The Building Leadership Team (BLT) at Wilson Elementary School met in August, September and October of 2014 to review data and develop the Comprehensive Needs Assessment (CNA). Wilson School educates students in Kindergarten through 5<sup>th</sup> grade, and strives to meet all academic and social-emotional needs using research-based methods.</p>			

For the 2013-2014 school year, Wilson Elementary School received a 'Significantly Exceeds Expectations' on the Wisconsin School Report Card. Analysis of the subcategories showed that Student Achievement was a strength for the school (at 93.1), while the overall Growth in literacy has been stagnant and there is a wide achievement gap between subgroups (special education and low socio-economic status), particularly in the area of mathematics. The School Report Card also showed that Wilson's attendance score is lower than the state's, for the first time since School Report Cards have come out.

The BLT also reviewed internal achievement and behavior data in order to determine goals that are attainable, yet rigorous. Efforts to reach these goals will be supported through ongoing professional development, and evaluated through measures identified within the School Growth Plan action steps. Benchmarks have been set, ensuring that teachers and staff are able to confirm progress throughout each school year.

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

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

By Spring of 2015, the achievement gap between specific populations will be reduced, so that all children are making appropriate academic progress.

- By spring of 2016, 70% of students with an identified disability will have reached proficiency in the area of mathematics, on the NWEA MAP assessment (grades 2-5) or end of year District math assessment (K-1).
- By spring of 2016, 88.5% of students who are identified as minimal or basic on district assessments will have reached proficiency in the area of mathematics, on the NWEA MAP assessment (grades 2-5) or end of year District math assessment (K-1).

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

- District end of year math assessment (grades K and 1)
- NWEA MAP assessment (grades 2-5), administered Fall, Winter and Spring
- Formative assessment data (unit assessments, constructed response common assessments, etc.)
- AIMSWeb

**Strategy Statement:**

In order to improve our students' mathematical abilities, we will implement a plan of action to ensure that instruction across content areas supports students in developing the areas of Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data and Geometry. Strategies will enable students to explain their thinking and reasoning about the mathematical problems they are solving, activating different modes of student thinking (concrete, representational, abstract, verbal and contextual).

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Instruction will be provided to at least two intervention groups of students who have been identified through assessment data	Math specialist Identified math interventionist Student Review Team	10/13/14	6/15/16	Assessment results	NWEA MAP  Smarter Balanced Assessment (Badger)	\$0	Grade level PLC minutes  Student review	Teachers will adjust and implement instructional strategies based on student's

					District assessment WKCE/ Smarter Balanced Assessment (Badger)			progress monitoring data, so that 100% of identified students will meet targeted growth on their designated assessment (District EOY or MAP)
Regular communication will take place during PLCs to identify students who are struggling with math concepts	All teachers Math specialist Student Review Team	10/13/14	6/15/16	Anecdotal notes Informal observations Assessment results	Assessment data Daily work notes Informal observations Analyzing student work data	\$0	Grade level PLC minutes Student review	Teachers and math specialist will use student data to make adjustments to specific grade level curriculum and instruction, so that 92.5% students identified as minimal or basic will reach proficiency on the designated assessment (District EOY or MAP)
Grade level PLCs meetings to discuss needs will regularly include the math specialist	All teachers Math specialist	10/13/14	6/15/16	Classroom data PLC minutes	Assessment data Classroom data	\$0	Dedicated time during PLCs ASW forms	Teachers will adjust and implement instructional strategies to reflect the feedback discussed at grade level meetings, so that 92.5% students identified as

								minimal or basic will reach proficiency on the designated assessment (District EOY or MAP)
Professional development around common core and curriculum will take place	Math specialist  All teachers	10/13/14	6/15/16	To be determined, based on teacher learning	TBD	TBD	Dedicated time during PLCs, vertical meetings and staff meetings.	Teachers will implement instructional strategies to further developed by PD to increase student learning on district data by 5% from fall to spring
Regular education and special education teachers will collaborate to define action steps (interventions, modifications and accommodations) and monitor students with an IEP	Math specialist  Classroom teachers  Special Education teachers	10/13/14	6/15/16	IEP  Assessment data  UDL training	Assessment data	\$0	Student review  Annual review of IEP	100% of students who have an IEP will have action steps incorporated into their plan

