




**Oriole Lane Elementary School**



<b>General</b>	Address	<i>12850 North Oriole Lane</i>	<b>Enrollment</b>	Total Enrollment	459		
				LEP	39	%White	78.21%
				% LEP	8.50%	% Asian	10.89%
				Econ. Disadvantaged	57	% Black	5.66%
				% Econ. Disadvantaged	12.42%	% Hispanic	5.22%
				Students w/ Disability	47	% Other	
				% Students w/ Disability	10.24%		
	Principal	<i>Mary Jo Tye</i>	<b>Staff</b>	# of Reg. Ed. Teachers	35		
# Spec. Ed. Teachers				3.5			

## **School Mission Statement**

***The mission of the Oriole Lane Elementary School community is to inspire students to engage in their intellectual, social, and emotional growth, now and in the future.***

## **Mequon-Thiensville School District Equity Non-Negotiables ❖**

Eliminating inequities begins with each of us.

- ❖ We are responsible for the prevention of student failure, supporting students; social emotional growth, and overall organizational improvement.
- ❖ Student involvement in all organizational programming is representational and equitable.
- ❖ Educational teams are intentionally designed and collaborate on grade level teams to increase and transform one another's instructional capacity.
- ❖ We collaborate to analyze data, design proactive instruction, and select strategies for all learners assigned to our team.
- ❖ Instruction is culturally relevant and curriculum is rigorous for all learners.  
*Note: MTSD Definition of Rigor: Learning experiences that require students to use inquiry-based, collaborative strategies to stretch for mastery of challenging content established by our District milestones for College Success.*
- ❖ Curriculum and programming are proactively developed and revised to be delivered to improve overall student achievement, accommodate individual learning differences, and be delivered in flexible learning environments.
- ❖ Student performance profiles are regularly updated and maintained in order to assist educator teams in documenting progress and goals and determining appropriate instructional modifications.
- ❖ We will always persevere in serving students - even when a student lacks home support, guidance, and/or refuses to adhere to the code of conduct.
- ❖ All district policies, procedures, and funding are aligned with the school district's Equity Non-Negotiables are leveraged to eliminate inequities.

## **School Core Beliefs**

- ❖ All students learn and have the right to learn and be successful in a safe environment.
- ❖ Every student deserves a great teacher, not by chance, but by design.
- ❖ Teachers use data to intentionally design instruction versus students learning by default.
- ❖ Student success is enhanced by the relationships between and among students, staff, home, and community.
- ❖ Students must be responsible for their learning and accountable for their actions, exhibiting cultural respect and tolerance for themselves and one another within our global community.
- ❖ A well run classroom will ensure high quality learning.

## **It should be noted that John Hattie's Mind frames guided the development of this School Growth Plan.**

- ❖ Mind Frame 1: Teachers/leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.
- ❖ Mind Frame 2: Teachers/leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do... We are change agents!
- ❖ Mind Frame 3: Teachers/leaders want to talk more about the learning than the teaching.
- ❖ Mind Frame 4: Teachers/leaders see assessment as feedback about their impact.
- ❖ Mind Frame 5: Teachers/leaders engage in dialogue not monologue.
- ❖ Mind Frame 6: Teachers/leaders enjoy the challenge and never retreat to 'doing their best.'

- ❖ Mind Frame 7: Teachers/leaders believe that it is their role to develop positive relationships in classroom/staff rooms.
- ❖ Mind Frame 8: Teachers/leaders inform all about the language of learning.

Taken from *Visible Learning For Teachers: Maximizing Impact on Learning (2012)* by John Hattie

<b>School District</b>	<p>Mequon-Thiensville School District</p> <div data-bbox="1150 410 1858 846" style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <table border="1"> <thead> <tr> <th>Results Goal</th> <th>Indicators</th> <th>Measures</th> <th>Targets</th> </tr> </thead> <tbody> <tr> <td rowspan="6">           What outcome do we want to improve in the next 2-3 year?            • Literacy Achievement            • Numeracy Performance            • Social/Emotional Wellness            • Stakeholder/Client Satisfaction or Capacity            • Increase Investment in Auxiliary Groups         </td> <td rowspan="2">GAN 1 related to outcome</td> <td>Assessment 1 to measure GAN 1</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td>Assessment 2 to measure GAN 1</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td rowspan="2">GAN 2 related to outcome</td> <td>Assessment 1 to measure GAN 2</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td>Assessment 2 to measure GAN 2</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td rowspan="2">GAN 3 related to outcome</td> <td>Assessment 1 to measure GAN 3</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td>Assessment 2 to measure GAN 3</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> </tbody> </table> </div>	Results Goal	Indicators	Measures	Targets	What outcome do we want to improve in the next 2-3 year? • Literacy Achievement • Numeracy Performance • Social/Emotional Wellness • Stakeholder/Client Satisfaction or Capacity • Increase Investment in Auxiliary Groups	GAN 1 related to outcome	Assessment 1 to measure GAN 1	Annual Benchmark(s) by group and/or subgroups	Assessment 2 to measure GAN 1	Annual Benchmark(s) by group and/or subgroups	GAN 2 related to outcome	Assessment 1 to measure GAN 2	Annual Benchmark(s) by group and/or subgroups	Assessment 2 to measure GAN 2	Annual Benchmark(s) by group and/or subgroups	GAN 3 related to outcome	Assessment 1 to measure GAN 3	Annual Benchmark(s) by group and/or subgroups	Assessment 2 to measure GAN 3	Annual Benchmark(s) by group and/or subgroups
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<b>School Name</b>	<i>Oriole Lane Elementary School</i>																				
<b>School Growth Plan</b>	Goal 1																				
<b>Focus Area</b>	<i>Literacy</i>																				
<b>Type of Goal</b>	<input type="checkbox"/> New Goal <input type="checkbox"/> Continued Goal <input checked="" type="checkbox"/> Revised Goal																				

<p><b>Results Goal Statement</b></p>	<p><i>By June 2018, at least 85.8% (increase of 3.0%) of students in grades KDG through five will meet or exceed district milestones for reading achievement as measured by proficiency on the Fountas and Pinnell Benchmark Assessment in grades KDG through one (milestone #1 benchmark) or the NWEA MAP Reading Assessment in grades two through five (milestone #2 benchmark).</i></p>
<p><b>Need Statement</b></p>	<p>As of spring 2016, 82.8% of Oriole Lane students are proficient in literacy as measured by the assessments above. As measured by the district milestones, 88% of Oriole Lane students are proficient. As such, we would expect then that <b>91%</b> of Oriole Lane students will be proficient in literacy by June of 2018 as measured by district milestones. We change our expectations at the school level for 2nd grade only because we feel MAP is a more rigorous indicator of student achievement, considering the background of the majority of our students.</p> <p>The table below is a breakdown of comprehension data that our team considered based on the district milestones</p>

regarding the Measure of Academic Progress (MAP) Reading Assessment (66%ile) and the comprehension section of the Fountas and Pinnell Benchmark Assessment. 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 to focus on the two lowest domains: Reading information and reading vocabulary. From school reporting of the comprehension scores for Fountas and Pinnell Benchmark Assessments, 47% of students achieved a score of >4 (Levels A-K) or >7 (Levels L-Z) in winter of 2016 (when all students are benchmarked). In order for students to think more deeply and be able to transfer their deeper

	MAP Reading Literature	MAP Reading Information	MAP Reading Vocabulary
<b>Spring 2015</b> % of 1-5 students proficient within Domain RIT	75%	<u>71%</u>	<u>71%</u>
<b>Spring 2016</b> % of 1-5 students proficient within Domain RIT	76%	<u>74%</u>	<u>74%</u>
<b>Winter 2016</b> % of K-5 students who scored >4 (Levels A-K) or >7 (Levels L-Z) on the F&P Benchmark Assessments	<u>47%</u>	NA	NA

	<p>understandings to life applications, we believe that students need to increase their ability to discuss and think beyond and about what they read.</p>
<p><b>Strategy Statement 1</b></p>	<p><u>Reading Information</u> will be measured using the Measure of Academic Progress (MAP) Reading Assessment given in fall, winter, and spring.</p>
<p><b>Measurable Target 1</b></p>	<p>By <u>June 2017</u>, 75.5% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Information strand as measured by the spring MAP Reading Assessment.</p> <p>By <u>June 2018</u>, 77.0% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Information strand as measured by the spring MAP Reading Assessment.</p>
<p><b>Strategy Statement 2</b></p>	<p><u>Reading Vocabulary</u> will be measured using the Measure of Academic Progress (MAP) Reading Assessment given in fall, winter, and spring.</p>

<b>Measurable Target 2</b>	By <u>June 2017</u> , 75.5% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Vocabulary strand as measured by the spring MAP Reading Assessment. By <u>June 2018</u> , 77.0% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Vocabulary strand
	as measured by the spring MAP Reading Assessment.
<b>Strategy Statement 3</b>	Students' ability to think <u>Within, Beyond and About the Text</u> in reading will be measured using the Fountas and Pinnell Benchmark Assessment given at least once per year to students in grades 3-5 and in fall, winter, and spring for students in grades K-2.
<b>Measurable Target 3</b>	By the <u>Winter of 2017</u> , 50.0% of Oriole Lane K-5 students will achieve a score of >4 if assessed on levels A-K or >7 if assessed on levels L-Z. By the <u>Winter of 2018</u> , 53.0% of Oriole Lane K-5 students will achieve a score of >4 if assessed on levels A-K or >7 if assessed on levels L-Z.

