

MEQUON-THIENSVILLE SCHOOL DISTRICT



Steffen Middle School, Deborah Anderson, Principal School Growth Plan

2012-2014

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S**C**H**O**O**L** G**RO**W**T**H** P**LA**N** – S**T**E**F**F**E**N M**I**D**D**L**E** S**C**H**O**O**L** 2012-2014****

MTSD MISSION STATEMENT:

School Growth Goal #1

100% of all students in each cohort will demonstrate College and Career Readiness in **reading** by meeting or exceeding:

- a. The normed academic proficiency in **reading** (WKCE & EXPLORE), and
- b. The normed proficiency and growth in **reading**, as measured by NWEA MAP (national norms)

Baseline Data:

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

Class of 2017 (Grade 8)	At/Above Proficiency & Above Typical Growth (Q2) 64 students out of 145	At/Above Proficiency & Below Typical Growth (Q1) 33 out of 145	Below Proficiency & Meeting Typical Growth (Q3) 23 out of 145	Below Proficiency & Not Meeting Typical Growth (Q4) 25 out of 145
All Students	44%	23%	16%	17%

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

Class of 2017 (Grade 8)	Advanced	Proficient	Basic	Minimal
All Students	4%	54%	30%	12%

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

Class of 2018 (Grade 7)	At/Above Proficiency & Above Typical Growth (Q2) 29 students out of 115	At/Above Proficiency & Below Typical Growth (Q1) 40 students out of 115	Below Proficiency & Meeting Typical Growth (Q3) 38 students out of 115	Below Proficiency & Not Meeting Typical Growth (Q4) 8 students out of 115
All Students	25%	35%	33%	7%

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

Class of 2018 (Grade 7)	Advanced	Proficient	Basic	Minimal
All Students	21%	42%	25.4%	11%

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

Class of 2019 (Grade 6)	At/Above Proficiency & Above Typical Growth (Q2)	At/Above Proficiency & Below Typical Growth (Q1)	Below Proficiency & Meeting Typical Growth (Q3)	Below Proficiency & Not Meeting Typical Growth (Q4)
	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 reading](#). (Data aligned to NAEP cut scores)

Class of 2019 (Grade 6)	Advanced	Proficient	Basic	Minimal
All Students	22%	42%	25%	11%

Responsible Leadership: Principal & <u>Building Leadership Team</u>				
<u>ACTION STEPS/ PERSON (S) RESPONSIBLE</u>	<u>FUNDING & Professional Develop</u>	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u>
<p>All students will engage in direct instruction aligned with Common Core expectations to increase content area vocabulary and comprehension of informational text.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> 1. receive professional development in word study strategies <ol style="list-style-type: none"> a. ELA – Greek and Latin Roots b. Content specific (Tier 3) vocabulary c. General academic (Tier 2) vocabulary 2. incorporate word study strategies into instructional practices to increase student comprehension of informational text in all content areas <ol style="list-style-type: none"> a. ELA – Greek and Latin Roots b. Content specific (Tier 3) vocabulary c. General academic (Tier 2) vocabulary 3. gather evidence (artifacts) of implementation strategies used to understand informational text 4. share grade level Greek and Latin Roots with all content areas <p>Students will:</p> <ol style="list-style-type: none"> 1. monitor use of academic vocabulary 2. analyze their individual classroom assessment results to determine areas for improvement 	<p>MTAP (District Expense)</p> <p>Early Release Days (Job Embedded)</p> <p>Vertical Team Meetings (Job Embedded)</p> <p>Content Area Team Meetings (Job Embedded)</p> <p>National Literacy Consultant - Doug Buehl \$2,000.00</p>	<p>Spring 2014</p> <p>Spring 2014</p>	<p>Teacher will:</p> <ol style="list-style-type: none"> 1. display specific vocabulary-related learning targets in the classroom 2. develop pre and post test assessments <ol style="list-style-type: none"> a. ELA – Greek & Latin Roots b. Content specific (Tier 3) vocabulary c. General academic (Tier 2) vocabulary (2015) 3. develop an instructional calendar to guide implementation of word study strategies 4. develop systematic process to integrate application of Greek and Latin roots into content areas <p>Students will:</p> <ol style="list-style-type: none"> 1. self evaluate their use of academic vocabulary using a graphic organizer 2. self-evaluate their performance on NWEA MAP testing and set growth goals 3. complete pre (formative) and post (summative) vocabulary assessments to measure and analyze growth 	