**Other Required Information**

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

Text reviewed include: *Principles to Actions Ensuring Mathematical Success for All, Unlocking Formative Assessment, Advancing Formative Assessment in Every Classroom and Visible Learning for Teachers.*

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

As indicated in the action steps above, Wilson Elementary School will utilize both internal and external professional development to support the successful implementation of the work needed to be done to meet this goal. In addition to building leadership, the Wilson BLT will draw upon the knowledge and skills of District leaders (teachers and administrators), with external consultants to be called upon as appropriate to the action step item.

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

Funds will be directed from the school and District budgets (as deemed appropriate), MTEF professional development grant and PTO mini-grants (as approved).

**How has the school assessed the need for, and integrated the use of, communications and informational technology to support**

**these strategies and action steps?**

Discussions around SGP goals and actions steps included a focus on the utilization of technology, both to support the communication of such information as well as a tool to be used through the learning process by students and staff. The IMC specialist for the building is a part of the team and provides professional development and support for staff in implementing strategies as well as gathering assessment information. Resources requiring technology that is currently used to support student's academic growth include: Newslea, RAZ kids, Conceptual, BrainPop ESL and multiple i-pad applications.

# Wilson Elementary School School Growth Plan: Goal 3

<b>School District:</b> Mequon-Thiensville School District	<b>School Year:</b> 2014-2015
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## Section I: Comprehensive Analysis Report on Student Achievement

<b>Content Area: Social-emotional</b>	<b>(X) New Goal</b>	<b>( ) Continued Goal</b>	<b>( ) Revised Goal</b>
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**Student Goal Statement:**  
By Spring of 2016, Wilson students will demonstrate social-emotional growth, so that the percentage of minors and majors given to students are reduced by 25%.

**Statement of gap in student growth (Needs Statement):**  
Based on the 2013-2014 PBIS data, 316 Behavior Reminders (minors) were received

- 32% (101) minors were given in the learning environment

Based on the 2013-2014 PBIS data, 110 Office Discipline Referrals (majors) were received

- 48 students in grades K-5 received one or more ODRs

Based on the Gallup Student Poll results:

- There was a 4% decrease in student engagement from 2013-2014, as reported by 5<sup>th</sup> grade students

Based on the 2014 Angel List activity, 22% of Wilson students were identified as having fewer than two personal, teacher connections.

**Contributing Cause for the gap in student growth:**  
Analysis of 2013-2014 PBIS data shows:

- 70% of students receiving ODRs were male.
- 81% of BRs were given in the area of Respect.
- The highest number of minors was given in the month of May.
- The highest number of majors was given in month of February.
- The day with the highest number of BR was Thursday.
- The day with the highest number of ODR was Tuesday/Wednesday.

2013 and 2014 Gallup student poll results show the lowest category of student engagement being reported in the areas of having the opportunity to do what they do best everyday and receiving recognition or praise for doing good school work.

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

- PBIS data: Behavior Reminders and Office Discipline Referrals
- Attendance data
- Gallup survey
- Angel list data (29 students with no dots and 92 students with one dot)

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

The Building Leadership Team (BLT) at Wilson Elementary School met in August, September and October of 2014 to review data and develop the Comprehensive Needs Assessment (CNA). Wilson School educates students in Kindergarten through 5<sup>th</sup> grade, and strives to meet all academic and social-emotional needs using research-based methods.

For the 2013-2014 school year, Wilson Elementary School received a 'Significantly Exceeds Expectations' on the Wisconsin School Report Card. Analysis of the subcategories showed that Student Achievement was a strength for the school (at 93.1), while the overall Growth in literacy has been stagnant and there is a wide achievement gap between subgroups (special education and low socio-economic status), particularly in the area of mathematics. The School Report Card also showed that Wilson's attendance score is lower than the state's, for the first time since School Report Cards have come out.