## ACTION PLAN

<b>Oriole Lane School Growth Plan</b>	<i>By June 2018, at least 85.8% (increase of 3.0%) of students in grades KDG through five will meet or exceed district milestones for reading achievement as measured by proficiency on the Fountas and Pinnell Benchmark Assessment in grades KDG through one (milestone #1 benchmark) or the NWEA MAP Reading Assessment in grades two through five (milestone #2 benchmark).</i>					
<b>Action Step (IF...)</b>	...teachers are teaching and utilizing informational text, they will focus on main idea and details, analyzing author's craft, text features (including the purpose of them), and text structure in their conferring and strategy groups; while at the same time requiring students' written responses (Levels E and up) to higher level prompts to encourage this thinking...					
<b>WHY?</b>	According to the Common Core, "Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas." Subsequently, the MAP Assessment consistently references Informational Text as seen on the MAP Learning Continuum at various RIT score levels, particularly revolving around the skills we have identified.					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
BLT Literacy Team will disseminate Reading Learning Progressions from the updated Units of Study (K-1 teachers will use grade 2 progressions). At a	Begin	End	Resource	Source	Amount	Observations of having these available as part of teachers' conferring "kits" or "clipboards"
	Sept 2016	NA	Information and Narrative Learning Progression	Lucy Calkins Reading Units of Study - Heinemann	Printing costs	



staff meeting in October 2016,  
special domains on the  
progressions will be noted as a  
focus for teaching.

All teachers will continue/begin using the new Reading Units of Study	Sept 2016	NA	NA	NA	NA	PLC planning notes aligning with BYOC and Teacher's College Calendars
Already developed pre- and post-assessments (3-5) will be given and scored collaboratively with Literacy Specialist for <u>nonfiction units</u> .	Dec 2016	NA	Pre- and Post Assessments	Lucy Calkins Reading Units of Study	Printing costs	Effectiveness programming using pre- and post- scores - <u>Visible Learning for Literacy</u> by Fisher, Frey, Hattie PLC meetings with notes of collaborative scoring and planning
Pre- and post- assessments will be written during 2 Team meetings with the Literacy Specialist for the nonfiction units and shared in BYOC.	Dec 2016	June 2017	Team Meeting	Lucy Calkins Reading Units of Study	\$0	One unit per meeting of assessments done. Effectiveness programming using pre- and post- scores - <u>Visible Learning for Literacy</u> by Fisher, Frey, Hattie PLC meetings with notes of collaborative scoring and planning
Pre- and post- assessments will be given and scored with the Literacy Specialist for <u>all units</u> .	Sept 2017	NA	Pre- and Post-Assessments	Lucy Calkins Reading Units of Study	Printing costs	Effectiveness programming using pre- and post- scores - <u>Visible Learning for Literacy</u> by Fisher, Frey, Hattie PLC meetings with notes of collaborative scoring and planning
2 will continue work on writing pre- and post- assessments for each unit to be shared in BYOC.	Sept 2017	June 2018	Team Meeting	Lucy Calkins Reading Units of Study	\$0	One unit per meeting of assessments done. Effectiveness programming using pre- and post- scores - <u>Visible Learning for Literacy</u> by Fisher, Frey, Hattie PLC meetings with notes of collaborative scoring and planning



<p>For students who are beyond level H, teachers will expect written responses to reading using deeper prompts. BLT Literacy Team will develop some suggested prompts. Teachers will use suggested prompts with students.</p> <p>Teachers will continue recording observations during conferences, strategy, and guided reading groups. Digital records are encouraged but not required (easier for co-teaching and support situations). Students should be held accountable for teaching points established (possible goal setting).</p>	Sept 2016		Suggested prompts	F & P Continuum; Costa's Levels of Thinking & Questioning; Learning Progressions	\$0	Student responses; teacher evidence of holding students accountable
	Jan 2017	June 2017			\$0	
	Sept 2016		Learning Progressions; F & P Continuum; Google Forms/Docs	Units of Study; Laptops	\$0	Conference records (more on struggling students)
	Oct 2016	NA				
<p>For students who score below benchmark on the informational text domain in MAP, OR who do not have sufficient comprehension according to F &amp; P, WIN will be more structured for them using guided reading, strategy groups, and AVID strategies; For students at or above benchmark on MAP or F&amp;P will utilize RAZ at higher levels to respond to reading and solidify comprehension skills</p>	Sept 2016	NA	AVID Weekly; Raz texts; A to Z; LLI books	AVID, A to Z Reading, Heinemann	8 classrooms for Raz @ \$879.60	Student progress in Raz (1 day quiz; 1 day explicit teaching of skills, for example) Text Annotations Guided Reading progress
				Alpine, Classroom	\$0	Comments in Logs; Alpine review/emails with teachers

<p>BLT Literacy Team will monitor interventions in Alpine as well as Collaboration Logs for students requiring interventions in reading with specialists.</p> <p>BLT Literacy Team will read <u>Visible Learning for Literacy</u> by Fisher, Frey and Hattie (2016) for professional development and provide PD to staff or share new learning with teams.</p>	<p>Summer 2016</p>	<p>NA</p>	<p>book</p>	<p>teachers, Collaboration logs</p>	<p>Already purchased</p>	<p>Log in BLT minutes the discussion.</p>
<p><b>Evidence of Success (Then...)</b></p>	<p>...students will improve on the MAP Reading Information strand as measured by the spring MAP Reading Assessment (breakdown noted below), and students will improve their scores on comprehension as noted in the the “within, beyond, and about the text” sections on the spring F&amp;P Benchmark Assessments (breakdown noted below).</p> <p>By <u>June 2017</u>, 75.5 % of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Information strand as measured by the spring MAP Reading Assessment.</p> <p>By <u>June 2018</u>, 77.0% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Information strand as measured by the spring MAP Reading Assessment.</p> <p>By the <u>Winter of 2017</u>, 50.0% of Oriole Lane K-5 students will achieve a score of &gt;4 if assessed on levels A-K or &gt;7 if assessed on levels L-Z.</p> <p>By the <u>Winter of 2018</u>, 53.0% of Oriole Lane K-5 students will achieve a score of &gt;4 if assessed on levels A-K or &gt;7 if assessed on levels L-Z.</p>					

<b>Action Step (IF...)</b>	...teachers explicitly teach character trait vocabulary and targeted Costa's Levels of Thinking & Questioning vocabulary, grade appropriate affixes and roots, and high-frequency words (K-2)...
<b>WHY?</b>	John Hattie, in <u>Visible Learning for Literacy</u> writes, "Vocabulary is a strong predictor of reading comprehension. Teaching vocabulary will not guarantee success in reading just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure."

Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
Character trait vocabulary will be taught explicitly at each grade level, with a focus on embedding this vocabulary during fiction units. Professional development on this will take place at a staff meeting, including specification and emphasis on the vocabulary domain on the Reading Progressions.	Begin	End	Resource	Source	Amount	Fountas and Pinnell Comprehension scores Character Trait Word Walls  Accuracy scores on F & P's
	Oct 2016	NA	Recommended Character Traits by Grade Level List Reading Progressions Marzano's Word Wall Book	Next Step in Guided Reading by Jan Richardson Marzano's Common Core Vocabulary Units of Study in Reading	Printing costs	

<p>Students will be screened using already developed high-frequency word lists beginning in Kindergarten. Information will be recorded in Alpine. Teachers will respond with intervention groups as needed.</p>	<p>Sept 2016</p>	<p>NA</p>	<p><a href="#">High Frequency Word Lists</a></p>	<p>Lucy Calkins Units of Study; Alpine</p>	<p>\$0</p>	<p>Word Recognition Evidence in Alpine</p>
<p>BLT Literacy Team will study Common Core State Standards, the MAP Learning Continuum, and Words Their Way in regards to affixes and roots and develop a</p>	<p>Feb 2016</p>	<p>Dec 2017</p>	<p>Continuum, Common Core Standards, WTW</p>	<p>Words Their Way, MAP Learning Continuum</p>	<p>\$0</p>	<p>Screeners</p>

pre- and post- screener for vocabulary.	Jan 2018	NA				WIN time
Staff will use the screeners to intervene as necessary.	Dec 2016	Jan 2017	Costa's Levels of Thinking & Questioning Trina Hayden	AVID Strategies	\$0	Student written response
As part of the focus on written responses to reading (information action step), teachers will explicitly teach targeted vocabulary from Costa's Levels of Thinking & Questioning. BLT Literacy Team will develop and model these prompts for staff along with the help of AVID DD.	Feb 2017	NA		AVID	\$0	Student written response
Staff will teach and utilize this vocabulary in their teaching.	Sep 2016	NA	Costa's Levels of Thinking & Questioning Trina Hayden	AVID Foundations Implementation Resource A to Z Reading	TBD (have to have training to have resource) Raz-Kids @ \$879.60	Raz-Kids
For students who score below benchmark on the vocabulary domain, WIN will be more structured for them using WTW, Raz-Kids, and AVID annotating strategies	Summer 2016	June 2017	<u>Visible Learning for Literacy</u> by Fisher, Frey and Hattie (2016)		Already purchased	BLT minutes of discussion
BLT Literacy Team will read <u>Visible Learning for Literacy</u> by Fisher, Frey and Hattie (2016) for professional development and provide PD to staff or share with teams new learning.						