<p>All students will be an active participant in their academic goal setting:</p> <p>Staff will:</p> <ol style="list-style-type: none"> 1. participate in professional development in the use of NWEA MAP DesCartes 2. analyze data to assist in student goal setting 3. coach students in the goal-setting process for NWEA MAP and the use of DesCartes for individual goal setting <p>Students will:</p> <ol style="list-style-type: none"> 1. monitor NWEA MAP growth goals 2. demonstrate growth in reading skills and concepts 	<p>Early Release Days (Job Embedded)</p> <p>Vertical Team Meetings (Job Embedded)</p> <p>Content Area Team Meetings (Job Embedded)</p> <p>Climbing the Data Ladder (Des Cartes) \$5,000.00</p>	<p>Spring 2013</p> <p>Spring 2013</p>	<p>Staff will:</p> <ol style="list-style-type: none"> 1. document and report percent of students who met or exceeded their growth goal and evaluate for enrichment. 2. document and report students who did not meet growth goal and develop a plan for intervention. <p>Students will:</p> <ol style="list-style-type: none"> 1. record individual growth goal. 2. self identify specific areas of growth. 3. Monitor strategies used to achieve stated goal(s). 	
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<p>Staff will support achievement of NWEA MAP growth goals through application of best practice and differentiation.</p> <p>Staff will:</p> <ol style="list-style-type: none"> 1. learn how to gather and analyze data to inform instructional decisions aligned to student needs 2. learn how to manage a classroom to maximize student time on task in a differentiated classroom 3. learn how to utilize various grouping strategies for facilitating and enhancing student growth 4. learn how to identify and use appropriate materials matched to readiness for instruction and provide appropriate rigor 5. increase disciplinary literacy in science through differentiation 6. increase disciplinary literacy in social studies through differentiation 7. increase understanding and ability to use Costa’s levels of thinking and questioning (gathering, processing, applying) 8. increase their understanding and ability to use NWEA MAP data and Des Carte to target instruction based on student needs 	<p>MTAP (District Expense)</p> <p>Early Release Days (Job Embedded)</p> <p>Vertical Team Meetings (Job Embedded)</p> <p>Content Area Team Meetings (Job Embedded)</p> <p>Rick Wormelli \$5,000.00</p>	<p>Spring 2014</p>	<p>Staff will:</p> <ol style="list-style-type: none"> 1. develop pre/post self assessment (1-4) 2. model/share/present application of best practice/differentiation in classroom 3. catalog materials and resources in BYOC to support differentiation 	
<p>Staff will participate in peer observations to enhance their understanding, knowledge and application of best instructional practices that positively impact student growth</p> <p>Staff will:</p> <ol style="list-style-type: none"> 1. identify and develop an area of professional practice they are willing to share 2. identify a specific area of professional growth 		<p>Spring 2013</p>	<p>Staff will:</p> <ol style="list-style-type: none"> 1. submit in reflection to building principal 2. demonstrate application of professional growth through the implementation of best practice in the classroom 	
<p>Implementation of AVID College Readiness System</p>	<p>\$30,000</p>	<p>Fall 2015</p>	<p>Attain certification</p>	

School Growth Goal #2

100% of all students in each cohort will demonstrate College and Career Readiness in **mathematics** by meeting or exceeding:

- The normed academic proficiency in **mathematics** (WKCE & EXPLORE), and
- The normed proficiency and typical growth in **mathematics**, as measured by NWEA MAP (national norms)

Baseline Data:

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

Class of 2017 (Grade 8)	At/Above Proficiency & Above Typical Growth (Q2) 63 students out of 144	At/Above Proficiency & Below Typical Growth (Q1) 56 students out of 144	Below Proficiency & Meeting Typical Growth (Q3) 10 students out 144	Below Proficiency & Not Meeting Typical Growth (Q4) 15 students out of 144
All Students	44%	39%	7%	10%

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

Class of 2017 (Grade 8)	Advanced	Proficient	Basic	Minimal
All Students	25%	48%	23%	3%

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

Class of 2018 (Grade 7)	At/Above Proficiency & Above Typical Growth (Q2) 56 student out of 115	At/Above Proficiency & Below Typical Growth (Q1) 35 students out of 115	Below Proficiency & Meeting Typical Growth (Q3) 18 students of out 115	Below Proficiency & Not Meeting Typical Growth (Q4) 6 students out of 115
All Students	49%	30%	16%	5%

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

Class of 2018 (Grade 7)	Advanced	Proficient	Basic	Minimal
All Students	33%	54%	11%	2%

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

Class of 2019 (Grade 6)	At/Above Proficiency & Above Typical Growth (Q2)	At/Above Proficiency & Below Typical Growth (Q1)	Below Proficiency & Meeting Typical Growth (Q3)	Below Proficiency & Not Meeting Typical Growth (Q4)
All Students	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)

Class of 2019 (Grade 6)	Advanced	Proficient	Basic	Minimal
All Students	33%	54%	10%	3%