The BLT also reviewed internal achievement and behavior data in order to determine goals that are attainable, yet rigorous. Efforts to reach these goals will be supported through ongoing professional development, and evaluated through measures identified within the School Growth Plan action steps. Benchmarks have been set, ensuring that teachers and staff are able to confirm progress throughout each school year.

## Section III: Plan to Accomplish Student Achievement Goals

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

By Spring of 2015, Wilson students will demonstrate social-emotional growth, so that the percentage of minors and majors given to students are reduced by 12.5%.

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

- Major (ODR) data
- Minor (BR) data
- Consultation forms
- Attendance data
- School developed student climate survey

### Strategy Statement:

In order to improve our students' social-emotional wellness, we will implement strategies that develop and encourage self-regulation in the areas of thinking, feeling and acting.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
The classroom environment will be monitored to ensure systematic implementation of a behavior	Building leadership team members	1/1/15	6/1/16	Walkthrough form (Google form)  Professional development around	BLT developed	\$0	Data will be collected weekly, of randomly selected classrooms, and reported	A systematic approach for behavior management systems will be created, so that 100% of classrooms demonstrate competency in all

management system to include specific visual components				competency areas Progress monitoring Staff reflection on utilizing a systematic approach			at monthly staff meetings.	areas identified by the walkthrough form Walkthrough look for: Behavior management system for all students, School wide PBIS matrix posted, Classroom expectations posted, Posted consequences and acknowledgements
A designated staff member will facilitate a discussion at building meetings, once time every other month, in order to encourage reflection and sensitivity to student needs	School Psychologist School Social Worker	12/1/14	6/15/16	Staff survey (Google form) Student climate survey	BLT developed	\$0	Pre and post staff survey	Teacher understanding on the importance of sensitivity for individual student needs and differences will increase by at least 5%, from Fall to Spring survey results
The school social worker will facilitate discussions with teachers regarding behavioral support for specific students	School Social Worker Student Review Team	11/1/14	6/15/16	Form	PBIS Tier II developed	\$0	PBIS Tier II meetings	Collaboration on behaviors identified (for a specific student), so that the behaviors identified by the Student Consultation Form are reduced by 25%
Teachers will work with students to complete Behavior Reminder reflection component	PBIS team members Teachers	11/1/14	6/15/16	PBIS Professional development	PBIS Tier I developed	\$0	PBIS Tier I meetings Staff meetings	Students will immediately reflect on their behavior and choices, so that the number of minors given to students, school wide, will decrease by 12.5%

								from Fall to Spring each year
When a student is absent, the classroom teacher contacts the parent/student to let them know they are missed	Teachers	11/1/14	6/15/16	Examples of emails/text messages that	BLT developed	\$0	Attendance data will be reviewed monthly by the School Social Worker and Principal	Students will feel engaged in school, so that the absentee rate for identified students will decrease by 10%
Classrooms will have fidget toolboxes for all students to access in order to reduce disruptive student behavior	Student services department PTO Teachers	12/1/14	6/15/16	PBIS Behavior Reminders	Plastic boxes Fidget tools	\$1000	PBIS data review Staff meeting	Students will be able to appropriately manage behaviors in the classroom, so that the number of minors given to students in the learning environment will decrease by 10% from Spring to Spring each year
Teachers and staff support and mentor students on the Wilson Angel List	All teachers Support staff Principal	11/1/14	6/15/16	Staff survey	N/A	N/A	Pre and post Angel List survey Angel list documentation	A connection between Wilson adults and students will be strengthened, so that the percent of students identified on the list will decrease by 10%
Designated PBIS team members will facilitate monthly meetings with support staff to review school behavioral data, individual student plans and tier I goals	PBIS team member (e.g. special education teacher)	11/17/14	6/15/16	Meeting minutes	N/A	N/A	Data and information discussed at PBIS Tier I and II/III meetings Data and information discussed at team PLC meetings Meeting minutes	Adults within the school have student data and information to support behavioral plans and goals, so that the percentage of majors and minors are reduced by 25%

### Other Required Information

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

Research on PBIS and Responsive Classrooms was reviewed, along with information from ASCD and The Journal of Special Education.