<p><b>Evidence of Success (Then...)</b></p>	<p>...students will improve on the MAP Reading Vocabulary strand as measured by the spring MAP Reading Assessment (breakdown noted below).</p> <p>By <u>June 2017</u>, 75.5% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Vocabulary strand as measured by the spring MAP Reading Assessment.</p> <p>By <u>June 2018</u>, 77.0% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Vocabulary strand as measured by the spring MAP Reading Assessment.</p>					
<p><b>Action Step (IF...)</b></p>	<p>...teachers continue writing instruction in all areas with a specific focus on elaboration and craft...</p>					
<p><b>WHY?</b></p>	<p>Steve Graham and Michael Hebert, in <i>Writing to Read: Evidence for How Writing Can Improve Reading</i>, report that writing about a text enhances comprehension, because it provides students with a tool to visibly and permanently record, connect, analyze, personalize, and manipulate key ideas in text. Students' reading comprehension is improved by having them increase how frequently they write.</p> <p>Because reading and writing are interrelated, what students learn in one area influences and reinforces what they learn in the other (Fountas &amp; Pinnell, 1996).</p> <p>Student growth in the skill of elaboration and improving craft will foster improvement in comprehension.</p>					
<p><b>Person/s Responsible</b></p>	<p><b>Timeline for Activity</b></p>		<p><b>Resources Needed</b></p>			<p><b>Monitoring Tools</b></p>
	<p>Begin</p>	<p>End</p>	<p>Resource</p>	<p>Source</p>	<p>Amount</p>	<p>Class Rubrics; conference notes</p>

Pre-Assessment will be given and scored collaboratively with Literacy Specialist.	Sept 2016	NA	Assessment Learning Progressions, Alpine	Lucy Calkins Writing Units of Study - Heinemann	\$0	Alpine
Post-Assessments will be given and scored for each unit of study	Oct 2016	NA	Assessment	Lucy Calkins	\$0	

<p>(except poetry). Three times a year all domains will be scored and entered in Alpine. For other units, teachers will score the domains that are the focus on the unit overall.</p>	<p>Sept 2016</p>	<p>NA</p>	<p>Learning Progressions, Alpine Paras for release time</p>	<p>Writing Units of Study - Heinemann</p>	<p>Printing costs</p>	<p>On-demand Assessments</p>
<p>Teachers will use the writing checklist to identify and teach genre-specific vocabulary. The checklists will be visible in each classroom as well as accessible for self-reflection in student writing folders.</p>	<p>Sept 2016</p>	<p>NA</p>	<p>Writing checklist with genre-specific vocabulary</p>	<p>Lucy Calkins Writing Units of Study - Heinemann</p>	<p>\$0</p>	<p>Classroom checklists Student writing folders and self-assessments</p>
<p>Teachers will continue recording observations during conferences, strategy and guided reading groups. Digital records are encouraged but not required (easier for co teaching and support situations). Students should be held accountable for teaching points established (possible goal setting).</p>	<p>Sept 2016</p>	<p>NA</p>	<p>Learning Progressions for Writing</p>	<p>Units of Study Laptops</p>	<p>\$0</p>	<p>Conference notes (more for students who struggle)</p>
<p>For each unit of study (if/then units not required) teachers will confer with students in each other's classrooms to calibrate conferring and learn from each other (this could be considered our lesson study).</p>			<p>If/Then Conference Ideas; Personalizing Conferring Sheets</p>	<p>Units of Study; Coverage in classrooms</p>	<p>\$0</p>	<p>Conference notes shared with homeroom teacher; PLC follow up discussion</p>

<p><b>Evidence of Success (Then...)</b></p>	<p>...students' writing and subsequently comprehension will improve on the spring MAP Reading Assessment (breakdown noted below).</p> <p>By <u>June 2017</u>, 75.5 % of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Information strand as measured by the spring MAP Reading Assessment.</p> <p>By <u>June 2018</u>, 77.0% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Information strand as measured by the spring MAP Reading Assessment.</p> <p>By <u>June 2017</u>, 75.5% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Vocabulary strand as measured by the spring MAP Reading Assessment.</p> <p>By <u>June 2018</u>, 77.0% of Oriole Lane students in grades 1-5 will attain proficiency on the MAP Reading Vocabulary strand as measured by the spring MAP Reading Assessment.</p> <p>By the <u>Winter of 2017</u>, 50.0% of Oriole Lane K-5 students will achieve a score of &gt;4 if assessed on levels A-K or &gt;7 if assessed on levels L-Z.</p> <p>By the <u>Winter of 2018</u>, 53.0% of Oriole Lane K-5 students will achieve a score of &gt;4 if assessed on levels A-K or &gt;7 if assessed on levels L-Z.</p>
<p><b>Action Step (IF...)</b></p>	<p>...the work of PLC teams is ongoing, sustained, collaborative, and teacher learning is grounded in day-to-day teaching practices and designed to enhance teachers' content-specific instructional practices...</p>
<p><b>WHY?</b></p>	<p>Hattie's (2012) Checklist for inspired and passionate teaching, item 5: Professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve "visible learning inside".</p> <p>Hattie (2012) Checklist for planning, item 8: Teachers within the school jointly plan series of lessons, with learning intentions and success criteria related to worthwhile curricular specifications. Item 10: All teachers are thoroughly familiar with the curriculum-in terms of content levels of difficulty, expected progressions-and share common interpretations about these with each other.</p>

Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
	Begin	End	Resource	Source	Amount	
Grade Level Teams (Including						PLC Form developed
specialists and special education teachers as needed)	Sept 2016	N/A				
<b>Evidence of Success (Then...)</b>	...teachers will be more effective at: knowing what they want students to know and be able to do, understanding if they know it, responding to their needs if they don't know it, and creating extensions and enrichments if they do know it.					
<b>Action Step (IF...)</b>	...students demonstrate literacy needs as their Greatest Area of Need (GAN) teachers will work with students to implement student SMART goal-setting that is based on specific teacher feedback regarding where the student is currently functioning and where the goal allows the student to show growth in his/her GAN...					

<b>WHY?</b>	<p>In his meta-analysis <i>Visible Learning for Teachers (2012)</i>, Self Reported Grades (students 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 of level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly.</p> <p>According to Hattie (<i>Visible Learning for Teachers, 2012</i>), student goal setting yields a high return for a small investment. He reported on a study by Sandra Hastie (2011) where it was found that student goal setting not only resulted in improved math scores, but also larger gains for attention and motivation, an enhanced commitment to reach goals and specific information for teachers as to why students did or did not reach the goals. By applying this to our students with GAN in literacy, we are hoping that they, too, will improve not in the area of literacy, but also engagement and motivation to work towards their specific goals.</p> <p>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.</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>
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<b>Person/s Responsible</b>	<b>Timeline for Activity</b>	<b>Resources Needed</b>	<b>Monitoring Tools</b>

BLT members will model classroom goals on management, routines, behavior, etc. (can pull ideas from Responsive Classroom for interactive modeling behavior and having students help set goal) - Use Frayer Model	Begin Sept 2016	End Jan 2017	Resource BLT Literacy BLT Team	Source Responsive Classroom materials, team created materials, resources for effective student goal setting (TBD)	Amount \$0	BLT Meeting Agendas
BLT members will develop examples of goals for grade levels in all areas	Sept 2016	Jan 2017			\$0	
Whole group conferencing/reflection will occur during morning meetings	Sept 2016	Jan 2017			\$0	
Celebration of student created classroom goal will occur	Oct 2016	Oct 2016	Teaching staff	Building level staff	\$0	
BLT members will explore student goal setting in individual classrooms	Oct 2016	Jan 2017	BLT Grade level PLCs	PLC meeting time	\$0	Notes from PLC meetings Notes from goal setting explorations

<ul style="list-style-type: none"> <li>- Share what is going on at PLC meetings</li> <li>- BLT members try different strategies, start with something that the teacher is comfortable and confident with( i.e. whole class writing goal, small group in specific subject areas).</li> </ul>						
BLT members will provide training to other staff and roll out goal setting in all classrooms	Dec 2016	June 2017	BLT	Teacher planning time	\$0	PLC notes
All staff will collaborate with students to develop goals with students in literacy, math or social-emotional	Jan. 2017	June 2017	All teaching staff	Class time	\$0	Conferencing notes Student goals
Classroom teachers will model classroom goals on management, routines, behavior, etc. (can pull ideas from Responsive Classroom for modeling behavior and having students help set goal)	Sept 2017	Oct 2017	All teaching staff	Class time	\$0	Notes



3-5 Grade students will set individual goals in GAN	Sept 2017	Nov 2017	3-5 teaching staff	Class time	\$0	Student goals
K-2 Classroom teachers will continue to model with whole class goal, setting a different/updated goal from the one done in September	Nov 2017	June 2018	K-2 teaching staff	Class time	\$0	Notes
K-2 students will set individual goals in GAN	Nov 2017	June 2018	K-2 teaching staff	Class time	\$0	Student goals
Classroom teachers will confer with individual students around their personal goal	Nov 2017	June 2018	All teaching staff	Class time	\$0	Conferencing notes Student goals/results
<b>Evidence of Success (Then...)</b>	... the student will take greater responsibility for his/her learning, have purpose for persevering, and will show growth in his/her GAN.					
<b>Action Step (IF...)</b>	...Building Leadership Team (BLT) members participate in monthly school-wide data reviews focusing on literacy, including collaboration logs and intervention data in Alpine...					

<b>WHY?</b>	According to Wise Ways, one indicator used to promote school improvement is, "The leadership team monitors school - level student learning data." Also, bringing the data together allows the leadership team to analyze the effectiveness of their action.					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
BLT Literacy Team	Begin	End	Resource	Source	Amount	BLT Literacy Team notes
	Sept 2016	N/A	Collaboration Logs, F&P scores, MAP data, Words Their Way	Google Docs, Alpine	\$0	
<b>Evidence of Success (Then...)</b>	...staff will be able to focus on and target specific literacy needs, resulting in increased student achievement.					

**School Growth Plan: Goal 1:**

By June 2018, at least 85.8% (increase of 3.0%) of students in grades KDG through five will meet or exceed district milestones for reading achievement as measured by proficiency on the Fountas and Pinnell Benchmark Assessment in grades KDG through one (milestone #1 benchmark) or the NWEA MAP Reading Assessment in grades two through five (milestone #2 benchmark).

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

The goals and objectives supported in the district's strategic plan are as follows:

- Goal #1 Objectives A, B, C, and F
- Goal #4 Objectives A, B, and E

**What research supports the strategies included in the action plan?**

Our Building Leadership Team reviewed *Visible Learning For Teachers: Maximizing Impact on Learning* by John Hattie, *Visible Learning for Literacy* by Douglas Fisher, Nancy Frey and John Hattie, Fountas and Pinnell *Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing*, Fountas and Pinnell *The Continuum of Literacy Learning*, and *Mindset* by Carol Dweck.

