

# MEQUON-THIENSVILLE SCHOOL DISTRICT



## Lake Shore Middle School Michael Harris, Principal School Growth Plan

**2012-2014**

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

## School Growth Goal #1

100% of all students in each cohort will demonstrate growth towards College and Career Readiness in reading by meeting or exceeding:  
 The normed academic proficiency in reading (WKCE & EXPLORE), and  
 The normed proficiency and growth in reading, as measured by NWEA MAP

**Goal Complete Date:** \_\_\_\_\_

### Baseline Data:

A. NWEA MAP data indicates percent of students demonstrating proficiency and growth in reading.

<b>Class of 2017 (Grade 8)</b>	At/Above Proficiency & Above Typical Growth (Q2) 76 students 56%	At/Above Proficiency & Below Typical Growth (Q1) 36 students 26%	Below Proficiency & Meeting Typical Growth (Q4) 9 students 7%	Below Proficiency & Not Meeting Typical Growth (Q3) 15 student 11%
<b>All Students</b>	<b>136 students</b>	<b>136 students</b>	<b>136 students</b>	<b>136 students</b>

B. WKCE data from November 2011 indicates percent of students who were advanced or proficient in reading. (Data aligned to NAEP cut scores)

	<b>Reading</b>			
<b>Class of 2017 (Grade 8)</b>	<b>Advanced</b> 16 students 12%	<b>Proficient</b> 78 students 58%	<b>Basic</b> 34 students 25%	<b>Minimal</b> 7 students 5%
<b>All Students</b>	<b>135 students</b>	<b>135 students</b>	<b>135 students</b>	<b>135 students</b>

A. NWEA MAP data indicates percent of students demonstrating proficiency and growth.

<b>Class of 2018 (Grade 7)</b>	At/Above Proficiency & Above Typical Growth (Q2) 75 students 57%	At/Above Proficiency & Below Typical Growth (Q1) 34 students 26%	Below Proficiency & Meeting Typical Growth (Q4) 14 student 11%	Below Proficiency & Not Meeting Typical Growth (Q3) 9 student 6%
<b>All Students</b>	<b>132 students</b>	<b>132 students</b>	<b>132 students</b>	<b>132 students</b>

B. WKCE data from November 2011 indicates percent of students who were advanced or proficient in reading. (Data aligned to NAEP cut scores)

	<b>Reading</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Minimal</b>
<b>Class of 2018 (Grade 7)</b>	<b>23 students 17%</b>	<b>67 students 50%</b>	<b>32 students 24%</b>	<b>11 students 8%</b>
<b>All Students</b>	<b>133 students</b>	<b>133 students</b>	<b>133 students</b>	<b>133 students</b>

A. NWEA MAP data indicates percent of students demonstrating proficiency and growth.

<b>Class of 2019 (Grade 6)</b>	At/Above Proficiency & Above Typical Growth (Q2)	At/Above Proficiency & Below Typical Growth (Q1)	Below Proficiency & Meeting Typical Growth (Q4)	Below Proficiency & Not Meeting Typical Growth (Q3)
<b>All Students</b>	Data available spring 2013	Data available spring 2013	Data available spring 2013	Data available spring 2013

B. WKCE data from November 2011 indicates percent of students who were advanced or proficient. (Data aligned to NAEP cut scores)

	<b>Reading</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Minimal</b>
<b>Class of 2019 (Grade 6)</b>	<b>29 students 24%</b>	<b>53 students 44%</b>	<b>30 students 25%</b>	<b>9 students 7%</b>
<b>All Students</b>	<b>121 students</b>	<b>121 students</b>	<b>121 students</b>	<b>121 students</b>

**Current Data:****Responsible Leadership:**Principal, Building Leadership Team, Literacy Specialist, IMC Specialist and all Staff Members