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

As indicated in the action steps above, Wilson Elementary School will utilize both internal and external professional development to support the successful implementation of the work needed to be done to meet this goal. In addition to building leadership, the Wilson BLT will draw upon the knowledge and skills of District leaders (teachers and administrators), with external consultants to be called upon as appropriate to the action step item.

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

Funds will be directed from the school and District budgets (as deemed appropriate), MTEF professional development grant and PTO mini-grants (as approved).

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

Discussions around SGP goals and actions steps included a focus on the utilization of technology, both to support the communication of such information as well as a tool to be used through the learning process by students and staff. The IMC specialist for the building is a part of the team and provides professional development and support for staff in implementing strategies as well as gathering assessment information. Resources requiring technology that is currently used to support student's academic growth include: Newslea, RAZ kids, Conceptual, BrainPop ESL and multiple i-pad applications.

## 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>			
Name	Signature	Position	E-mail
Hilary James		Kindergarten teacher	<a href="mailto:hjames@mtsd.k12.wi.us">hjames@mtsd.k12.wi.us</a>
Alyssa Schwanda		1 <sup>st</sup> grade teacher	<a href="mailto:aschwanda@mtsd.k12.wi.us">aschwanda@mtsd.k12.wi.us</a>
Alyssa Murphy		2 <sup>nd</sup> grade teacher	<a href="mailto:amurphy@mtsd.k12.wi.us">amurphy@mtsd.k12.wi.us</a>
Alison DeVillers		3 <sup>rd</sup> grade teacher	<a href="mailto:adevillers@mtsd.k12.wi.us">adevillers@mtsd.k12.wi.us</a>
Dawn Baumgartner		4 <sup>th</sup> grade teacher	<a href="mailto:dbaumgartner@mtsd.k12.wi.us">dbaumgartner@mtsd.k12.wi.us</a>
Rae Mitchell		5 <sup>th</sup> grade teacher	<a href="mailto:rmitchell@k12.wi.us">rmitchell@k12.wi.us</a>
Carrie Stollenwerk		Special education teacher	<a href="mailto:cstollenswerk@mtsd.k12.wi.us">cstollenswerk@mtsd.k12.wi.us</a>
Monica Treptow		IMC Specialist	<a href="mailto:mtreptow@mtsd.k12.wi.us">mtreptow@mtsd.k12.wi.us</a>
Sarah Brilliant		School Psychologist	<a href="mailto:sbrilliant@mtsd.k12.wi.us">sbrilliant@mtsd.k12.wi.us</a>
Lisa O'Malley		Math Specialist	<a href="mailto:lomalley@mtsd.k12.wi.us">lomalley@mtsd.k12.wi.us</a>
Missy Vraney		Literacy Specialist	<a href="mailto:mvraney@mtsd.k12.wi.us">mvraney@mtsd.k12.wi.us</a>
Jocelyn Sulsberger		Principal	<a href="mailto:jsulsberger@mtsd.k12.wi.us">jsulsberger@mtsd.k12.wi.us</a>

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

☀ The stakeholders listed above were involved in the development of this school growth plan through data analysis, discussion and debate. The team analyzed school data from external (e.g. WKCE) and internal (e.g. District assessments, NWEA MAP, PBIS, etc.) to determine the greatest areas of need for our students. Once these were identified, and goals were written to support them, action step items were determined. This was done using discussions with colleagues (both on the off the BLT) and examining literature and research to identify best practices. Feedback was gathered from additional staff throughout the building, as well as from District level administrators. This team will continue to monitor and evaluate this plan through the development and use of an action step roadmap, as well as utilization of data to make decisions.