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

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

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

Oriole Lane Elementary School will utilize communication and technology to support strategies in the action plan in the following ways:

1. Based on the feedback from staff during the 2015-2016 school year, the staff's use of the NWEA MAP Assessment Reports continues to grow. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training on the use of the NWEA MAP Assessment Reports. Future training will be based on specific student needs.
2. Based on feedback from staff during the 2015-2016 school year, the staff's use of the Learning Continuum was inconsistent. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator and the Oriole Lane Literacy Specialist to schedule training in Learning Progressions as an instructional tool.
3. The school district is utilizing Alpine Achievement, which was launched during the 2014-2015 school year. In order to ensure that all staff members are utilizing the tool to review student data to inform instruction, professional development will be scheduled. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training.
4. Oriole Lane will continue to use Raz-Kids to provide intervention to students in the area of reading.

<b>School District</b>	Mequon-Thiensville School District <div data-bbox="1188 594 1898 1024" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Results Goal</th> <th style="width: 15%;">Indicators</th> <th style="width: 20%;">Measures</th> <th style="width: 35%;">Targets</th> </tr> </thead> <tbody> <tr> <td rowspan="6" style="vertical-align: top;">           What outcome do we want to improve in the next 2-3 year?  <ul style="list-style-type: none"> <li>• Literacy Achievement</li> <li>• Numeracy Performance</li> <li>• Social/Emotional Wellness</li> <li>• Stakeholder/Client Satisfaction or Capacity</li> <li>• Increase Investment in Auxiliary Groups</li> </ul> </td> <td rowspan="2" style="vertical-align: top;">           GAN 1 related to outcome         </td> <td>Assessment 1 to measure GAN 1</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td>Assessment 2 to measure GAN 1</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td rowspan="2" style="vertical-align: top;">           GAN 2 related to outcome         </td> <td>Assessment 1 to measure GAN 2</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td>Assessment 2 to measure GAN 2</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td rowspan="2" style="vertical-align: top;">           GAN 3 related to outcome         </td> <td>Assessment 1 to measure GAN 3</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> <tr> <td>Assessment 2 to measure GAN 3</td> <td>Annual Benchmark(s) by group and/or subgroups</td> </tr> </tbody> </table> </div>	Results Goal	Indicators	Measures	Targets	What outcome do we want to improve in the next 2-3 year? <ul style="list-style-type: none"> <li>• Literacy Achievement</li> <li>• Numeracy Performance</li> <li>• Social/Emotional Wellness</li> <li>• Stakeholder/Client Satisfaction or Capacity</li> <li>• Increase Investment in Auxiliary Groups</li> </ul>	GAN 1 related to outcome	Assessment 1 to measure GAN 1	Annual Benchmark(s) by group and/or subgroups	Assessment 2 to measure GAN 1	Annual Benchmark(s) by group and/or subgroups	GAN 2 related to outcome	Assessment 1 to measure GAN 2	Annual Benchmark(s) by group and/or subgroups	Assessment 2 to measure GAN 2	Annual Benchmark(s) by group and/or subgroups	GAN 3 related to outcome	Assessment 1 to measure GAN 3	Annual Benchmark(s) by group and/or subgroups	Assessment 2 to measure GAN 3	Annual Benchmark(s) by group and/or subgroups
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<b>School Name</b>	<i>Oriole Lane Elementary School</i>																				
<b>School Growth Plan</b>	Goal 2																				
<b>Focus Area</b>	<i>Numeracy</i>																				

<b>Type of Goal</b>	<input type="checkbox"/> New Goal <input type="checkbox"/> Continued Goal <input checked="" type="checkbox"/> Revised Goal
<b>Results Goal Statement</b>	<p><i>By June 2018, at least 72.2% (increase of 3.0%) of students in grades KDG through five will meet or exceed district milestones for mathematics achievement as measured by proficiency on the MTSD KDG End-of-Year Math Benchmark Assessment or the NWEA MAP Math Assessment in grades one through five (milestone #3 benchmark).</i></p>
<b>Need Statement</b>	<p>The table 1 below is a breakdown of comprehensive data that our team considered based on the district milestones regarding the Measure of Academic Progress Assessment (MAP) (70%ile) in grades 1 through 5. Current MAP data from Spring 2016 indicated that our greatest area of need for math is within the NO (Numbers and Operations) and OA</p>

(Operations and Algebraic Thinking) domains. 53% of all student in grades 1-5 achieved the district milestone in NO and 60% of students achieved the district milestone in OA. Numbers and Operations is a major cluster for grades 1-4 and Operations in Algebraic Thinking is a major cluster in grades 1-5.\* Of those domains identified as major clusters for grades 1-5, OA also represented the domain with the slowest growth from Spring 2015 to Spring 2016. Table 2 below shows the results from the MTSD End of the Year Math Assessment by Kindergarten domains. Counting and Cardinality (CC) and Operations and Algebraic Thinking (OA) are both major clusters in Kindergarten.\*

\*<http://achievethecore.org/content/upload/SAP%20Focus%20Math%20K%E2%80%93938%2011.12.14.pdf>

Table 1

	Operations and Algebraic Thinking	Numbers and Operations (NBT & NF)	Measurement and Data	Geometry
<b>Spring 2015</b> % of students achieving district level benchmark milestones within Domain RIT. (Pre-Eureka)	<u>59%</u>	<u>57%</u>	60%	73%
<b>Spring 2016</b> % of students achieving district level benchmark milestones within Domain RIT. (Eureka-Implementation year 1)	<u>60%</u>	<u>53%</u>	67%	72%

Table 2

	Counting and Cardinality	Operations and Algebraic Thinking	Geometry Measurement and Data
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	<u>Spring 2015</u>	83.6%	83.6%	87%

	<table border="1"> <tr> <td data-bbox="611 282 932 500">           % of students meeting 85% or greater on end of year K5 benchmark assessment            Domain RIT.            (Pre-Eureka)         </td> <td data-bbox="932 282 1253 500"></td> <td data-bbox="1253 282 1575 500"></td> <td data-bbox="1575 282 1896 500"></td> </tr> <tr> <td data-bbox="611 500 932 743"> <b>Spring 2016</b>            % of students meeting 85% or greater on end of year K5 benchmark assessment            (Eureka-Implementation year 1)         </td> <td data-bbox="932 500 1253 743">85%</td> <td data-bbox="1253 500 1575 743">90%</td> <td data-bbox="1575 500 1896 743">68.3%</td> </tr> </table> <p><b>MAP</b> <span style="float: right;"><b>Common Core State Standards in Mathematics</b></span>  <b>OA</b> (Operations and Algebraic Thinking)----&gt; <b>OA</b>(Operations and Algebraic Thinking)  <b>NO</b> (Numbers and Operations)-----&gt; <b>NBT</b> (Numbers-Base 10) and <b>NF</b> (Numbers-Fractions)  <b>MD</b> (Measurement and Data) -----&gt; <b>MD</b> (Measurement and Data)  <b>G</b> (Geometry) -----&gt; <b>G</b> ( Geometry)</p>	% of students meeting 85% or greater on end of year K5 benchmark assessment Domain RIT. (Pre-Eureka)				<b>Spring 2016</b> % of students meeting 85% or greater on end of year K5 benchmark assessment (Eureka-Implementation year 1)	85%	90%	68.3%
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<b>Spring 2016</b> % of students meeting 85% or greater on end of year K5 benchmark assessment (Eureka-Implementation year 1)	85%	90%	68.3%						
<b>Strategy Statement 1</b>	Mathematical growth in the domain of Numbers and Operations will be measured using the Measure of Academic Progress (MAP) Mathematic Assessment given in fall, winter, and spring.								
<b>Measurable Target 1</b>	<p>By <u>June 2017</u>, 54.5% of Oriole Lane students in grades 1-5 will attain proficiency on MAP Numbers and Operations domain as measured by the spring MAP Mathematics Assessment.</p> <p>By <u>June 2018</u>, 56.0% of Oriole Lane students in grades 1-5 will attain proficiency on MAP Numbers and Operations domain as measured by the spring MAP Mathematics Assessment.</p>								
<b>Strategy Statement 2</b>	Mathematical growth in the domain of Operations and Algebraic Thinking will be measured using the Measure of Academic Progress (MAP) Mathematics Assessment given in fall, winter, and spring.								



