




<b>MTSD</b>	Wilson Elementary School						
<b>General</b>	Address	11001 N Buntrock Ave, Mequon, WI 53092	<b>Enrollment</b> 	Total Enrollment	621		
				LEP	Enter	% White	75%
				% LEP	Enter%	% Asian	12%
				Econ. Disadvantaged	Enter	% Black	8%
				% Econ. Disadvantaged	Enter%	% Hispanic	5%
				Students w/ Disability	Enter	% Other	>1%
				% Students w/ Disability	Enter%		
	Principal	Jocelyn Sulsberger	<b>Staff</b>	# of Reg. Ed. Teachers	24.5		
			# of Spec. Ed. Teachers	4			

**School Vision Statement**

*The vision of Wilson School is to be an exemplary educational leader that supports and challenges all students to achieve their full potential.*

**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 Core Beliefs**

*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.*



<b>School District</b>	Mequon-Thiensville School District
<b>School Name</b>	<i>Wilson Elementary</i>
<b>School Growth Plan</b>	Goal 1
<b>Focus Area</b>	<i>Numeracy</i>
<b>Type of Goal</b>	Revised Goal
<b>Results Goal Statement</b>	72.6% of our 3rd-5th grade students will meet or exceed the district milestone #3, for math achievement, by Spring of 2018.
<b>Need Statement</b>	<p><i>Greatest Area of Need, based on MAP scores from 2014-2016, is in Number and Operation (NBT and NF) for Grades 2-5. The domain of Operations and Algebraic Thinking (OA) will be embedded in this focus area as these two domains are typically taught concurrently.</i></p> <p>The table below is a breakdown of the proficiency percentages for Spring 2014-Spring 2016.</p>

	Algebraic Thinking	Number & Operations	Measurement & Data	Geometry	Overall
Spring 2014	Class of 2023 (current 5 <sup>th</sup> grade) ) RIT 213.6	Class of 2023 (current 5 <sup>th</sup> grade) ) RIT 209.9	Class of 2023 (current 5 <sup>th</sup> grade) ) RIT 211.1	Class of 2023 (current 5 <sup>th</sup> grade) ) RIT 211.6	Class of 2023 (current 5 <sup>th</sup> grade) ) 52.5 % proficient  Class of 2024 (current 4 <sup>th</sup> grade) ) 78.8 %  Class of 2025 (current 3 <sup>rd</sup> grade)

					) 77.3 %
Spring 2015	Class of 2023 (curr ent 5 <sup>th</sup> grade ) RIT 225.7	Class of 2023 (curr ent 5 <sup>th</sup> grade ) RIT 224.3	Class of 2023 (curr ent 5 <sup>th</sup> grade ) RIT 224.8	Class of 2023 (curr ent 5 <sup>th</sup> grade ) RIT 230.5	Class of 2023 (curr ent 5 <sup>th</sup> grade ) 70.5 % profic ient
	Class of 2024 (curr ent 4 <sup>th</sup> grade ) RIT 214.1	Class of 2024 (curr ent 4 <sup>th</sup> grade ) RIT 211.6	Class of 2024 (curr ent 4 <sup>th</sup> grade ) RIT 213.6	Class of 2024 (curr ent 4 <sup>th</sup> grade ) RIT 215.5	Class of 2024 (curr ent 4 <sup>th</sup> grade ) 59.3 %
					Class of 2025 (curr ent 3 <sup>rd</sup> grade ) 79.5

						%
Spring 2016	Class of 2023 (curr ent 5 <sup>th</sup> grade ) RIT 229	Class of 2023 (curr ent 5 <sup>th</sup> grade ) RIT 236	Class of 2023 (curr ent 5 <sup>th</sup> grade ) RIT 233	Class of 2023 (curr ent 5 <sup>th</sup> grade ) RIT 231	Class of 2023 (curr ent 5 <sup>th</sup> grade ) 50% profic ient	
	Class of 2024 (curr ent 4 <sup>th</sup> grade ) RIT 219	Class of 2024 (curr ent 4 <sup>th</sup> grade ) RIT 219	Class of 2024 (curr ent 4 <sup>th</sup> grade ) RIT 221	Class of 2024 (curr ent 4 <sup>th</sup> grade ) RIT 220	Class of 2024 (curr ent 4 <sup>th</sup> grade ) 51%	
	Class of 2025 (curr ent 3 <sup>rd</sup> grade ) RIT 213	Class of 2025 (curr ent 3 <sup>rd</sup> grade ) RIT 211	Class of 2025 (curr ent 3 <sup>rd</sup> grade ) RIT 215	Class of 2025 (curr ent 3 <sup>rd</sup> grade ) RIT 214	Class of 2025 (curr ent 3 <sup>rd</sup> grade ) 41%	
<b>Strategy Statement 1</b>	<i>Numbers and Operation (NBT and NF), with an embedded emphasis on Operations and Algebraic Thinking</i>					

	<i>(OA), will be measured using the Measures of Academic Progress (MAP). Assessments will be given in fall, winter, and spring for grades 3-5.</i>
<b>Measurable Target 1</b>	<p><i>By the end of the 2016-17 school year, 70.39% of Wilson students in grades 3-5 will attain proficiency (at or above the 70th percentile) as measured by the spring MAP math assessment.</i></p> <p><i>By the end of the 2017-18 school year, 72.60% of Wilson students in grades 3-5 will attain proficiency (at or above the 70th percentile) as measured by the spring MAP math assessment.</i></p>
<b>Strategy Statement 2</b>	<p><i>Numbers and Operation (NBT and NF), with an embedded emphasis on Operations and Algebraic Thinking (OA), will be measured using End of Module Assessments for targeted students. Assessments will be given in:</i></p> <ul style="list-style-type: none"> <li>● <i>Gr. 3: Module 2 &amp; Module 5</i></li> <li>● <i>Gr. 4: Module 1, Module 3, Module 5, &amp; Module 6</i></li> <li>● <i>Gr. 5: Module 1, Module 2, Module 3, &amp; Module 4</i></li> </ul>
<b>Measurable Target 2</b>	<i>Benchmark criteria for mid and end of module assessments (NBT, NF &amp; OA)</i>

ACTION PLAN

<b>Wilson</b> School Growth Plan	Goal 1 - Numeracy					
<b>Action Step 1</b> (IF...)	<i>Implement student goal-setting that is based on specific teacher feedback regarding where the student is currently functioning and where the goal allows the student to close his/her achievement gap.</i>					
<b>WHY?</b>	<p><i>According to John Hattie, Self Reported Grades (student expectations) comes out at the top of all influences on student achievement [1.44 Effect Size]. Hattie states that this strategy involves the teacher finding out what the student's expectations are and pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability. Goals inform individuals as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly.</i></p> <p><i>Additionally, according to Hattie, feedback is a powerful influence on learning and achievement [0.73 Effect Size]. Descriptive feedback on the task, process, and self regulation levels is effective and closely related to the use of formative assessment. Feedback allows teachers to facilitate the planning of next steps, and enables students to progress towards challenging learning intentions and goals.</i></p> <p>Sources: Hattie 2012; 251ff; <a href="http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>					
<b>Implementation Phase</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
	Begin	End	Resource	Source	Amount	