<b><u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u></b>	<b><u>FUNDING</u></b>	<b><u>TIMELINE FOR ACTION STEPS</u></b>	<b><u>KEY MEASURES</u></b>	<b><u>STATUS</u></b> <b><u>Choose one:</u></b> Not Started In Progress Completed
<p>All students will engage in directed instruction to increase content area vocabulary and comprehension of informational text.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1 Engage in professional development in word study strategies</li> <li>2 Gather evidence of implementation <ul style="list-style-type: none"> <li>• ELA – Greek and Latin Roots</li> <li>• Content specific vocabulary</li> </ul> </li> </ol> <p>Students will:</p> <ol style="list-style-type: none"> <li>1 Monitor use of academic vocabulary</li> <li>2 Analyze their individual classroom assessment results to determine areas for improvement and monitor</li> </ol>	Content PLC	2012-2013  2012-2013          2012-2013	Teacher will: 1 Explicitly demonstrate specific content vocabulary implementation, including planning and instruction. Post vocabulary related learning targets in the classroom 2 Prepare an instructional calendar to guide implementation of word study strategies  Students will: 1 Analyze content area assessments. 2 Reflect through discussion and journaling	

<b><u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u></b>	<b><u>FUNDING</u></b>	<b><u>TIMELINE FOR ACTION STEPS</u></b>	<b><u>KEY MEASURES</u></b>	<b><u>STATUS</u></b> <b><u>Choose one:</u></b> Not Started In Progress Completed
<p>All students will be engaged in lessons at appropriate levels to demonstrate academic growth.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1 Identify student needs and/or form flexible groups within classrooms based on pre-assessment and district data</li> <li>2 Provide differentiated lessons (process, product, content) to meet/address the identified needs</li> <li>3 Attend professional development to continue growth in differentiated processes</li> <li>4 BLT will engage in professional book study with best practices</li> <li>5 Staff will engage in professional book study with best practices</li> </ol> <p>Involve students in academic goal setting:</p> <p>BLT will:</p> <ol style="list-style-type: none"> <li>1 Research and develop goal setting protocol</li> <li>2 Coach students in the goal-setting process for WKCE and MAP</li> </ol>	<p>\$1,200.00</p>	<p>2012-2013</p> <p>Spring 2013</p> <p>Fall 2013</p> <p>Spring 2013</p>	<p>Teachers will:</p> <ol style="list-style-type: none"> <li>1 Complete pre and post reflection on content of staff development</li> <li>2 Share differentiated lessons through small and large staff meetings (PLC)</li> <li>3 Analyze data during vertical/team meetings one time per month</li> </ol> <p>BLT will:</p> <ol style="list-style-type: none"> <li>1 Create a protocol and distribute to staff</li> <li>2 Create and share with staff a professional development video</li> <li>3 Goal setting will take place in Fall 2012 and Spring 2013</li> </ol>	

<u><b>ACTION STEPS/ PERSON(S) RESPONSIBLE</b></u>	<b>FUNDING</b>	<u><b>TIMELINE FOR ACTION STEPS</b></u>	<u><b>KEY MEASURES</b></u>	<u><b>STATUS</b></u> <b>Choose one:</b> Not Started In Progress Completed
Students will: <ol style="list-style-type: none"> <li>1 Establish growth goals and a plan for achieving their goals in both the NWEA MAP and the WKCE</li> <li>2 Reflect on growth goals</li> </ol>		NWEA – September, May  WKCE- Sept/October	Students will: <ol style="list-style-type: none"> <li>1 Set goals and monitor progress of growth in key curricular elements</li> <li>2 Did the students set goals and monitor frequently with his/her teacher(s)? Y/N</li> </ol> Key Measures: MAP scores Did student scores improve? Y/N If yes, by how much? No, why?	
Implementation of AVID College Readiness Systems		Fall 2015	Attain certification	

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

## School Growth Goal #2

100% of all students in each cohort will demonstrate growth towards College and Career Readiness in mathematics by meeting or exceed:  
 The normed academic proficiency in mathematics (WKCE & EXPLORE), and  
 The normed proficiency and growth in mathematics, as measured by NWEA MAP