<b>Measurable Target 2</b>	<p>By <u>June 2017</u>, 61.5% of Oriole Lane students in grades 1-5 will attain proficiency on MAP Operations and Algebraic Thinking domain as measured by the spring MAP Mathematics Assessment.</p> <p>By <u>June 2018</u>, 63.0% of Oriole Lane students in grades 1-5 will attain proficiency on MAP Operations and Algebraic Thinking domain as measured by the spring MAP Mathematics Assessment.</p>
<b>Strategy Statement 3</b>	<p>Kindergarten progress will be measured using MTSD Kindergarten End of the Year Math Assessment to track progress specifically in Counting and Cardinality (CC) and Operations and Algebraic Thinking (OA).</p>
<b>Measurable Target 3</b>	<p>By <u>June 2017</u>, <b>85.0%</b> of Oriole Lane students in K5 will attain 11 points or greater out of 13 points (85%) in the CC domain and 6 out of 7 (85%) points in the OA domain on the MTSD Kindergarten End of the Year Math Assessment .</p> <p>By <u>June 2018</u>, <b>86.0%</b> of Oriole Lane students in K5 will attain 11 points or greater out of 13 points (85%) on the K5 summative assessment in the Counting and Cardinality domain and 6 or greater out of 7 (85%) points in the OA domain on the MTSD Kindergarten End of the Year Math Assessment .</p>

## ACTION PLAN

<b>Oriole Lane Elementary School Growth Plan</b>	<p><b>Goal 2:</b>  <i><b>By June 2018, at least 72.2% (increase of 3.0%) of students in grades KDG through five will meet or exceed district milestones for mathematics achievement as measured by proficiency on the MTSD KDG End-of-Year Math Benchmark Assessment or the NWEA MAP Math Assessment in grades one through five (milestone #3 benchmark).</b></i></p>
<b>Action Step (IF...)</b>	<p>...teachers participate in building based professional development around the progression of Numbers and Operations (NBT/NF) content standard within the K-5 grade band...</p>

<b>WHY?</b>	<p>NCTM, Principles to Action: Ensuring Mathematical Success for All has developed Guiding Principles for School Mathematics. The first guiding principle is: Teaching and Learning. Embedded within these guiding principles are eight mathematics teaching practices. This guiding principle states that the teaching of mathematics is complex. It requires teachers to have a deep understanding of the mathematical content that they are expected to teach and a clear view of how student learning of that mathematics develops and progresses across grades. It also calls for teachers to be skilled at using instructional practices that are effective in developing mathematics learning for all students.</p> <p>Hattie (2012) Checklist for inspired and passionate teaching, item 3a: School has a professional development program that enhances teachers' deeper understanding of their subject.</p>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
	Begin	End	Resource	Source	Amount	
Math Specialist and/or CAD members will provide building based professional development for Numbers and Operations (NBT/NF)	2016	2017	Achieve the Core Progression Documents North Carolina unpacked standards documents		\$0	Teacher surveys or Reflections Meeting Agendas, presentation slides

<p><b>Evidence of Success (Then...)</b></p>	<p>...teachers will have a deep understanding of the mathematical content, specifically around Numbers and Operations, that they are expected to teach. Teachers will have a clear view of how student learning of that mathematics develops and progresses across grades and be able to elicit and value varied approaches and solution paths that students take to solve mathematics problems specific to Numbers and Operations. Staff will receive training in the domain of Numbers and Operations a minimum of one time per month during the 2016-2017 school year.</p> <p>By <u>June 2017</u>, 54.5% of Oriole Lane students in grades 1-5 will attain proficiency, based on district benchmark, on MAP Numbers and Operations domain as measured by the spring MAP Mathematics Assessment.</p> <p>By <u>June 2018</u>, 56.0% of Oriole Lane students in grades 1-5 will attain proficiency, based on district benchmark, on MAP Numbers and Operations domain as measured by the spring MAP Mathematics Assessment.</p>
<p><b>Action Step (IF...)</b></p>	<p>...teachers participate in professional development around the progression of Operations and Algebraic Thinking (OA) content standard within the K-5 grade band...</p>
<p><b>WHY?</b></p>	<p>NCTM, Principles to Action: Ensuring Mathematical Success for All has developed Guiding Principles for School Mathematics. The first guiding principle is: Teaching and Learning. Embedded within these guiding principles are eight mathematics teaching practices. This guiding principle states that the teaching of mathematics is complex. It requires teachers to have a deep understanding of the mathematical content that they are expected to teach and a clear view of how student learning of that mathematics develops and progresses across grades. It also calls for teachers to be skilled at using instructional practices that are effective in developing mathematics learning for all students.</p> <p>Hattie (2012) Checklist for inspired and passionate teaching, item 3a: School has a professional development program that enhances teachers' deeper understanding of their subject.</p>

Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
	Begin	End	Resource	Source	Amount	

<p>Math Specialist and/or CAD members will provide building based professional development for Operations and Algebraic Thinking (OA)</p>	<p>2017</p>	<p>2018</p>	<p>Achieve the Core Progression Documents</p> <p>North Carolina unpacked standards documents</p>		<p>Printing costs</p> <p>Teacher surveys or Reflections Meeting Agendas</p>
<p><b>Evidence of Success (Then...)</b></p>	<p>...teachers will have a deep understanding of the mathematical content, specifically around Operations and Algebraic Thinking (OA), that they are expected to teach. Teachers will have a clear view of how student learning of that mathematics develops and progresses across grades and be able to elicit and value varied approaches and solution paths that students take to solve mathematics problems specific to Operations and Algebraic Thinking.</p> <p>By <u>June 2017</u>, 61.5% of Oriole Lane students in grades 1-5 will attain proficiency, based on district benchmarks, on MAP <u>Operations and Algebraic Thinking</u> domain as measured by the spring MAP Mathematics Assessment.</p>				

	By <u>June 2018</u> , 63.0% of Oriole Lane students in grades 1-5 will attain proficiency, based on district benchmarks, on MAP <u>Operations and Algebraic Thinking</u> domain as measured by the spring MAP Mathematics Assessment.					
<b>Action Step (IF...)</b>	...teachers participate in external professional development around the progression of Numbers and Operations and Operations and Algebraic Thinking content standards within the K-5 grade band...					
<b>WHY?</b>	<p>NCTM, Principles to Action: Ensuring Mathematical Success for All has developed Guiding Principles for School Mathematics. The first guiding principle is: Teaching and Learning. Embedded within these guiding principles are eight mathematics teaching practices. This guiding principle states that the teaching of mathematics is complex. It requires teachers to have a deep understanding of the mathematical content that they are expected to teach and a clear view of how student learning of that mathematics develops and progresses across grades. It also calls for teachers to be skilled at using instructional practices that are effective in developing mathematics learning for all students.</p> <p>Hattie (2012) Checklist for inspired and passionate teaching, item 3a: School has a professional development program that enhances teachers' deeper understanding of their subject.</p>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
External Professional development for Numbers and Operations (NBT/NF) and Operations and Algebraic Thinking (OA) opportunities through WSMI will be provided	Begin	End	Resource	Source	Amount	Proof of Attendance
	Summer 2016	Summer 2017	Brookhill Institute	Money from MTEF	\$250/per person (3 per year)	

<p><b>Evidence of Success (Then...)</b></p>	<p>... teachers will have a deep understanding of the mathematical content, specifically around Numbers and Operations (NBT/NF) and Operations and Algebraic Thinking(OA), that they are expected to teach and a clear view of how student learning of that mathematics develops and progresses across grades.</p>
	<p>By <u>June 2017</u>, 54.5% of Oriole Lane students in grades 1-5 will attain proficiency, based on district benchmark, on MAP Numbers and Operations domain as measured by the spring MAP Mathematics Assessment.</p> <p>By <u>June 2018</u>, 56.0% of Oriole Lane students in grades 1-5 will attain proficiency, based on district benchmark, on MAP Numbers and Operations domain as measured by the spring MAP Mathematics Assessment.</p> <p>By <u>June 2017</u>, 61.5% of Oriole Lane students in grades 1-5 will attain proficiency, based on district benchmark, on MAP Operations and Algebraic Thinking domain as measured by the spring MAP Mathematics Assessment.</p> <p>By <u>June 2018</u>, 63.0% of Oriole Lane students in grades 1-5 will attain proficiency, based on district benchmark, on MAP Operations and Algebraic Thinking domain as measured by the spring MAP Mathematics Assessment.</p>
<p><b>Action Step (IF...)</b></p>	<p>...the work of PLC teams is ongoing, sustained, collaborative, and teacher learning is grounded in day-to-day teaching practices and designed to enhance teachers' content-specific instructional practices, then student achievement will improve and teachers will be more effective at knowing what they want students to know and be able to do, understand if they know it, respond to their needs if they don't know it, and create extensions and enrichments if they do know it.</p>

<b>WHY?</b>	<p>NCTM, Principles to Action: Ensuring Mathematical Success for All; Guiding Principles for School Mathematics on <b>Professionalism</b>. In an excellent mathematics program, educators hold themselves and their colleagues accountable for the mathematical success of every student and for personal and collective professional growth toward effective teaching and learning of mathematics. Professionals who are responsible for students' mathematics learning are never satisfied with their accomplishments and are always working to increase the impact that they have on their students' mathematics learning. Moreover, they cultivate and support a culture of professional collaboration and continual improvement that is driven by an abiding sense of interdependence and collective responsibility.</p> <p>Hattie's (2012) Checklist for inspired and passionate teaching, item 5: Professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve "visible learning inside".</p> <p>Hattie (2012) Checklist for planning, item 8: Teachers within the school jointly plan series of lessons, with learning intentions and success criteria related to worthwhile curricular specifications. Item 10: All teachers are thoroughly familiar with the curriculum-in terms of content levels of difficulty, expected progressions-and share common interpretations about these with each other.</p>		
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<b>Person/s Responsible</b>	<b>Timeline for Activity</b>	<b>Resources Needed</b>	<b>Monitoring Tools</b>
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	Begin	End	Resource	Source	Amount
	2016	2017			

<p>PLC Team members by grade level including Special Education Teachers will: Study Each Module</p> <ul style="list-style-type: none"> <li>• Study standards specific to each module to understand the learning goals.</li> <li>• Identify the progressions of the standards (if applicable)</li> </ul> <p>Identify scaffolding (differentiation) options within Eureka lessons by looking at Problem Sets, Homework, Exit Tickets, and all Module Assessments.</p>	<p>Prior to beginning each module</p> <p>2017</p>	<p>2018</p>	<p>NC unpacked documents Eureka Teacher Modules</p> <p>Achieving the core Progressions document</p> <p>Extended PLC time, half-days, for each grade-level 3 times during year</p> <p>Extended PLC time, half-days, for each grade-level 3 times during year</p>	<p>Internet</p> <p>Internet</p> <p>PD Money from MTEF</p> <p>PD Money from MTEF</p>	<p>\$0</p> <p>\$0</p> <p>\$2700</p> <p>\$2700</p>	<p>PLC standard documentation form: TBD</p>
<p><b>Evidence of Success (Then...)</b></p>	<p>...teachers will be better equipped to provide more effective scaffolding during Tier 1 instruction and be able to effectively identify student needs specific for closing their gaps during Tier 2 interventions and student achievement will improve.</p>					