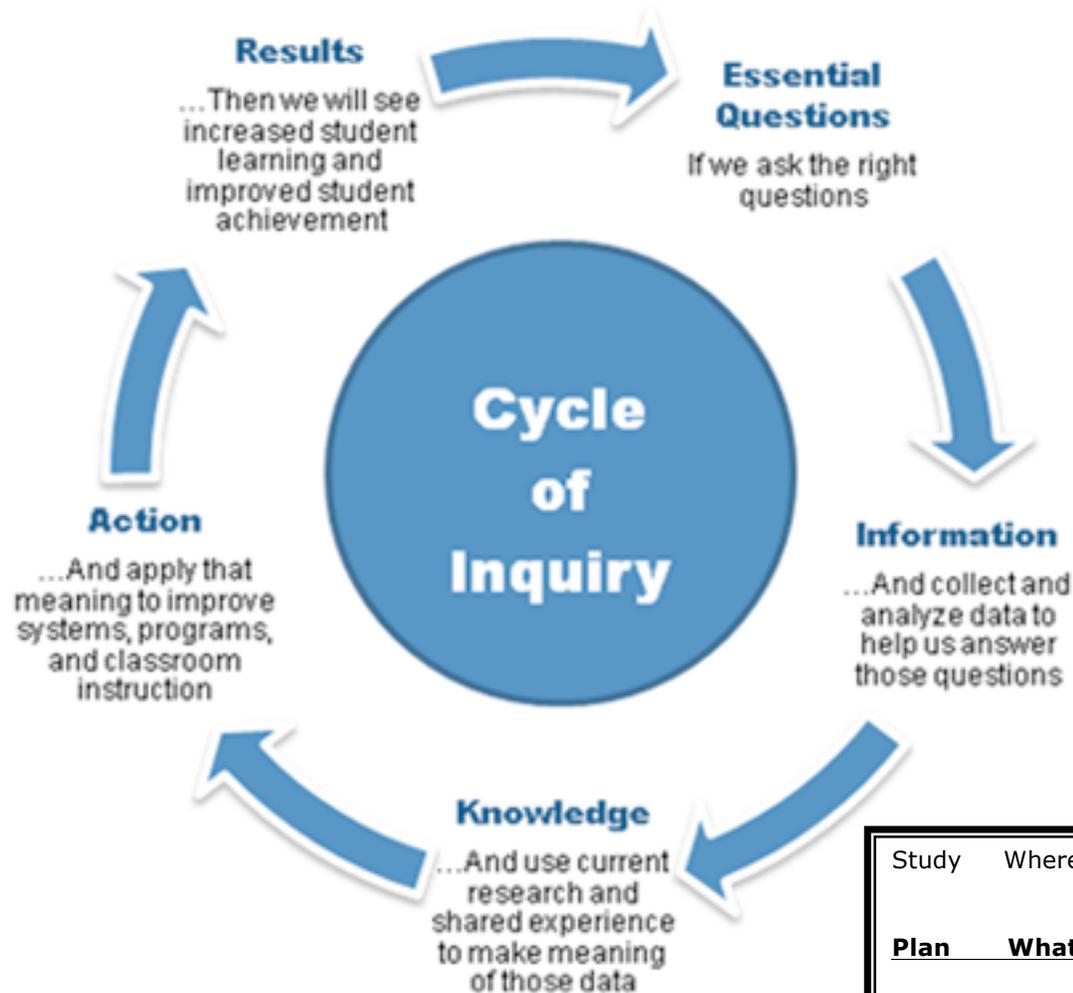
**Describe how decisions about strategies to meet the SGP goals are made at this school, and how all stakeholders are involved in the process.**

✿ Decisions around strategies to meet SGP goals are made in a collaborative manner. We have used different TREGO processes (DA, SA and PPA) to make decisions and to plan, as well as consensus strategies to ensure that even if not all stakeholders are in perfect agreement, that they can all support the selected action steps.

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

✿ The information and progress of the SGP will be shared via meetings (Various staff meetings, including vertical and PLC, PTO discussions, etc.) and electronic communication (e.g. survey reports, Google documents, postings on the school website, etc.). It will be the responsibility of the BLT to ensure that different individuals and groups within the organization understand the information being presented to them.

# Continuous School Improvement Utilizing a Cycle of Inquiry



Study	Where are we now and where do we want to be?
<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.