<p>Explore: Everyone understands the action step 1 goal that we're trying to accomplish</p>	<p>September 2016</p>	<p>Ongoing</p>	<p><u>Advancing Formative Assessment in Every Classroom</u> by: <i>C. Moss &amp; S. Brookhart</i></p>	<p>Staff book study 2014-15: will revisit the work around goal setting with students, focus on chapter four</p> <p>NWEA MAP professional development workshop: <u>Student Goal Setting</u></p>		<ul style="list-style-type: none"> <li>● Weekly PLC agendas</li> <li>● Specialist coaching (notes shared with teacher and specialist)</li> <li>● Student data folders</li> <li>● Student goal setting reflections</li> <li>● Vertical Team Meetings every other month focused on determined effective teaching practice from staff book study on the text: <i>Principles to Action</i></li> </ul>
<p>Engage: People are trying it in a non-evaluative situation</p> <p>Student-led conferences held Spring 2017</p>	<p>October 2016</p>	<p>June 2017</p>	<p>Classroom teachers</p>			<ul style="list-style-type: none"> <li>● Weekly PLC agendas: Analyzing student work to plan for instruction and set goals</li> <li>● Specialist coaching schedule</li> <li>● Student data folders</li> </ul>
<p>Expect: Everyone is expected to have started the work, it does not have to be perfect but practice</p> <p>Student-led conferences</p>	<p>September 2017</p>	<p>December 2017</p>				<ul style="list-style-type: none"> <li>● Specialist coaching schedule</li> <li>● Student data folders</li> </ul>



Evaluate: People are provided feedback on how well you implement what is asked of them	January 2018	June 2018				<ul style="list-style-type: none"> <li>• Observations</li> <li>• Teacher goal meetings</li> <li>• Student data folders</li> <li>• Student-led conference parent survey</li> </ul>
Extend: Look at data to determine next steps	May 2018	Summer 2018				<ul style="list-style-type: none"> <li>• Student-led conference parent survey</li> <li>• BLT agendas</li> <li>• Reflect on goal-setting and define next steps based on analysis of data and student growth in PLC, vertical teams and BLTs</li> </ul>
<b>Evidence of Success (Then...)</b>	<i>100% of students will create developmentally appropriate goals based on assessment and teacher feedback, in order to meet or exceed Goal #1.</i>					
<b>Action Step 2 (IF...)</b>	<i>Teachers collaborate, as grade-level teams and with specialists, to assess student progress and plan for instruction.</i>					
<b>WHY?</b>	<p><i>Student work and formative data are analyzed, in order for educators to co-plan rigorous universal instruction for all students.</i></p> <ul style="list-style-type: none"> <li>• <i>0.58 Effect Size of systematic and explicit instruction (National Council of Teachers of Mathematics)</i></li> <li>• <b>Strong</b> <i>evidence for explicit and systematic instruction (What Works Clearinghouse)</i></li> <li>• <i>Actively engaging teachers in PLCs will increase their professional knowledge and enhance student learning. DuFour (2004) reiterates this notion when he writes that the mission “is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications” (para 5). DuFour (2004) recommends that educators continually reflect on the ways they are working to embed student learning and teacher collaboration into the culture of the schools. To demonstrate results, PLCs must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning.</i></li> </ul>					
<b>Implementation Phase</b>	<b>Timeline for Activity</b>	<b>Resources Needed</b>			<b>Monitoring Tools</b>	

	Begin	End	Resource	Source	Amount	
<p>Explore: Everyone understands the goal that we're trying to accomplish</p> <p>Vertical meetings focused on determined effective teaching practice (from staff book study on the text: <i>Principles to Action</i>)</p>	September 2016	June 2017	<u>Principles to Action: Ensuring Mathematical Success for All: NCTM</u>	Funded by PTO Mini Grant received spring 2016	\$875	<ul style="list-style-type: none"> <li>Weekly PLC agendas: Focused on one teaching practice from book study (Including defined Teaching Practice from <i>Principles to Action</i>)</li> </ul>
<p>Engage: People are trying it in a non-evaluative situation</p> <p>Peer coaching around specific teaching practice being studied</p>	September 2016	June 2017	Grade level colleagues and specialists	Peer coaching	Money for subs (\$115/person/day, 2x/year)	<ul style="list-style-type: none"> <li>PLC analyzing student work agenda and minutes</li> <li>Peer coaching reflections</li> </ul>
<p>Expect: Everyone is expected to have started the work, it does not have to be perfect but practice</p> <p>Peer coaching around specific teaching practice being studied</p>	September 2017	January 2018	Grade level colleagues and specialists	Peer coaching	Money for subs (\$115/person/day, 2x/year)	<ul style="list-style-type: none"> <li><i>Principles to Action</i> book study</li> <li>PLC analyzing student work agenda and minutes</li> <li>Walk-through data</li> <li>Module assessments</li> </ul>
<p>Evaluate: People are provided feedback on how well you implement what is asked of them</p>	January 2018	June 2018	PLC Checklist/Survey (shared with staff September 2017 & retaken)			<ul style="list-style-type: none"> <li>PLC discussion/work translated into classroom observation</li> <li>Classroom observations</li> <li>NWEA MAP assessment data</li> </ul>

			June 2018)			
Extend: Look at data to determine next steps	May 2018	Summer 2018				<ul style="list-style-type: none"> <li>Building Leadership Team analysis around Numbers and Operation (NBT &amp; NF) to determine growth and next steps</li> </ul>
<b>Evidence of Success (Then...)</b>	<i>Differentiated, standards-based universal instruction through focused groups will occur in 100% of classrooms based on teacher analysis of student work.</i>					
<b>Action Step 3 (IF...)</b>	<i>Provide evidence-based intervention and progress monitoring for students meeting district determined criteria.</i>					
<b>WHY?</b>	Directly related to the mission and vision of the Mequon Thiensville School District, Response to Instruction and Intervention is grounded in the belief that ALL students can learn and achieve given a high, standards-based curriculum. A comprehensive system of tiered instruction and interventions is essential for addressing the full range of students' academic and behavioral needs. Collaboration among educators, families, and communities is the foundation for effective problem solving, and on-going academic and behavioral performance data should inform instructional decision making.					
<b>Implementation Phase</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
	Begin	End	Resource	Source	Amount	
Explore: Everyone understands the goal that we're trying to accomplish	September 2016	June 2017	School psychologist Math Specialist PLC	Fastbridge PD	TBD depending on needs	<ul style="list-style-type: none"> <li>Progress monitoring data for Tier 2 (twice per month) and Tier 3 students (once per week)</li> <li>Menu of Tier 2 interventions</li> </ul>