<p><b>Action Step (IF...)</b></p>	<p>...students demonstrate mathematics as their Greatest Area of Need (GAN) teachers will work with students to implement student SMART goal-setting that is based on specific teacher feedback regarding where the student is currently functioning and where the goal allows the student to show growth in his/her GAN...</p>

<p><b>WHY?</b></p>	<p>In his meta-analysis <i>Visible Learning for Teachers (2012)</i>, Self Reported Grades (students 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 of level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly.</p> <p>According to Hattie (<i>Visible Learning for Teachers, 2012</i>), student goal setting yields a high return for a small investment. He reported on a study by Sandra Hastie (2011) where it was found that student goal setting not only resulted in improved math scores, but also larger gains for attention and motivation, an enhanced commitment to reach goals and specific information for teachers as to why students did or did not reach the goals. By applying this to our students with GAN in social-emotional areas, we are hoping that they, too, will improve not only their social/emotional well-being, but also engagement and motivation to work towards their specific goals.</p> <p>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 in 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.</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>
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<p><b>Person/s Responsible</b></p>	<p><b>Timeline for Activity</b></p>	<p><b>Resources Needed</b></p>	<p><b>Monitoring Tools</b></p>

	Begin	End	Resource	Source	Amount	
<p>BLT members will model classroom goals on management, routines, behavior, etc. (can pull ideas from Responsive Classroom for interactive modeling behavior and having students help set goal)</p> <ul style="list-style-type: none"> <li>- Use Frayer Model</li> </ul> <p>BLT will develop examples of goals for grade levels in all areas</p> <p>Whole group conferencing/reflection during morning meetings will occur</p>	Sept 2016	Jan 2017	BLT Math BLT Team	Responsive Classroom materials, team created materials, resources for effective student goal setting (TBD)	\$0	BLT Meeting Agendas
	Sept 2016	Jan 2017				
	Sept 2016	Jan 2017				
	Oct 2016	Oct 2016		Building level	\$0	

<p>Celebration of student created classroom goal will occur</p> <p>BLT will explore student goal setting in individual classrooms</p> <ul style="list-style-type: none"> <li>- Share what is going on at PLC meetings</li> <li>- BLT members try different strategies, start with something that the teacher is comfortable and confident with (i.e. whole class writing goal, small group in specific subject areas)</li> </ul> <p>BLT members will provide training to other staff and roll out goal setting in all classrooms</p> <p>All staff will collaborate with students to develop goals with students in literacy, math or social-emotional</p> <p>Classroom teachers will model classroom goals on management, routines, behavior, etc. (can pull ideas from Responsive Classroom for modeling behavior and having students help set goal)</p>	Oct 2016	Jan 2017	Teaching staff  BLT Grade level PLCs	staff  PLC meeting time	\$0	Notes from PLC Meetings Notes from goal setting explorations
	Dec 2016	June 2017	BLT	Teacher planning time	\$0	PLC notes
	Jan 2017	June 2017	All teaching staff	Class time	\$0	Conferencing notes Student goals
	Sept 2017	Oct 2017	All teaching staff	Class time	\$0	Notes

<p>3-5 Grade students will set individual goals in GAN</p> <p>K-2 Classroom teachers will continue to model with whole class goal, setting a different/updated goal from the done in September</p> <p>K-2 students will set individual goals in GAN</p> <p>Classroom teachers will confer with individual students around their personal goal</p>	<p>Sept 2017</p> <p>Nov 2017</p> <p>Nov 2017</p> <p>Nov 2017</p>	<p>Nov 2017</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p>	<p>3-5 teaching staff</p> <p>K-2 teaching staff</p> <p>K-2 teaching staff</p> <p>All teaching staff</p>	<p>Class time</p> <p>Class time</p> <p>Class time</p> <p>Class time</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>Student goals</p> <p>Notes</p> <p>Student goals</p> <p>Conferencing notes Student goals/results</p>
<p><b>Evidence of Success (Then...)</b></p>	<p>... the student will take greater responsibility for his/her learning, have purpose for persevering, and will show growth in his/her GAN.</p>					
<p><b>Action Step (IF...)</b></p>	<p>...Building Leadership Team (BLT) members participate in monthly school-wide data reviews and/or ongoing review of school growth plan focusing on mathematics...</p>					

<b>WHY?</b>	NCTM, Principles to Action: Ensuring Mathematical Success for All; Guiding Principles for School Mathematics on <b>Professionalism</b> . In an excellent mathematics program, educators hold themselves and their colleagues accountable for the mathematical success of every student and for personal and collective professional growth toward effective teaching
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	and learning of mathematics. Professionals who are responsible for students' mathematics learning are never satisfied with their accomplishments and are always working to increase the impact that they have on their students' mathematics learning. Moreover, they cultivate and support a culture of professional collaboration and continual improvement that is driven by an abiding sense of interdependence and collective responsibility. Hattie (2012) Checklist for inspired and passionate teaching, item 5: Professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve "visible learning inside".					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
Math Specialist and BLT members in math subgroup will analyze professional development presentation surveys/reflections	Sept 2016	June 2018	Staff presentations	Surveys/reflections	\$0	
Math Specialist and BLT members will create or find examples of math focused student goals at various grade levels.	Sept 2016	Jan 2017			\$0	
Math Specialist and BLT members will analyze student data specific to NBT/NF.	Sept 2016	June 2017	MAP data	Alpine	\$0	

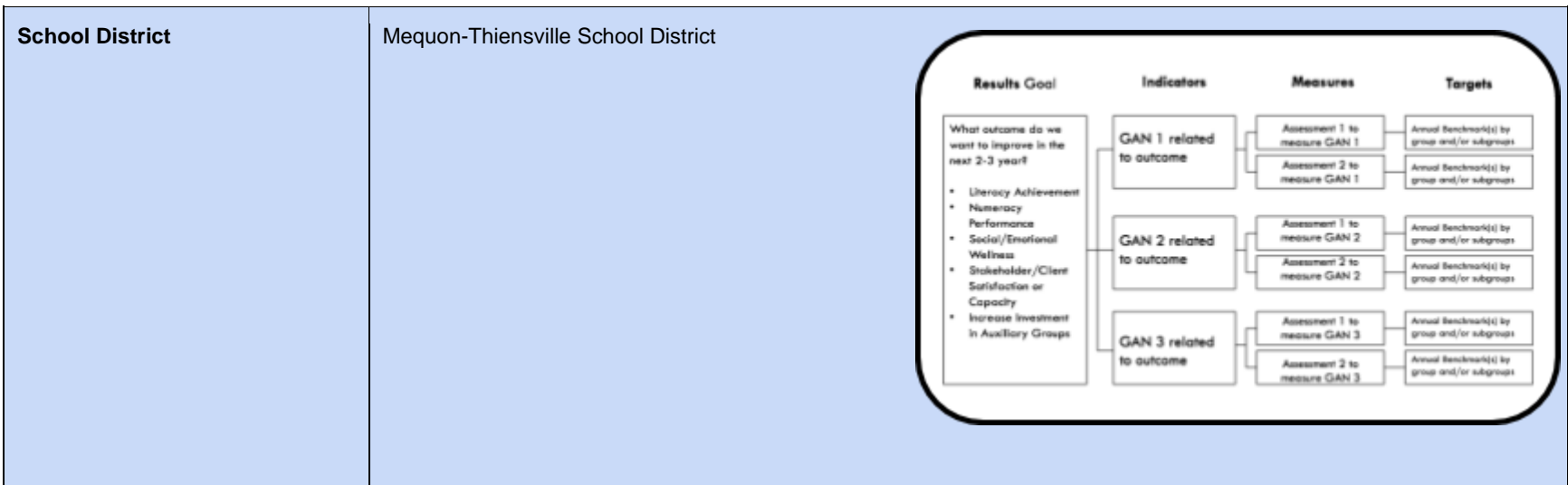
Math Specialist and BLT members will analyze student data specific to OA.	Sept 2017	June 2018	MAP data	Alpine	\$0	
<b>Evidence of Success (Then...)</b>	...staff will be able to focus on and target specific math needs, resulting in increased student achievement.					

<p><b>School Growth Plan: Goal 2</b>          By June 2018, at least 72.2% (increase of 3.0%) of students in grades KDG through five will meet or exceed district milestones for mathematics achievement as measured by proficiency on the MTSD KDG End-of-Year Math Benchmark Assessment or the NWEA MAP Math Assessment in grades one through five (milestone #3 benchmark).</p>
<p><b>What goals and objectives in the district’s strategic plan support the strategies included in the action plan?</b>          The goals and objectives supported in the district’s strategic plan are as follows:</p> <ul style="list-style-type: none"> <li>• Goal #1 Objectives A, B, C, and F</li> <li>• Goal #4 Objectives A, B, and E</li> </ul>
<p><b>What research supports the strategies included in the action plan?</b>          Our Building Leadership Team reviewed <i>Visible Learning For Teachers: Maximizing Impact on Learning</i> by John Hattie and <i>Beyond the Common Core: A Handbook for Mathematics in a PLC at work</i>. School wide staff has been studying NCTM, <i>Principle to Action: Ensuring Mathematical Success for All</i> (2014).</p>
<p><b>How will the team focus its available fiscal resources to support the strategies included in the action plan?</b>          Oriole Lane Elementary School will utilize money from the Mequon-Thiensville Education Foundation to support these strategies and action steps. The Oriole Lane building budget, district budget, district special education budget, and PTO funds will also be utilized to support these strategies and action steps.</p>

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

Oriole Lane Elementary School will utilize communication and information technology to support these strategies and action steps in the following ways:

1. Based on the feedback from staff during the 2015-2016 school year, the staff's use of the NWEA MAP Assessment Reports continues to grow. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training on the use of the NWEA MAP Assessment Reports. Future training will be based on specific student needs.
2. Based on feedback from staff during the 2015-2016 school year, the staff's use of the Learning Continuum was inconsistent. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator and the Oriole Lane Math Specialist to schedule training in Learning Progressions as an instructional tool.
3. The school district is utilizing Alpine Achievement, which was launched during the 2014-2015 school year. In order to ensure that all staff members are utilizing the tool to review student data to inform instruction, professional development will be scheduled. As a result, Oriole Lane Elementary School administration will work with the district's Research, Data, and Accountability Coordinator to schedule training.
4. Conceptua???