Responsible Leadership: Principal & Building Leadership Team				
<u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u>	<u>FUNDING</u>	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u> <u>Choose one:</u>
<p>All students will engage in directed instruction aligned with Common Core expectations in order to increase problem-solving abilities and use of visual representations with tape diagrams and modeling.</p> <p>Teacher will:</p> <ol style="list-style-type: none"> 1. Engage in professional development to improve teaching practices that will improve student performance with construct response questions <ol style="list-style-type: none"> a. Sixth grade – multiplicative comparison, fractions, and beginning ratio and proportions b. Seventh grade – ratio and proportions c. Eighth grade - ratio and proportions <p>Students will:</p> <ol style="list-style-type: none"> 1. learn the process of (think aloud) for problem-solving: <ol style="list-style-type: none"> a. Sixth grade – multiplicative comparison, fractions, and beginning ratio and proportions b. Seventh grade – ratio and proportions c. Eighth grade - ratio and proportions 	<p>MTAP (District Budget)</p> <p>Early Release Days (Job Embedded)</p> <p>Vertical Team Meetings (Job Embedded)</p> <p>Content Team Meetings (Job Embedded)</p>	<p>June 2013</p>	<p>Teachers will:</p> <ol style="list-style-type: none"> 1. develop and implement two constructed response math problems 2. engage in common scoring practices using specified rubrics 3. collect class summary forms (artifacts) <p>Students will:</p> <ol style="list-style-type: none"> 1. analyze growth in identified action steps from pre-test to post test 	

<p>All students will be an active participant in their academic goal setting: Staff will:</p> <ol style="list-style-type: none"> 1. participate in professional development in the use of NWEA MAP DesCartes 2. analyze data to assist in student goal setting 3. coach students in the goal-setting process for NWEA MAP and the use of DesCartes for individual goal setting <p>Students will:</p> <ol style="list-style-type: none"> 1. establish and monitor NWEA MAP growth goals and plan for achieving them 	<p>Professional Development NWEA MAP</p> <p>Climbing the Data Ladder (Des Cartes) \$5,000.00</p>	<p>Spring 2013</p> <p>Spring 2013</p>	<p>Staff will:</p> <ol style="list-style-type: none"> 1. document and report percent of students who met or exceeded their goal. 2. Document and report students who did not meet growth goal and develop a plan for improvement <p>Students will:</p> <ol style="list-style-type: none"> 1. record individual growth goal and document evidence of achievement and growth that attributed to improve 2. monitor strategies used to achieve stated goal(s) 	
Implementation of AVID College Readiness System	***	Fall 2015	Attain certification	

School Growth Goal #3

Ensure all students demonstrate College & Career Readiness by closing the achievement gap in proficiency and achievement levels in identified subgroups relative to peers as measured by NWEA MAP, WKCE and EXPLORE.

Current Status:

WKCE data from November 2011 indicates x percent of students were advanced or proficient.

Group	Reading	Math
	Advanced/Proficient	Advanced/Proficient
All Students	63.5%	77.0%
American Indian	**	**
Asian/Pacific Islander	70.4%	81.4%
Black, Not Hispanic	42.9%	50.0%
Hispanic	37.5%	56.3%
White, Not Hispanic	65.3%	79.1%
Students w/ Disabilities	47.5%	47.5%
SES	43.7%	53.2%
ELL	50.0%	55.0%

***While some sub-groups may be too small to report publicly the data indicates differences in achievement.

<u>ACTION STEPS/ PERSON (S) RESPONSIBLE</u>	<u>FUNDING</u>	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u>
<p>Identified students will engage in targeted instruction beyond tier one universal instructional that aligned with Common Core expectations mathematics and reading.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> 1. identify students in need of targeted instruction and specific needs 2. use NWEA Map Des Carte to reinforce targeted skills <p>Students will:</p> <ol style="list-style-type: none"> 1. engage in research-based intervention strategies in identified areas 2. analyze their individual classroom assessment results to determine areas for improvement 	<p>Early Release Days (Job Embedded)</p> <p>Vertical Team Meetings (Job Embedded)</p> <p>Content Team Meetings (Job Embedded)</p>	<p>Spring 2014</p> <p>Spring 2014</p>	<p>Teacher will:</p> <ol style="list-style-type: none"> 1. implement research-based target intervention strategies based on RtI (Tier 2 & 3) to close the achievement gap from identified students and grade level peers <p>Students will:</p> <ol style="list-style-type: none"> 1. Self-evaluate their performance and set growth goals 	

<p>Implementation of co-teaching model:</p> <p>Teachers will:</p> <ol style="list-style-type: none"> a. develop and refine coaching strategies in mathematics and ELA b. Develop engaging intervention experiences to target identified needs 	\$5,000	June 2014	<p>Staff will:</p> <ol style="list-style-type: none"> 1. analyze performance of disaggregated student groups by grades, NWEA MAP, EXPLORE, WKCE or other progress monitoring tools 2. implement research-based target intervention strategies based on RtI (Tier 2 & 3) to close the achievement gap from identified students and grade level peers 	
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