						<ul style="list-style-type: none"> <li>• Determine professional development on trainings based on interventionists' needs</li> <li>• Lesson plans documentation of intervention</li> <li>• PLC agendas/minutes shared with specialists (goals/target) - utilize new form that includes goals and targets</li> </ul>
Engage: People are trying it in a non-evaluative situation	September 2016	June 2017	School psychologist  Math Specialist  Data and assessment coordinator	PD on appropriate intervention strategies		<ul style="list-style-type: none"> <li>• Professional Development on new Progress Monitoring tool</li> <li>• PD agendas</li> <li>• SRT minutes</li> </ul>
Expect: Everyone is expected to have started the work, it does not have to be perfect but practice  (Tier 2 interventions involve the teacher meeting with small groups of students while the rest of the class completes other tasks. This does not mean the rest of	September 2016  October 2016  October 2016	October 2016  June 2017  June 2018	School psychologist  Math Specialist  Grade level PLCs  Administrators			<ul style="list-style-type: none"> <li>• Student plans in Alpine (Tier 2 and Tier 3)</li> <li>• Teachers utilize screener data and other assessments to triangulate data to determine appropriate tier 1 and 2 interventions during PLCs with specialist support</li> <li>• 3 times a year, grade level teams will move students on the data wall based on</li> </ul>

<p>the class is assigned busywork, but instead are engaged in collaborative and productive tasks, especially the kind that deepen their knowledge. Intensive (or Tier 3) interventions are provided by specialists or classroom teachers, Hattie, Fisher, Frey, p. 159-161)</p>						<p>their assessments</p> <ul style="list-style-type: none"> <li>Teachers provide multi-layered interventions for students who meet criteria. "All students can learn if we are willing to examine our impact and adjust the learning environment accordingly," Hattie, Fisher, Frey, p. 161)</li> </ul>
<p>Evaluate: People are provided feedback on how well you implement what is asked of them</p>	<p>September 2016</p>	<p>June 2018</p>	<p>School psychologist</p> <p>Math Specialist</p> <p>Grade level PLCs</p> <p>Administrators</p>			<ul style="list-style-type: none"> <li>Selected PLCs with specialists every 6-8 weeks to go over student progress (Alpine and PLC agenda/minutes)</li> <li>Student Reviews every 8-10 weeks for Tier 3 students (Alpine)</li> </ul>
<p>Extend: Look at data to determine next steps</p>	<p>September 2017</p>	<p>June 2018</p>				<ul style="list-style-type: none"> <li>Progress monitoring data for Tier 2 (twice per month) and Tier 3 students (once per week)</li> <li>Menu of Tier 2 interventions</li> <li>Lesson plans documentation of intervention</li> <li>PLC agendas/minutes shared with specialists</li> </ul>

						(goals/target) - utilize new form that includes goals and targets
<b>Evidence of Success (Then...)</b>	<i>We will be able to monitor individual progress toward benchmark indicators and milestones so that we can track, document and measure individual growth and attainment of goals.</i>					

<b>School Growth Plan: Goal 1</b>	
<b>What goals and objectives in the district's strategic plan support the strategies included in the action plan?</b>	
Goal 1 objectives a, b, c, f; Goal 2 objectives d, e; Goal 4 objectives a,c	
<b>What research supports the strategies included in the action plan?</b>	
Hattie, DuFour, <i>National Council of Teachers of Mathematics, What Works Clearinghouse</i>	
<b>How will the team focus its available fiscal resources to support the strategies included in the action plan?</b>	
<b>How will the team utilize communication and technology to support strategies in the action plan?</b>	



<b>School District</b>	Mequon-Thiensville School District
<b>School Name</b>	<i>Wilson Elementary</i>
<b>School Growth Plan</b>	Goal 2
<b>Focus Area</b>	<i>Literacy</i>
<b>Type of Goal</b>	Revised Goal
<b>Results Goal Statement</b>	96% of our Kindergarten - 2nd grade students will meet or exceed the district milestone #1, for instructional level reading achievement, by Spring of 2018, and 72% of our 3rd - 5th grade students will meet or exceed the district milestone #2, for reading achievement, by Spring of 2018.
<b>Need Statement</b>	<p><i>Greatest Area of Need, based on MAP scores from 2014-2016, is in Foundational Skills for Grade 1 and Reading Vocabulary Acquisition and Use for Grades 2-5.</i></p> <p>Because District Milestone 1 measures the percentage of students that are proficient or advanced on the K-2 Fountas and Pinnell Benchmark, we focused our attention on those grade levels when determining the</p>

greatest area of need. It was determined when analyzing the benchmark assessments that there is a need for work on improving foundational skills and decoding/word solving strategies in Grades K-2. The table below is a breakdown of the proficiency percentages for Spring 2014-Spring 2016.

	Spring 2014	Spring 2015	Spring 2016
Class of 2026 (current 2nd grade class)	97%	93%	98%
Class of 2027 (current 1st grade class)	X	98%	98%
Class of 2028 (current Kindergarten class)	X	X	88%

On the above spring statistics, we found the positive or negative growth from one spring to the next for each cohort, and then we averaged that. We calculated an overall mean of 1% growth from one spring to the next. Then for the above cohorts in Grades K-2, we calculated the percentage of students that met the milestone goal. For the class of 2026, 96% met their goal. For the class of 2027, 98% met the milestone proficiency goal. For the class of 2028, 88% met the proficiency goal. The average for Grades K-2 meeting their proficiency goal was 94% overall. Therefore, we calculated the 2016-2018 SGP goal as taking the current 94% of grades K-2 meeting proficiency + 1.0% growth gain for 2016-2017 + another 1.0% for the 2017-2018 school year = 96% for all students in grades K-2 to meet their proficiency goals for milestone 1 by spring 2018.

Because District Milestone 2 measures proficiency on the NWEA MAP for grades 3-5, we focused our



attention on those grade levels when determining the greatest area of need. The table below is a breakdown of comprehension data that our team considered based on the district milestones regarding the Measure of Academic Progress Assessment (66th percentile range). There has been growth noted for Grades 3-5 current cohorts, see table below:

	Spring 2014	Spring 2015	Spring 2016
Class of 2023 (current 5th grade class)	63.6% of the students were proficient (above the 66th percentile )	74.1% of the students were proficient (above the 66th percentile )	71% of the students were proficient (above the 66th percentile )
Class of 2024 (current 4th grade class)		65.9% of the students were proficient (above the 66th percentile )	69% of the students were proficient (above the 66th percentile )
Class of 2025 (current 3rd grade class)			71% of the students were proficient (above the 66th percentile )

While it is clear that there has been significant progress within each domain on the MAP assessment, we feel it would benefit all students to continue a focus on the lowest domain, reading vocabulary acquisition.