<b>School Name</b>	Oriole Lane Elementary School																
<b>School Growth Plan</b>	Goal 3																
<b>Focus Area</b>	Social-Emotional Well-Being																
<b>Type of Goal</b>	<input type="checkbox"/> New Goal <input type="checkbox"/> Continued Goal <input checked="" type="checkbox"/> Revised Goal																
<b>Results Goal Statement</b>	By June 2018, students will demonstrate social-emotional growth as evidenced by 93.6% (increase of 2.0%) positive responses on a school-wide social emotional survey administered in grades KDG through five.																
<b>Need Statement</b>	<p>As a way to gauge Social-Emotional well-being at Oriole Lane, we established a school-wide Social-Emotional Survey. The survey is made up of 30 questions for grades 2-5 and 10 questions for grades K-1 and is organized into four strands: Engagement/Mindset, Adult/Student Relationships, Social Skills/Peer Relationships, and School Safety. Questions were written in positive language with a “yes” indicating a positive response to the question. Overall, students’ responses were 91.6% positive, which served as our school-wide baseline for social-emotional well-being.</p> <p>When looking more deeply into the data based on strands, we identified two areas that scored lower than the baseline: Engagement/Mindset and School Safety. These strands were identified as our two Indicators, and focus areas for social-emotional well-being, or, our school-wide social-emotional GANs.</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>Overall Baseline</th> <th>Engagement/Mindset Strand</th> <th>Adult/Student Relationships Strand</th> <th>Social Skills/Peer Relationships Strand</th> <th>School Safety Strand</th> </tr> </thead> <tbody> <tr> <td>% positive responses</td> <td>91.6%</td> <td>91.3%</td> <td>92.5%</td> <td>92.7%</td> <td>88.6%</td> </tr> </tbody> </table>					Indicator	Overall Baseline	Engagement/Mindset Strand	Adult/Student Relationships Strand	Social Skills/Peer Relationships Strand	School Safety Strand	% positive responses	91.6%	91.3%	92.5%	92.7%	88.6%
Indicator	Overall Baseline	Engagement/Mindset Strand	Adult/Student Relationships Strand	Social Skills/Peer Relationships Strand	School Safety Strand												
% positive responses	91.6%	91.3%	92.5%	92.7%	88.6%												
<b>Strategy Statement 1</b>	<u>Engagement/Mindset Strand</u> data from the school-wide Social-Emotional Survey will be used to assess progress for Indicator 1																

<b>Measurable Target 1</b>	<p>By <u>June 2017</u>, students will demonstrate social emotional growth as evidenced by increased positive responses in the Engagement/Mindset strand of a school-wide social emotional survey from 91.3% to 92.8% positive responses.</p> <p>By <u>June 2018</u>, students will demonstrate social emotional growth as evidenced by increased positive responses in the Engagement/Mindset strand of a school-wide social emotional survey from 91.3% to 94.3% positive responses.</p>
<b>Strategy Statement 2</b>	<u>School Safety Strand</u> data from the school-wide Social-Emotional Survey will be used to assess progress for Indicator 2
<b>Measurable Target 2</b>	<p>By <u>June 2017</u>, students will demonstrate social emotional growth as evidenced by increased positive responses in the School Safety strand of a school-wide social emotional survey from 88.6% to 90.0% positive responses.</p> <p>By <u>June 2018</u>, students will demonstrate social emotional growth as evidenced by increased positive responses in the School Safety strand of a school-wide social emotional survey from 88.6% to 92.0% positive responses.</p>

## ACTION PLAN

<b>Oriole Lane Elementary School Growth Plan</b>	<b><i>By June 2018, students will demonstrate social-emotional growth as evidenced by 93.6% (increase of 2.0%) positive responses on a school-wide social emotional survey administered in grades KDG through five.</i></b>
<b>Action Step (IF...)</b>	...the Student Services Team provides social-emotional interventions based on greatest areas of need according to the Social-Emotional Survey data (Engagement/Mindset and School Safety and PBIS Data) and track progress to determine effectiveness of interventions...

<b>WHY?</b>	<p>In the past 20 years, there has been a great deal of research on the impact Social Emotional Learning has upon student outcomes and academic success. Zins and Weissberg (Building Academic Success on Social Emotional Learning, 2004) providing an overview of this research, which indicates that social emotional learning paves the way for academic success. Social skills groups and other targeted interventions are an effective way to teach social emotional learning to students who show delays or challenges in this area. Research on PBIS also indicates that small group interventions are a necessary part of a multilevel system of support.</p>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
<p>PBIS Leadership Team and the Student Services Team will determine a criteria for inclusion of students in student intervention groups and plan for these intervention groups.</p> <p>Student Services Team will deliver interventions based on</p>	Begin	End	Resource	Source	Amount	<p>PBIS Site Team Meeting notes  Student Services Meeting notes  ODR and minor data  Golden Buck data  Social-Emotional Survey data</p> <p>Student Services Team Intervention lesson plans</p>
	Sept 2016	June 2018	PBIS Data		\$0	
			Survey results			
	Sept 2016	June 2018	Intervention lesson plans		TBD	

<p>PBIS data and school-wide Social-Emotional Survey data.</p> <p>PBIS Leadership Team and the Student Services Team will monitor the PBIS data and the Social-Emotional Student Survey data in order to better respond to Tier 1 groups and guidance lessons.</p> <p>PBIS Tier 2 Team and the Student Services Team will establish and implement SAIG groups for students identified as Tier 2</p> <p>BLT Social-Emotional Team will monitor interventions for students requiring social-emotional interventions with the Student Services Team.</p>	<p>Sept 2016</p> <p>Jan 2017</p> <p>Sept 2016</p>	<p>June 2017</p> <p>June 2018</p> <p>June 2018</p>	<p>Data tracking forms</p> <p>Social-Emotional intervention tools (as needed)</p> <p>PBIS Network Materials External PBIS Coach</p>	<p>Staff created or purchased (as needed)</p> <p>Staff created or purchased (as needed)</p>	<p>TBD</p> <p>TBD</p> <p>\$0</p> <p>\$0</p>	<p>Staff created forms (or purchased as needed)</p> <p>Social-Emotional Student Survey data</p> <p>SAIG identification process Curriculum plans from SAIG groups</p> <p>BLT Social-Emotional Team notes</p>
<p><b>Evidence of Success (Then...)</b></p>	<p>...students will demonstrate improved social-emotional well-being and increased <u>student engagement and sense of safety</u> in the school environment as measured by the Oriole Lane Social-Emotional Student Survey and a reduction in ODRs and minor behavior infractions.</p> <p>...of the students who demonstrated less than 70% positive responses, and who are receiving an intervention from the Student Services Team, 75% of those students will show growth on the social emotional survey (increased positive responses).</p> <p>By June 2018, students will demonstrate social-emotional growth as evidenced by 93.6% positive responses on a school-wide social-emotional survey.</p>					

<b>Action Step (IF...)</b>	...teachers participate in professional development opportunities to address identified areas of concern based on the social emotional survey data (Student Engagement/Mindsets and School Safety) and PBIS data...					
<b>WHY?</b>	<p>....so that staff can implement Tier 1 and Tier 2 with fidelity and consistency and improve their ability to intervene with students who have social/emotional needs as their GAN...</p> <p>PBIS Tier 1 and 2 are implemented with fidelity when evidence based procedures relating to improving social and/or academic outcomes for students are clearly defined and measured. This systems approach establishes clearly defined consequences for behavior, provides differentiated instruction, uses data to drive decision making, and rewards appropriate behavior. These core elements are critical to establishing the social culture and behavioral supports necessary for all students to achieve success.</p> <p>Hattie (<i>Visible Learning for Teachers, 2012</i>), discusses eight “mind frames”. During this discussion, he points out the powerful impact that can be made if teachers adapt these mind frames. We at Oriole Lane also align our thinking with Hattie’s mind frames--in our social emotional goal we recognize the importance of building positive teacher-student relationships and the important role that these relationships play in student growth and achievement (Hattie determined teacher-student relationships to be among one of the factors with the highest effect size (rank 12, effect size 0.72) of influences on student achievement). We also see teachers as “change agents”, and that our mindsets drive the mindsets of our students. With professional development and continuous learning, we can continue to be change agents in our building and with our students.</p>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
	Begin	End	Resource	Source	Amount	