**Goal Complete Date:** \_\_\_\_\_

### Baseline Data:

**A.** NWEA MAP data indicates percent of students demonstrating proficiency and growth in Mathematics.

<b>Class of 2017 (Grade 8)</b>	At/Above Proficiency & Above Typical Growth (Q2) 76 students 55%	At/Above Proficiency & Below Typical Growth (Q1) 42 students 31%	Below Proficiency & Meeting Typical Growth (Q4) 9 students 6%	Below Proficiency & Not Meeting Typical Growth (Q3) 10 students 8%
<b>All Students</b>	<b>137 students</b>	<b>137 students</b>	<b>137 students</b>	<b>137 students</b>

**B.** WKCE data from November 2011 indicates percent of students who were advanced or proficient in Mathematics. (Data aligned to NAEP cut scores)

<b>Mathematics</b>				
<b>Class of 2017 (Grade 8)</b>	<b>Advanced</b> 51 students 38%	<b>Proficient</b> 54 students 40%	<b>Basic</b> 25 students 19%	<b>Minimal</b> 5 students 4%
<b>All Students</b>	<b>135 students</b>	<b>135 students</b>	<b>135 students</b>	<b>135 students</b>

**A.** NWEA MAP data indicates percent of students demonstrating proficiency and growth.

<b>Class of 2018 (Grade 7)</b>	At/Above Proficiency & Above Typical Growth (Q2) 74 students 54%	At/Above Proficiency & Below Typical Growth (Q1) 39 students 28%	Below Proficiency & Meeting Typical Growth (Q4) 14 students 10%	Below Proficiency & Not Meeting Typical Growth (Q3) 10 student 7%
<b>All Students</b>	<b>137 students</b>	<b>137 students</b>	<b>137 students</b>	<b>137 students</b>

**B.** WKCE data from November 2011 indicates percent of students who were advanced or proficient in Mathematics. (Data aligned to NAEP cut scores)

<b>Mathematics</b>				
	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Minimal</b>
<b>Class of 2018 (Grade 7)</b>	<b>34 students 26%</b>	<b>70 students 53%</b>	<b>25 students 19%</b>	<b>4 students 3%</b>
<b>All Students</b>	<b>133 students</b>	<b>133 students</b>	<b>133 students</b>	<b>133 students</b>

**A.** NWEA MAP data indicates percent of students demonstrating proficiency and growth.

<b>Class of 2019 (Grade 6)</b>	At/Above Proficiency & Above Typical Growth (Q2)	At/Above Proficiency & Below Typical Growth (Q1)	Below Proficiency & Meeting Typical Growth (Q4)	Below Proficiency & Not Meeting Typical Growth (Q3)
<b>All Students</b>	Data available spring 2013	Data available spring 2013	Data available spring 2013	Data available spring 2013

**B.** WKCE data from November 2011 indicates percent of students who were advanced or proficient in Mathematics. (Data aligned to NAEP cut scores)

<b>Mathematics</b>				
	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Minimal</b>
<b>Class of 2019 (Grade 6)</b>	<b>56 students 45%</b>	<b>50 students 40%</b>	<b>15 students 12%</b>	<b>3 students 2%</b>
<b>All Students</b>	<b>124 students</b>	<b>124 students</b>	<b>124 students</b>	<b>124 students</b>