	Literat ure	Inform ational	Vocab ulary Acquisi tion	Overall
Spring 2014	Class of 2023 (curren t 5 <sup>th</sup> grade) RIT 208.4	Class of 2023 (curren t 5 <sup>th</sup> grade) RIT 207.7	Class of 2023 (curren t 5 <sup>th</sup> grade) RIT 204.3	Class of 2023 (curren t 5 <sup>th</sup> grade) 63.6% proficie nt  Class of 2024 (curren t 4 <sup>th</sup> grade) 63.5%  Class of 2025 (curren t 3 <sup>rd</sup> grade) 72%
Spring 2015	Class of	Class of	Class of	Class of

		2023 (current 5 <sup>th</sup> grade) RIT 219.2	2023 (current 5 <sup>th</sup> grade) RIT 218.4	2023 (current 5 <sup>th</sup> grade) RIT 216.0	2023 (current 5 <sup>th</sup> grade) 74.1% proficient
		Class of 2024 (current 4 <sup>th</sup> grade) RIT 210.4	Class of 2024 (current 4 <sup>th</sup> grade) RIT 210.7	Class of 2024 (current 4 <sup>th</sup> grade) RIT 208.6	Class of 2024 (current 4 <sup>th</sup> grade) 65.9%
					Class of 2025 (current 3 <sup>rd</sup> grade) 80.7%
	Spring 2016	Class of 2023 (current 5 <sup>th</sup> grade) RIT 222.5	Class of 2023 (current 5 <sup>th</sup> grade) RIT 221.4	Class of 2023 (current 5 <sup>th</sup> grade) RIT 220.9	Class of 2023 (current 5 <sup>th</sup> grade) 71% proficient
		Class of 2024 (current	Class of 2024	Class of 2024 (current	Class of 2024

	<table border="1"> <tr> <td data-bbox="709 207 821 342">t 4<sup>th</sup> grade) RIT 216.8</td> <td data-bbox="821 207 932 375">(curren t 4<sup>th</sup> grade) RIT 216.3</td> <td data-bbox="932 207 1043 342">t 4<sup>th</sup> grade) RIT 213.4</td> <td data-bbox="1043 207 1163 342">(curren t 4<sup>th</sup> grade) 67%</td> </tr> <tr> <td data-bbox="709 375 821 683">Class of 2025 (curren t 3<sup>rd</sup> grade) RIT 209.7</td> <td data-bbox="821 375 932 683">Class of 2025 (curren t 3<sup>rd</sup> grade) RIT 209.3</td> <td data-bbox="932 375 1043 618">Class of 2025 (curren t 3<sup>rd</sup> grade) RIT 208.3</td> <td data-bbox="1043 375 1163 618">Class of 2025 (curren t 3<sup>rd</sup> grade) 71%</td> </tr> </table>	t 4 <sup>th</sup> grade) RIT 216.8	(curren t 4 <sup>th</sup> grade) RIT 216.3	t 4 <sup>th</sup> grade) RIT 213.4	(curren t 4 <sup>th</sup> grade) 67%	Class of 2025 (curren t 3 <sup>rd</sup> grade) RIT 209.7	Class of 2025 (curren t 3 <sup>rd</sup> grade) RIT 209.3	Class of 2025 (curren t 3 <sup>rd</sup> grade) RIT 208.3	Class of 2025 (curren t 3 <sup>rd</sup> grade) 71%	<p>On the above spring statistics, we found the positive or negative growth from one spring to the next for each cohort, and then we averaged that. We calculated an overall mean of 1.4% growth from one spring to the next. Then for the above cohorts in Grades 3-5, we calculated the percentage of students that met the milestone goal. For the class of 2023, 69.2% met their goal. For the class of 2024, 67.5% met the milestone proficiency goal. For the class of 2025, 71% met the proficiency goal. The average for Grades 3-5 meeting their proficiency goal was 69% overall. Therefore, we calculated the 2016-2018 SGP goal as taking the current 69% of grades 3-5 meeting proficiency + 1.5% growth gain for 2016-2017 + another 1.5% for the 2017-2018 school year = 72% for all students in grades 3-5 to meet their proficiency goals for milestone 2 by spring 2018.</p>
t 4 <sup>th</sup> grade) RIT 216.8	(curren t 4 <sup>th</sup> grade) RIT 216.3	t 4 <sup>th</sup> grade) RIT 213.4	(curren t 4 <sup>th</sup> grade) 67%							
Class of 2025 (curren t 3 <sup>rd</sup> grade) RIT 209.7	Class of 2025 (curren t 3 <sup>rd</sup> grade) RIT 209.3	Class of 2025 (curren t 3 <sup>rd</sup> grade) RIT 208.3	Class of 2025 (curren t 3 <sup>rd</sup> grade) 71%							
<p><b>Strategy Statement 1</b></p>	<p>Reading Foundational Skills (accuracy, fluency, rate) will be measured using the Fountas and Pinnell Benchmark Assessment given in fall, winter, and spring for Kindergarten and Grades 1-2.</p>									
<p><b>Measurable Target 1</b></p>	<p>By the end of the <u>June 2016-2017</u> school year, 95% of Wilson students in grades K-2 will attain a combined proficiency average measured by their reading instructional level on the Fountas and Pinnell Benchmark Assessment.</p> <p>By the end of the <u>June 2017-2018</u> school year, 96% of Wilson students in grades K-2 will attain a combined proficiency average measured by their reading instructional level on the Fountas and Pinnell Benchmark Assessment.</p>									

<b>Strategy Statement 2</b>	Reading Vocabulary (domain specific) will be measured using the Measure of Academic Progress (MAP). Assessments will be given in fall, winter and spring for grades 3-5.
<b>Measurable Target 2</b>	By the end of the 2016-2017 school year, 70.5% of Wilson students in grades 3-5 will attain a combined proficiency average (at or above the 66th percentile) as measured by the spring MAP Reading assessment.  By the end of the 2017-2018 school year 72% of Wilson students in grades 3-5 will attain a combined proficiency average (at or above the 66th percentile) as measured by the spring MAP Reading assessment.

ACTION PLAN

<b>Wilson School Growth Plan</b>	Goal 2 - Literacy		
<b>Action Step 1 (IF we...)</b>	<i>Implement student goal-setting that is based on specific teacher feedback regarding where the student is currently functioning and where the goal allows the student to close his/her achievement gap.</i>		
<b>WHY?</b>	<p><i>According to John Hattie, Self Reported Grades (student expectations) comes out at the top of all influences on student achievement [1.44 Effect Size]. Hattie states that this strategy involves the teacher finding out what the student's expectations are and pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability. Goals inform individuals as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly.</i></p> <p><i>Additionally, according to Hattie, feedback is a powerful influence on learning and achievement [0.73 Effect Size]. Descriptive feedback on the task, process, and self regulation levels is effective and closely related to the use of formative assessment. Feedback allows teachers to facilitate the planning of next steps, and enables students to progress towards challenging learning intentions and goals.</i></p> <p><i>Sources: Hattie 2012; 251ff; <a href="http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></i></p>		
<b>Implementation Phase</b>	<b>Timeline for Activity</b>	<b>Resources Needed</b>	<b>Monitoring Tools</b>

	Begin	End	Resource	Source	Amount	
<p>Explore: Everyone understands the action step 1 goal that we're trying to accomplish</p> <p>Goal-setting within Reading Workshop using language from the progressions/standards-based language and NWEA MAP learning continuum; teacher documenting feedback given on strength, teaching point, and next steps' goal; student documenting conference goals and feedback given</p>	September 2016	Ongoing	<p>Teacher's College Reading Workshop Narrative and Information Learning Progressions</p> <p>Fountas and Pinnell's <i>The Continuum of Literacy Learning, PreK-8</i></p> <p><i>Guide to Reading Workshop books (primary for K-2 and intermediate for 3-5)</i></p> <p>Literacy Specialist</p> <p>Nicole Lehr</p>	<p>Confer App/iPad (those interested)</p> <p>NWEA MAP professional development workshop: <u>Student Goal Setting</u></p>	TBD	<ul style="list-style-type: none"> <li>• Weekly PLC agenda</li> <li>• Specialist coaching (notes shared with teacher and specialist)</li> <li>• Student data folders</li> <li>• Student goal setting reflections</li> <li>• Conferencing documentation notes (teacher) in app or paper</li> <li>• Vertical Team Meetings every other month on interpreting and using the learning progressions with students for goal-setting (identify language that teachers and students should be using) and/or going through the <i>Guide to Reading Workshop books (primary and intermediate)</i></li> </ul>
Engage: People are trying it in a non-evaluative situation	March 2017	June 2017	Teacher's College Reading Workshop			<ul style="list-style-type: none"> <li>• Gr 3-5 Reading pre/post</li> </ul>