PBIS Leadership Team will collaborate with external PBIS coach to discuss current data trends and seek assistance in planning staff professional	Sept 2016	June 2018	PBIS Leadership Team  PBIS External Coach (Cesa #1)		TBD	PBIS meeting notes ODR and minor data Golden Buck data OL Social-Emotional Survey data District Student Engagement Survey
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			Book		TBD	Notes on book studies (if applicable)
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<p>development to address it. This information will be shared with PBIS Committee.</p> <p>PBIS Site Team and the Student Services Team will provide professional development to staff based on interventions or suggestions for interventions related to social-emotional well-being.</p> <p>Special Education Team will provide professional development to staff as needed based on social emotional needs of specific students.</p> <p>PBIS Site Team will lead professional development every other month on strategies and tips to include in Morning Meetings.</p> <p>School psychologist will provide Tier 1 behavioral coaching in all classrooms.</p>	<p>Nov 2016</p> <p>Oct 2016</p>	<p>June 2017</p> <p>June 2018</p>	<p>Staff presentations</p>	<p>PBIS Committee Student Services Team</p> <p>Special Education Team</p> <p>Morning Meeting Handbook</p>	<p>\$0</p> <p>\$0</p> <p>\$0 (already purchased)</p> <p>\$0</p>	<p>Exit tickets from PD Notes on book studies (if applicable)</p> <p>Morning Meeting Agendas PBIS Implementation Plans Staff Meeting Agendas PBIS Data</p> <p>Coaching schedule Coaching notes</p>
<p><b>Evidence of Success (Then...)</b></p>	<p>...students will demonstrate improved social-emotional well-being and increased <u>student engagement and sense of safety</u> in the school environment as measured by the Oriole Lane Social-Emotional Student Survey and a reduction in ODRs and minor behavior infractions.</p> <p>By <u>June 2018</u>, students will demonstrate social emotional growth as evidenced by 93.6% positive responses on a school-wide social emotional survey.</p>					

<b>Action Step (IF...)</b>	<p>...students demonstrate social/emotional needs as their Greatest Area of Need (GAN) teachers will work with students to implement student SMART goal-setting that is based on specific teacher feedback regarding where the student is currently functioning and where the goal allows the student to show growth in his/her GAN...</p>		
<b>WHY?</b>	<p>...so that students can take adult-guided ownership of aspects of their social/emotional growth...</p> <p>In his meta-analysis <i>Visible Learning for Teachers (2012)</i>, Self Reported Grades (students 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 of level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly.</p> <p>According to Hattie (<i>Visible Learning for Teachers, 2012</i>), student goal setting yields a high return for a small investment. He reported on a study by Sandra Hastie (2011) where it was found that student goal setting not only resulted in improved math scores, but also larger gains for attention and motivation, an enhanced commitment to reach goals and specific information for teachers as to why students did or did not reach the goals. By applying this to our students with GAN in social-emotional areas, we are hoping that they, too, will improve not only their social/emotional well-being, but also engagement and motivation to work towards their specific goals.</p> <p>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 in 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.</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>Person/s Responsible</b>	<b>Timeline for Activity</b>	<b>Resources Needed</b>	<b>Monitoring Tools</b>



	Begin	End	Resource	Source	Amount	
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<p>BLT members will model whole-class goals on management, routines, behavior, etc. (can pull ideas from Responsive Classroom for interactive modeling behavior and having students help set goal)</p> <p>Social-Emotional BLT team will develop examples of social-emotional goals for grade levels Whole group conferencing/reflection will occur during Morning Meeting</p> <p>Celebration of student created classroom goal will occur.</p> <p>BLT will explore student goal setting in individual classrooms</p> <ul style="list-style-type: none"> <li>- Share what is going on at PLC meetings</li> <li>- BLT members try different strategies, start with something that the teacher is comfortable and confident with i.e. whole class behavior goal, small group in specific subject areas</li> </ul>	Sept 2016	Jan 2017	BLT Social-Emotional BLT Team	Responsive classroom materials, team created materials, resources for effective student goal setting (TBD)	\$0	BLT Meeting agendas
	Oct. 2016	Oct. 2016	Teaching staff	Building level staff	\$0	
	Oct. 2016	Jan. 2017	BLT Grade level PLCs	PLC meeting time	\$0 \$0	



BLT members will provide training other staff and roll out goal setting in all classrooms	Dec 2016	June 2017	BLT	Teacher planning time	\$0	PLC notes
All staff will collaborate with students to develop goals with students in literacy, math or social-emotional	Jan 2017	June 2017	All teaching staff	Class time	\$0	Conferencing notes Student goals
Classroom teachers will model classroom goals on management, routines, behavior, etc. (can pull ideas from Responsive Classroom for modeling behavior and having students help set goal)	Sept 2017	Oct. 2017	All teaching staff	Class time	\$0	Notes
3-5 Grade students will set individual goals in GAN	Sept 2017	Nov. 2017	3-5 teaching staff	Class time	\$0	Student goals
K-2 Classroom teachers will continue to model with whole class goal, setting a different/updated goal from the done in September	Nov 2017	June 2018	K-2 teaching staff	Class time	\$0	Notes
K-2 students will set individual goals in GAN	Nov. 2017	June 2018	K-2 teaching staff	Class time	\$0	Student goals
Classroom teachers will confer with individual students around their personal goal.	Nov. 2017	June 2018	All teaching staff	Class time	\$0	Conferencing notes Student goals/results

<b>Evidence of Success (Then...)</b>	...the student can improve individual aspects of his/her social/emotional well-being as measured by the achievement of his/her individual goal.					
<b>Action Step (IF...)</b>	...teachers make a personal contact (verbal or face to face) with each family before or at the beginning of the school year and the building principal continues to contact all new families prior to or at the beginning of the school year...					
<b>WHY?</b>	<p>...so that they can learn more about their students' social-emotional needs...</p> <p>According to Hattie (<i>Visible Learning for Teachers, 2012</i>) "the importance of the climate of the classroom was noted as among the more critical factors in promoting learning...there is a certain mindfulness by teachers in the classroom about how what is happening and what is likely to happen can affect the flow of learning for each student" (p.77). Hattie determined teacher-student relationships to be among one of the factors with the highest effect size (rank 12, effect size 0.72) of influences on student achievement.</p>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
	Begin	End	Resource	Source	Amount	

All staff Building Principal	Aug 2016	Sept 2016	Schedule time to make family contacts	Teacher planning time	\$0	Contact logs
	Aug 2017	Sept 2017		Schedule time to	Teacher	
			make family contacts	planning time		
<b>Evidence of Success (Then...)</b>	<p>...teachers can implement social/emotional strategies specific to the individual needs of students in their classrooms, resulting in increased positive responses on the social-emotional survey.</p> <p>By <u>June 2018</u>, students will demonstrate social emotional growth as evidenced by 93.6% positive responses on a school-wide social-emotional survey.</p>					

<b>Action Step (IF...)</b>	...the members of the social/emotional committee on BLT administer the Social-Emotional Student Survey to all students three times per school year, review data, and share results with the BLT and ultimately the entire staff...
<b>WHY?</b>	<p>...so that they can determine strands or items within strands that require specific focus on an as-needed basis...</p> <p>Hattie's (2012) Checklist for inspired and passionate teaching, item 5: Professionalism in this school is achieved by teachers and school leaders working collaboratively to achieve "visible learning inside".</p> <p>Hattie (2012) Checklist for planning, item 8: Teachers within the school jointly plan series of lessons, with learning intentions and success criteria related to worthwhile curricular specifications. Item 10: All teachers are thoroughly familiar with the curriculum-in terms of content levels of difficulty, expected progressions-and share common interpretations about these with each other.</p>

Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
	Begin	End	Resource	Source	Amount	
BLT Members of social/emotional committee administer survey three times per school year (beginning Oct, beginning Feb, beginning May)	Sept 2016	June 2018	Google forms	BLT Social Emotional Committee	\$0	OL Social/Emotional Student Survey results, including the four specific strands  BLT agendas
<b>Evidence of Success (Then...)</b>	<p>...staff will be able to focus on and target specific social-emotional needs, resulting in increased social-emotional well being.</p> <p>By <u>June 2018</u>, students will demonstrate social emotional growth as evidenced by 93.6% positive responses on a school-wide social emotional survey.</p>					

**School Growth Plan: Goal 3**

By June 2018, students will demonstrate social-emotional growth as evidenced by 93.6% (increase of 2.0%) positive responses on a school-wide social emotional survey administered in grades KDG through five.

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

The goals and objectives supported in the district’s strategic plan are as follows:

- Goal #1 Objectives B, D, and E
- Goal #4 Objectives A, B, and E

**What research supports the strategies included in the action plan?**

Our Building Leadership Team reviewed PBIS data, Responsive Classroom data, *Visible Learning for Teachers* by John Hattie, *Mindsets* by Carol Dweck, and *Gender Matters* by Dr. Leonard Sax, as well as data from our school-wide social emotional survey.

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

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

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

Oriole Lane Elementary School will utilize communication and information technology to support these strategies and action steps in the following ways: We are using Google forms to administer our school's social emotional survey and getting assistance from our Director of Organization and Technology to analyze our data in strands. We are using Google sheets to disseminate the data. Future training will be developed based on the specific needs of the Oriole Lane staff.

**School Growth Plan  
Stakeholder Involvement**



### **Building Leadership Team Members**

Name	Position
<b>Mary Jo Tye</b>	<b>Principal</b>
<b>Tara Webster</b>	<b>Literacy Specialist</b>
<b>Nancy Puerzer</b>	<b>Math Specialist</b>
<b>Mary Beth O'Brien</b>	<b>School Psychologist</b>
<b>Susan Hersh</b>	<b>Research &amp; Digital Learning Specialist</b>
<b>Beth Banner</b>	<b>4K Teacher</b>
<b>Sarah Krauss</b>	<b>5K Teacher</b>
<b>Casey Brennan</b>	<b>Grade 1 Teacher</b>
<b>Laura Treat</b>	<b>Grade 2 Teacher</b>
<b>Jodi Brekke</b>	<b>Grade 3 Teacher</b>
<b>Eileen Day</b>	<b>Grade 4 Teacher</b>
<b>Margreda Kukla</b>	<b>Grade 5 Teacher</b>
<b>Meghan Riehle</b>	<b>Speech Language Pathologist</b>

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

Our Building Leadership team has monthly meetings (7:30-9:00) as well as full day meetings where all members are involved in the planning, designing and implementation of this School Growth Plan.

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

Our Building Leadership team has monthly meetings (7:30-9:00) as well as full day meetings where all members are involved in the monitoring and evaluating of this School Growth Plan.

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

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