**Current Data:**

<p><b>Responsible Leadership:</b> Principal, Building Leadership Team, Literacy Specialist, IMC Specialist and all Staff Members</p>				
<p><b><u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u></b></p>	<p><b><u>FUNDING</u></b></p>	<p><b><u>TIMELINE FOR ACTION STEPS</u></b></p>	<p><b><u>KEY MEASURES</u></b></p>	<p><b><u>STATUS</u></b> <b>Choose one:</b> Not Started In Progress Completed</p>
<p>All students will engage in directed instruction to increase problem-solving abilities and use of visual representations with tape diagrams and modeling</p> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1 Engage in Professional development to improve teaching practices to improve student performance with constructed response type questions             <ol style="list-style-type: none"> <li>a Sixth Grade—multiplicative comparison, fractions, and beginning ratio and proportions</li> <li>b Seventh Grade—ratio and proportions</li> <li>c Eighth Grade—ratio and proportions.</li> </ol> </li> <li>2 Engage in the practice of common scoring in order to establish fidelity with scoring rubrics</li> </ol> <p>Responsible Person: Common Core Teacher Leaders and MS</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1 Set goals and monitor progress based on</li> </ol>	<ol style="list-style-type: none"> <li>1. Content Team Meetings/Vertical (\$600.00)</li> <li>2. MTAP (district budget)             <ol style="list-style-type: none"> <li>1. Early Release Days (Job embedded)</li> <li>2. Content Team Meetings/Vertical (\$600.00)</li> </ol> </li> <li>3. During enrichment</li> </ol>	<p>2012-2013</p> <p>2012-2013</p> <p>2012-2013</p>	<p>Teachers will:</p> <ol style="list-style-type: none"> <li>1 Develop/select and implement two constructed response type math problems (Y/N)</li> <li>2 Develop and use rubrics to evaluate the fidelity of the constructed response questions</li> </ol> <p>Class Summary Form (artifact)</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1 Complete Parent /Student/Teacher/ Student Goal Setting sheet. Did we complete and communicate the form with all stakeholders? (Y/N)</li> </ol> <p>MAP scores: Did we improve? By how much?</p> <ol style="list-style-type: none"> <li>2 Students will complete 2 constructed responses</li> </ol>	

<p>MAP</p> <p>2 Engage in writing constructed responses using modeled strategies</p> <p>3 Learn the process of (think aloud) for problem-solving</p> <p style="padding-left: 20px;">a Sixth Grade—multiplicative comparison, fractions, and beginning ratio and proportions</p> <p style="padding-left: 20px;">b Seventh Grade—ratio and proportions</p> <p style="padding-left: 20px;">c Eighth Grade—ratio and proportions.</p>			<p>3 Presentation during staff meeting (October, 2012) Math Teacher Leader – Bridget and Melissa</p>	
<p>Implementation of AVID College Readiness Systems</p>	<p>\$30,000.00</p>	<p>Fall 2015</p>	<p>Attain certification</p>	

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

## School Growth Goal #3

Reduce the achievement gap in proficiency and achievement levels in identified subgroups relative to peers as measured by NWEA MAP, WKCE/WAA-SwD and EXPLORE.

**Goal Complete Date:** \_\_\_\_\_

Lake Shore School Score/Max Score  
2011/2012 WI DPI School Report Card  
Additional data available winter 2013

Reading Achievement Gaps	37.2/50			
Mathematic Achievement Gaps	35.6/50			
<b><u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u></b>	<b><u>FUNDING</u></b>	<b><u>TIMELINE FOR ACTION STEPS</u></b>	<b><u>KEY MEASURES</u></b>	<b><u>STATUS</u></b> <b>Choose</b> <b>one:</b> Not Started In Progress Completed
Identified students will engage in targeted instruction to improve in the following areas:  Teachers will: <ol style="list-style-type: none"> <li>1. Continue to develop co-teaching strategies in mathematics and ELA</li> <li>2. Engage in professional development in the areas of <ol style="list-style-type: none"> <li>a. develop techniques to increase student background knowledge</li> <li>b. increase academic vocabulary</li> <li>c. increase text structure</li> </ol> </li> <li>3. Develop engaging enrichment experiences to target identified needs</li> <li>4. Advise students in targeted sub groups</li> </ol>	\$5,000.00	2012-2014	Teachers will:  Analyze performance of disaggregated student groups, by grades, MAP, EXPLORE, WKCE or other progress monitoring tools (on-going)	<i>Not Started</i>

<p>Students will:</p> <ol style="list-style-type: none"><li>1 Increase academic background knowledge</li><li>2 Engage in reading and analyzing a variety of text structures</li><li>3 Actively participate in enrichment experiences</li><li>4 Actively engage in Conceptua Math to build understanding of fractions</li></ol>				
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