			<p>Narrative and Information Learning Progressions</p> <p>Fountas and Pinnell's <i>The Continuum of Literacy Learning, PreK-8</i></p> <p>NWEA MAP Learning Continuum</p> <p>Literacy Specialist</p>			<p>assessments</p> <ul style="list-style-type: none"> <li>• Gr K-2 Running records (accuracy, rate, fluency, comprehension)</li> <li>• Grade 1-5 NWEA MAP Student Goal-setting Worksheets</li> <li>• PLC agenda/minutes - Analyzing student work to plan for instruction and set goals</li> <li>• specialist coaching or team coaching for classroom support</li> <li>• Student led conference -Spring 2017</li> </ul>
Expect: Everyone is expected to have started the work, it does not have to be perfect but practice	September 2017	December 2017	<p>Teacher's College Reading Workshop Narrative and Information Learning Progressions</p> <p>Fountas and Pinnell's <i>The Continuum of Literacy Learning, PreK-8</i></p>	Building budget and/or MTEF funds	\$115/teacher 3x/year	<ul style="list-style-type: none"> <li>• Learning intention/success criteria (for goal-setting) - planning in PLC/CPT - posting and stating in Reading Workshop minilessons</li> <li>• Peer coaching</li> <li>• Specialist coaching to support this within classroom</li> <li>• Coaching support</li> </ul>

			NWEA MAP Learning Continuum  Reading Workshop Units of Study books			during PLC by specialists and administration <ul style="list-style-type: none"> <li>• Student led-conference Fall 2017</li> </ul>
Evaluate: People are provided feedback on how well you implement what is asked of them	January 2018	June 2018	Literacy Specialist  Administrators			<ul style="list-style-type: none"> <li>• Observations</li> <li>• Reading Workshop conferencing and documentation of compliment, teaching point and goal</li> <li>• Teacher goal meetings in PLC</li> <li>• Student conference data</li> </ul>
Extend: Look at data to determine next steps	May 2018	Summer 2018	Literacy Specialist  Data and assessment Coordinator  BLT members  Administrators			<ul style="list-style-type: none"> <li>• Reflect on goal-setting and define next steps based on analysis of data and student growth in PLC, vertical teams and BLTs</li> <li>• Student conference data</li> </ul>
<b>Evidence of Success (Then...)</b>	<i>100% of K-5 teachers and students will create developmentally appropriate goals based on Learning Progressions and assessment data and teacher feedback, in order to meet or exceed Goal #1.</i>					



Action Step 2 (IF...)						
<b>Action Step 2 (IF...)</b>	Teachers collaborate, as grade-level teams and with specialists, to assess student progress and plan for literacy instruction, focusing on foundational skills in 4K-2 and vocabulary in context in grades 2-5					
<b>WHY?</b>	<p>Student work and formative data are analyzed, in order for educators to co-plan rigorous universal instruction for all students.</p> <ul style="list-style-type: none"> <li>• 0.58 Effect Size of systematic and explicit instruction</li> <li>• <b>Strong</b> evidence for explicit and systematic instruction (<i>What Works Clearinghouse</i>)</li> <li>• Actively engaging teachers in PLCs will increase their professional knowledge and enhance student learning. <i>DuFour (2004)</i> reiterates this notion when he writes that the mission “is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications” (para 5). <i>DuFour (2004)</i> recommends that educators continually reflect on the ways they are working to embed student learning and teacher collaboration into the culture of the schools. To demonstrate results, PLCs must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning.</li> </ul> <p>0.67 Effect size for vocabulary programs - “Vocabulary knowledge is a strong predictor of reading comprehension (Baker, Simmons, and Kame’enui, 1998; Stahl and Fairbanks, 1986). Vocabulary instruction must be taught for depth and transfer. Vocabulary knowledge should be viewed across five dimensions (Cronbach, 1942, cited in Graves, 1986): Generalization through definitional knowledge, Application through correct usage, Breadth through recall of words, Precision through understanding examples and nonexamples, Availability through use of vocabulary in discussion.” Hattie, Fisher, and Frey (2016) <i>Visible Learning for Literacy, K-12</i>, p. 49-56. “Students, especially those living in poverty, have a significant gap in the conceptual and background knowledge that can be addressed with systematic vocabulary work (p. 146).”</p> <p>0.54 Effect size for phonics instruction - “Phonics instruction is thought to establish and strengthen the brain structures that will form the phonological loop that links the apparatus responsible for processing the sounds of language with the long-term memory needed to sustain meaningful reading (Swanson, 1999a),” Hattie, Fisher, and Frey (2016) <i>Visible Learning for Literacy, K-12</i>, p. 47.</p>					
Implementation Phase	Timeline for Activity		Resources Needed			Monitoring Tools
	Begin	End	Resource	Source	Amount	
Explore: Everyone understands the action step 2 goal that we’re	September 2016	Ongoing	<i>Visible Learning for Literacy</i>	PTO Mini grant or MTEF prof	\$35.10 per teacher	<ul style="list-style-type: none"> <li>• MAP data</li> <li>• Running Records</li> </ul>

<p>trying to accomplish</p> <p>Introducing Foundational Skills K-1; Vocabulary in Context of Reading Gr 2-5</p>			<p>Grades 2-5</p> <p>A book on phonics instruction or foundational learning (sight words, pa skills, phonics, alphabet and print concepts) like <u>Vocabulary for the Common Core</u> by Robert Marzano. It contains a master list of terms as well as domain and grade level specific charts to reference. There are also activities to use with students in the first 50 pages. The remainder of the book (about 200 pages) has vocabulary lists.</p> <p><i>Advancement Via Individual Determination</i> book</p>	<p>dev funds?</p> <p>Literacy Links PA Curriculum for 5K-1</p> <p>Dolch/Frye word list for K5 and grade 1</p> <p>AVID strategies on vocabulary (Trina Hayden)</p>	<p>\$27.45 per teacher</p>	<ul style="list-style-type: none"> <li>• PLC agenda - what will this look like at each grade level</li> <li>• Weekly PLC agendas: analyzing student work looking for lessons to incorporate vocabulary instruction/AVID strategies that promote vocabulary</li> <li>• Vertical team meetings once per quarter focusing on vocabulary instruction</li> <li>• Pre/post Units of Study reading assessments</li> </ul>
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			Literacy specialist; grade level PLCs			
Engage: People are trying it in a non-evaluative situation	September 2016	June 2017	<p>Create a list of critical vocabulary words following John Hattie's Decision-Making Model for Selecting Vocabulary for Direct Instruction (p. 49-56) <i>Visible Learning for Literacy</i>, from the Marzano book, and from analyzing test results</p> <p>Engage in vocabulary-related interventions for students that need it: Tier 2 classroom teachers (Incremental rehearsal, Sight Word Vocabulary, reciprocal teaching, keywords (mnemonic imagery), LLI</p>	<p>Grade Level Teams</p> <p>Literacy Specialist</p> <p>School Psychologist</p>		<ul style="list-style-type: none"> <li>• PLC analyzing student work agenda and minutes</li> <li>• Vertical Teamwork to create a list of words following the decision-making model for selecting vocabulary for direct instruction (Hattie, Fisher, Frey, 2016, <i>Visible Learning for Literacy</i> book p. 51)</li> <li>• Book study</li> <li>• Progress Monitoring using Fastbridge</li> <li>• Selected Team Meetings to discuss test data and student interventions and progress</li> </ul>

Expect: Everyone is expected to have started the work, it does not have to be perfect but practice	September 2017	January 2018	<p>Plan lessons incorporating Dolch List of words for sight words in Grades K and 1; Words Their Way book for Homophones (Grade 2- 3), Prefixes, suffixes, roots (Grade 4), Greek and Latin roots (grade 5) taught for deep learning and transfer in reading and writing</p> <p>Utilize vocabulary from the Common Core book to teach Tier 2 classroom teachers using Reading and/or work time for vocabulary interventions (Incremental rehearsal, Sight Word Vocabulary, reciprocal teaching, keywords (mnemonic</p>	<p>Grade level teams</p> <p>Literacy specialist</p> <p>Administrators</p>	<ul style="list-style-type: none"> <li>● PLC analyzing student work</li> <li>● Vertical team work for strategies (p. 51-56)</li> <li>● Lesson plans (word work, workshop, intervention where this will be taught)</li> <li>● Book study</li> <li>● Progress Monitoring using Fastbridge</li> <li>● Selected Team Meetings to discuss test data and student interventions and progress</li> </ul>
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			imagery), LLI			
Evaluate: People are provided feedback on how well you implement what is asked of them	January 2018	June 2018		Grade level teams Classroom teachers  Literacy Specialist  School Psychologist  Administrators		<ul style="list-style-type: none"> <li>• PLC discussion/work translated into classroom observation</li> <li>• Classroom observations</li> <li>• NWEA MAP assessment data</li> </ul>
Extend: Look at data to determine next steps	May 2018	Summer 2018		BLT		<ul style="list-style-type: none"> <li>• BLT data dig to determine growth and next steps in vocabulary acquisition based on scores from MAP at grades 3-5 and accuracy scores on F&amp;P Benchmark for K-2</li> </ul>
<b>Evidence of Success (Then...)</b>	<i>Based on teacher analysis of student work, differentiated, standards-based universal instruction will occur in all classrooms increasing students' proficiency levels in reading for Milestone 1 and 2.</i>					
<b>Action Step 3 (IF we...)</b>	<i>Provide evidence-based intervention and progress monitoring for students meeting district determined criteria.</i>					

<b>WHY?</b>	<i>Effect size 1.07 Response to Intervention - “Supplemental and intensive intervention have the potential to positively impact students’ learning when they are based on accurate assessment data and when students have instruction that meets their needs.” (p.159) Hattie, Fisher, and Frey, 2016.</i>					
<b>Implementation Phase</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
	Begin	End	Resource	Source	Amount	
<p>Explore: Everyone understands the action step 3 goal that we’re trying to accomplish</p> <p>(Create a list of interventions for student needs: decoding, fluency, comprehension, vocabulary)</p>	September 2016	June 2017	School psychologist Literacy Specialist PLC			<ul style="list-style-type: none"> <li>• Progress monitoring data for Tier 2 (twice per month) and Tier 3 students (once per week)</li> <li>• Menu of Tier 2 interventions</li> <li>• Lesson plans documentation of intervention</li> <li>• PLC agendas/minutes shared with specialists (goals/target) - utilize new form that includes goals and targets</li> </ul>
<p>Engage: People are trying it in a non-evaluative situation</p> <p>PD on new progress monitoring tool - Fastbridge</p>	September 2016	November 2016	School psychologist Literacy Specialist Data coordinator	PD on Fastbridge for all staff	TBD	<ul style="list-style-type: none"> <li>• Professional Development on new Progress Monitoring tool</li> <li>• Determine professional development or</li> </ul>

			Classroom teachers			trainings based on interventionists' needs
<p>Expect: Everyone is expected to have started the work, it does not have to be perfect but practice</p> <p>Tier 2 interventions involve the teacher meeting with small groups of students while the rest of the class completes other tasks. This does not mean the rest of the class is assigned busywork, but instead are engaged in collaborative and productive tasks, especially the kind that deepen their knowledge. Intensive (or Tier 3) interventions are provided by specialists or classroom teachers, Hattie, Fisher, Frey, p. 159-161</p>	November 2016	June 2017	<p>School psychologist</p> <p>Literacy Specialist</p> <p>Grade level PLCs</p> <p>Administrators</p>			<ul style="list-style-type: none"> <li>• Student plans in Alpine (Tier 2 and Tier 3)</li> <li>• Teachers utilize screener data and other assessments to triangulate data to determine appropriate tier 1 and 2 interventions during PLCs with specialist support</li> <li>• 3 times a year, grade level teams will move students on the schoolwide data wall based on their assessments</li> <li>• Teachers provide multi-layered interventions for students who meet criteria. "All students can learn if we are willing to examine our impact and adjust the learning environment accordingly," Hattie, Fisher, Frey, p. 161)</li> </ul>

Evaluate: People are provided feedback on how well you implement what is asked of them	September 2017	June 2018	School psychologist Literacy Specialist Grade level PLCs Administrators			<ul style="list-style-type: none"> <li>Selected PLCs with specialists every 6-8 weeks to go over student progress (Alpine and PLC agenda/minutes)</li> <li>Student Reviews every 8-10 weeks for Tier 3 students (Alpine)</li> </ul>
Extend: Look at data to determine next steps	May 2018	June 2018				<ul style="list-style-type: none"> <li>Determine professional development or trainings based on interventionists' needs</li> </ul>
<b>Evidence of Success (Then...)</b>	<i>We will be able to monitor individual progress toward benchmark indicators and milestones so that we can track, document, and measure individual growth and attainment of goals.</i>					
<b>Action Step 4 (IF we...)</b>	<i>Use writing to develop learners' higher level reading comprehension.</i>					
<b>WHY?</b>	<p><i>Instead of seeing reading to comprehend and writing to communicate as separate activities, the WIRC research argues that both students are using writing to make sense of their reading.</i></p> <ul style="list-style-type: none"> <li><i>Targeting information to identify and explore ideas</i></li> <li><i>Organizing by selecting and connecting ideas using a graphic organizer</i></li> <li><i>Extended writing to build understanding of reading</i></li> </ul>					



	<p><i>AVID Writing to learn promotes critical and reflective thinking, achieves clarity of thought and communication, promotes long-term learning, and develops the written word as a powerful tool for self-expression (p83) AE Foundations book. Writing allows students to think in complex ways and promotes self-awareness and metacognition which are foundational to the process of critical thinking. It also helps them clarify and order experiences while prompting them to be better readers.</i></p> <p><i>Writing about material read enhances the comprehension of that text. "Writing about text facilitates reading comprehension in 5 ways:</i></p> <ol style="list-style-type: none"> <li><i>1. It fosters explicitness, as the writer must select which information in text is most important.</i></li> <li><i>2. It is integrative, as it encourages the writer to organize ideas from text into a coherent whole, establishing explicit relationships among the ideas.</i></li> <li><i>3. It facilitates reflection, as the permanence of writing makes it easier to review, reexamine, connect, critique, and construct new understandings of text ideas.</i></li> <li><i>4. It can foster a permanent involvement with text, as it requires active decision making about what will be written and how it will be treated.</i></li> <li><i>5. It involves transforming or manipulating the language of text so that writers put ideas into their own words, making them think about what the words mean."</i></li> </ol> <p><i>~Graham, Steve and Hebert, Michael. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. Harvard Educational Review, Vol. 81, No. 4, <a href="http://www.studentachievement.org/wp-content/uploads/Writing-to-Read.pdf">http://www.studentachievement.org/wp-content/uploads/Writing-to-Read.pdf</a></i></p>					
Implementation Phase	Timeline for Activity		Resources Needed			Monitoring Tools
	Begin	End	Resource	Source	Amount	
<p>Explore: Everyone understands the action step 4 goal that we're trying to accomplish</p> <p>WICOR - writing to learn (reflection and note-taking)</p>	September 2016	ongoing	<p>AVID site team</p> <p>AVID district director</p> <p>Literacy specialist</p>			<ul style="list-style-type: none"> <li>● Use pre/post Reading Workshop units of study grades 3-5</li> <li>● Learning Progressions in Reading</li> <li>● Use AVID writing to</li> </ul>

			Classroom teachers			<p>learn activities</p> <ul style="list-style-type: none"> <li>• Schoolwide AVID PPG - writing to learn (WICOR - writing to learn - reflection) ie. note-taking - what does this look like in the primary grades or critical reading RAP annotating /note-taking</li> </ul>
<p>Engage: People are trying it in a non-evaluative situation</p> <p>Schoolwide writing to learn AVID PPG</p>	September 2016	June 2017	<p>AVID site team</p> <p>Classroom teachers</p>			<ul style="list-style-type: none"> <li>• Artifacts - reflection tools</li> <li>• Display examples and share at AVID parent meetings</li> <li>• AVID site team plan (summer institute)</li> </ul>
<p>Expect: Everyone is expected to have started the work, it does not have to be perfect but practice</p> <p>AVID reflection tools Increase writing workshop through revised schedule to allow for more writing time</p>	September 2017	June 2018	<p>AVID site team</p> <p>AVID district director</p> <p>Classroom teachers</p>			<ul style="list-style-type: none"> <li>• Continue use of schoolwide AE reflection tools and introduce new strategies to support the goal</li> <li>• Schedule increased time for writing reflections in reading</li> <li>• Classroom coaching visits by AVID district director</li> </ul>

						<ul style="list-style-type: none"> <li>• PLC agendas/minutes</li> </ul>
Evaluate: People are provided feedback on how well you implement what is asked of them			AVID site team AVID district director Classroom teachers Administrators BLT			<ul style="list-style-type: none"> <li>• Walk through form for AVID and for school</li> <li>• Observations</li> <li>• Implementation practices discussed in PLC agendas/minutes for enrichment and intervention</li> <li>• Data digs in BLT to evaluate growth in reading comprehension scores (Grade 2-5 on NWEA MAP)</li> <li>• Artifacts of reflection tools and/or note-taking tools/samples</li> </ul>
Extend: Look at data to determine next steps			AVID site team AVID district director Administrators BLT			<ul style="list-style-type: none"> <li>• Determine GAN from the CSS in the area of writing to learn and make adjustments based on this information for the next SGP</li> </ul>

<b>Evidence of Success (Then...)</b>	<i>Increased reading comprehension scores as evidenced by NWEA MAP as well as student artifacts of AVID Writing to Learn strategies.</i>

School Growth Plan: Goal 2
What goals and objectives in the district's strategic plan support the strategies included in the action plan?
Goal 1 objectives a, b, c; Goal 2 objectives a, b, d, e; Goal 4 objective a
What research supports the strategies included in the action plan?
<i>Visible Learning for Literacy</i> , 2016, Fisher, Frey, Hattie WIRC research AVID
How will the team focus its available fiscal resources to support the strategies included in the action plan?
Substitute teachers to allow for peer coaching, professional books for book studies in vertical teams and PLCs
How will the team utilize communication and technology to support strategies in the action plan?
PLC agenda/minutes following the action step implementation phases road map, BLT meetings, staff learning meetings



<b>School District</b>	Mequon-Thiensville School District
<b>School Name</b>	<i>Wilson Elementary</i>
<b>School Growth Plan</b>	Goal 3
<b>Focus Area</b>	<i>Social Emotional Wellness</i>
<b>Type of Goal</b>	<input type="checkbox"/> New Goal <input type="checkbox"/> Continued Goal <input type="checkbox"/> Revised Goal
<b>Results Goal Statement</b>	By spring of 2018, a school climate survey, focusing on self-awareness and decision-making skills, will indicate an overall increase in positive responses by 5%.
<b>Need Statement</b>	<i>Provide a narrative that describes the Greatest Areas of Need (GAN) associated with this goal. In the narrative include the INDICATORS (up to 3) that will be used to focus the work associated with meeting or exceeding the RESULTS GOAL.</i>
<b>Strategy Statement 1</b>	Self-awareness skills will be measured using a School Climate Survey given twice a year for all grades.

<b>Measurable Target 1</b>	Baseline data will be collected with first survey.
<b>Strategy Statement 2</b>	Responsible decision-making skills will be measured using a School Climate Survey given twice a year for all grades.
<b>Measurable Target 2</b>	Baseline data will be collected with first survey.
<b>Strategy Statement 3</b>	PBIS data will be examined wholistically, in addition to subgroup demographics, monthly.
<b>Measurable Target 3</b>	<p>By the end of the 2016-2017 school year, Wilson incident data will show a decrease of 5%, as measured by minor/major documentation.</p> <p>By the end of the 2017-2018 school year, Wilson incident data will show a decrease of 5%, as measured by minor/major documentation.</p>

ACTION PLAN

<b>Wilson</b> School Growth Plan	Goal 3 Social-emotional					
<b>Action Step 1</b> (IF...)	<i>Implement instructional practices that teach students Self-Awareness skills: ability to accurately recognize one’s emotions and thoughts and their influence on behavior including accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</i>					
<b>WHY?</b>	<p><i>CASEL (Collaborative for Social and Emotional Learning) has identified five interrelated sets of cognitive, affective and behavioral competencies. Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. CASEL reports that this is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation. According to CASEL, the short-term goals of social emotional learning are to promote students' self-awareness, social awareness, relationship, and responsible-decision-making skills and to improve student attitudes and beliefs about self, others, and school.</i></p> <p><i>Self-Awareness skills is one of the five domains of learning that CASEL states are necessary for effective life functioning, and CASEL acknowledges that these skills can be taught and developed in students.</i></p> <p>Reference: <a href="http://www.casel.org/social-and-emotional-learning/">http://www.casel.org/social-and-emotional-learning/</a></p>					
	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
	Begin	End	Resource	Source	Amount	
<p>Explore: Everyone understands the goal that we’re trying to accomplish</p> <p>Presentation of “Zones” materials and school wide</p>	August 2016	August 2016	PACE institute training time	Autism specialist		<ul style="list-style-type: none"> <li>● Exit ticket</li> </ul>

expectations at PACE school time						
Engage: People are trying it in a non-evaluative situation  Components of “Zones” are implemented within the classroom	September 2016	June 2017	Teacher resource of Zones of Regulation materials (created)			<ul style="list-style-type: none"> <li>• Walk-through form</li> </ul>
Expect: Everyone is expected to have started the work, it does not have to be perfect but practice  Parent presentation on “Zones” and it’s use at Wilson	September 2016	January 2018	Team checklist or rubric			<ul style="list-style-type: none"> <li>• Collaborative assessment tool (timeline for non-negotiables)</li> <li>• Walk-through form</li> <li>• Parent survey</li> </ul>
Evaluate: People are provided feedback on how well you implement what is asked of them	January 2018	May 2018	Alignment between observation document and non-negotiables			<ul style="list-style-type: none"> <li>• Classroom observations and walk-through form</li> </ul>
Extend: Look at data to determine next steps	May 2018	Summer 2018				
<b>Evidence of Success (Then...)</b>	<i>80% of students will engage in identifying their correct “zone” placement, and utilize tools to engage in behaviors expected at school, for that “zone”.</i>					
<b>Action Step 2 (IF...)</b>	<i>Implement daily community circle meetings to teach Responsible-decision making skills: the ability to make constructive and respectful choices about social interactions, social norms and the well-being of self and</i>					



	<i>others.</i>					
<b>WHY?</b>	<i>Community circle components intentionally provide opportunities for students to practice the skills of greeting, listening and responding, group-problem solving, and noticing and anticipating, so that responsible-decision making skills are developed and strengthened.</i>					
<b>Implementation Phase</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
	Begin	End	Resource	Source	Amount	
<p>Explore: Everyone understands the goal that we're trying to accomplish</p> <p>Teachers are given a copy of the book for review prior to the start of 2016 SY</p>	June 2016	August 2016	<u>The Morning Meeting Book</u> <i>Kriete &amp; Davis</i>	2016 Building budget		
<p>Engage: People are trying it in a non-evaluative situation</p> <p>All classroom teachers have a 10-minute community circle meeting incorporated into their daily schedule</p>	September 2016	September 2016				<ul style="list-style-type: none"> <li>• Faculty learning reflection and discussion</li> </ul>
<p>Expect: Everyone is expected to have started the work, it does not have to be perfect but practice</p> <p>Parent presentation on community circles and it's use at Wilson</p>	October 2016	December 2016				<ul style="list-style-type: none"> <li>• Monthly student reflections to be discussed at PLC on behavior</li> <li>• Walk-through form</li> <li>• Parent survey</li> </ul>

Evaluate: People are provided feedback on how well you implement what is asked of them	January 2017	January 2018				<ul style="list-style-type: none"> <li>Walk-through form</li> <li>Teacher Observations</li> </ul>
Extend: Look at data to determine next steps	February 2018	June 2018				<ul style="list-style-type: none"> <li>BLT agenda/minutes</li> </ul>
<b>Evidence of Success (Then...)</b>	Student reflections will indicate a positive impact of community circles on their social interactions, as measured by a common reflection document.					
<b>Action Step 3 (IF...)</b>	<i>Implement a bi-monthly school community circle to teach responsible-decision making skills: the ability to make constructive and respectful choices about personal behavior, safety concerns and the realistic evaluation of the well-being of self and others.</i>					
<b>WHY?</b>	According to Dominique Smith, Douglas Fisher, and Nancy Frey in <i>Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management</i> . (2015). Alexandria, VA: ASCD, they state that “Students want teachers to show them that they can make a difference. Charitable acts outside the classroom can help build community among students and teachers. The students know that their actions benefit others and that they are important members of the community.”					
<b>Implementation Phase</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
	Begin	End	Resource	Source	Amount	
Explore: Everyone understands the goal that we’re trying to accomplish	June 2016	August 2016				
Engage: People are trying it in a non-evaluative situation  School-wide community	September 2016	October 2016				<ul style="list-style-type: none"> <li>Grade level teams discuss ideas for community service projects for students to participate in</li> </ul>

circles take place bi-monthly						
<p>Expect: Everyone is expected to have started the work, it does not have to be perfect but practice</p> <p>School-wide community circles are led by grade level teams</p> <p>Completion of a grade level community service project</p>	November 2016	June 2017				<ul style="list-style-type: none"> <li>Grade level responsible for share with the school</li> <li>Complete the grade level community service project when it best fits with that team's schedules</li> </ul>
<p>Evaluate: People are provided feedback on how well you implement what is asked of them</p> <p>Completion of community service project (grade level or school-wide)</p>	September 2017	June 2018				<ul style="list-style-type: none"> <li>PBIS data</li> <li>Survey for students, parents and teachers on impact of the community service projects</li> </ul>
<p>Extend: Look at data to determine next steps</p>	Summer 2018	Summer 2018				<ul style="list-style-type: none"> <li>PBIS data</li> </ul>
<b>Evidence of Success (Then...)</b>	<i>School wide PBIS data will indicate a 10% decrease in the overall percentage of Behavior Reminders and Office Discipline Referrals.</i>					

School Growth Plan: Goal 3

What goals and objectives in the district's strategic plan support the strategies included in the action plan?
Goal 1 objectives c, d, e; Goal 2 objectives a, b, d, e; Goal 3 objective c; Goal 4 objectives a, b
What research supports the strategies included in the action plan?
CASEL, Smith, Fischer & Frey (2015), Kriete & Davis (2014)
How will the team focus its available fiscal resources to support the strategies included in the action plan?
How will the team utilize communication and technology to support strategies in the action plan?

**School Growth Plan  
Stakeholder Involvement**

<b>Building Leadership Team Members</b>	
Name	Position
<b>Jocelyn Sulsberger</b>	<b>Principal</b>
<b>Missy Vraney</b>	<b>Assistant Principal</b>
<b>Jorie O'Hagan</b>	<b>Literacy Specialist</b>
<b>Lisa O'Malley</b>	<b>Math Specialist</b>
<b>Stephanie Polzar</b>	<b>School Psychologist</b>
<b>Monica Treptow</b>	<b>RDL Specialist</b>
<b>Jill Hunt</b>	<b>Kindergarten teacher</b>
<b>Alyssa Schwanda</b>	<b>1st grade teacher</b>
<b>Dawn Liker</b>	<b>2nd grade teacher</b>
<b>Alison DeVillers</b>	<b>3rd grade teacher</b>
<b>Jenny Kim</b>	<b>4th grade teacher</b>
<b>Samantha Gibson</b>	<b>5th grade teacher</b>
<b>Cindy Langhoff</b>	<b>Special education teacher</b>
Describe how stakeholders were involved in the planning and designing this School Growth Plan	

(SGP).	
Describe how stakeholders will be involved in the monitoring and evaluation of this SGP.	
Describe how progress on the SGP will be shared with all stakeholders.	