

MEQUON-THIENSVILLE SCHOOL DISTRICT



Homestead High School Brett Bowers, Principal School Growth Plan

2010-2012

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MTSD MISSION STATEMENT: The mission of the Mequon-Thiensville School District, an active partnership of staff, school board, parents and community is to create an educational environment that will motivate our students to develop the skills and attitudes necessary to become life-long learners and successfully meet future opportunities.

School Growth Goal #1:

94% or more of students taking the WKCE will score proficient or advanced in Reading.

Yes _____ **Goal Complete Date:** _____

No X

Current Status:

Empower3000 has been piloted as a reading intervention with select students, primarily freshmen; the General English 9 teachers incorporated elements of Empower3000 into the course in 2010-2011.

The Literacy Planning Team convened to develop the Ready, Annotate, Process (RAP) approach to non-fiction reading. Members of the faculty piloted that approach throughout the 2010-2011 school year. The entire faculty has been exposed to RAP via early release training.

Baseline Data (2009-2010 School Year):

In 2009, 91.9% of students tested in the proficient or advanced range on the Reading portion of the WKCE; in 2010, 88.3% of students tested in that range.

Responsible Leadership:

Administrative Team

General English 9 Teachers

Curriculum Council

Literacy Planning Team

<u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u>	FUNDING	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u> <u>Choose one:</u> Not Started In Progress Completed
Assemble a cross-disciplinary Literacy Planning Team to develop a common approach to literacy skill development that is manageable, impactful, research-based and flexible. <i>(Principal, English Dept. Chair)</i>		September 2010	Attendance at Literacy Planning Team MTAP	Completed
Convene the Literacy Planning Team for one full-day training, research review and planning session, along with a half-day follow-up. During that gathering, review Common Core Standards for reading, ACT College Readiness Benchmarks for reading, and Knowledge and Skills for University Success Standards for reading to develop a roadmap for action.	MTAP fund	October 2010	Review of work product developed during pull-out	Completed

<i>(Principal, Literacy Planning Team)</i>				
Formalize and publish the instructional materials (handouts, classroom posters) to accompany the new literacy strategy. <i>(Principal)</i>	Building-level Supply and Personal Services budgets	October 2010		Completed
Pending approval, investigate the Empower3000 reading intervention and accompanying non-fiction database as a literacy tool for select classrooms and targeted student use. <i>(Principal and select faculty, administration)</i>		November 2010	Feedback from sales demonstration participants	Completed
Purchase an Empower3000 site license and accompanying teacher accounts for use by targeted faculty. <i>(Principal)</i>	Title II funds	December 2010		Completed
Pilot the newly-developed literacy strategy (Ready, Annotate, Process [RAP]) in at least one course by December 14; collect student work samples for team sharing/review. <i>(Literacy Planning Team)</i>		November – December 2010	Review of teacher RAP assignments, accompanying student work products	Completed
Revise the RAP approach as necessary based on student work and teacher feedback. <i>(Literacy Planning Team)</i>		December 2010	Review of teacher RAP assignments, accompanying student work products	Completed
Investigate the implementation of Empower3000 for targeted students (general education students and/or students with disabilities) on a pilot basis during second semester. <i>(Principal, Reading Specialist, select faculty)</i>		December 2010 – January 2011		Completed
Implement Empower3000 on a trial basis with targeted students, primarily in grades 9 and 10. Conduct pre and post-testing on an individual student basis. <i>(Reading Specialist, Select Faculty)</i>	Title II funds	January – June 2011	Teacher feedback, Level Set data	Completed
Continue use of the RAP approach during second semester. <i>(Literacy Planning Team)</i>		January – June 2011		Completed
During after-school meetings, review RAP process and product monthly during second semester, attempting to draw in non-Planning Team members as pilot participants. <i>(Literacy Planning Team)</i>		January – June 2011		Completed
Share literacy-related research, RAP, and Empower3000 with teachers during faculty learning. <i>(Principal, Literacy Planning Team)</i>		February, March and/or April faculty learning/early release time		Completed
Formally embed Empower3000 into the General English 9 curriculum for the 2011-2012 school year. By mid-October, students begin completing one reading outside of class (ASC time, Guided Study time, study hall time, and/or homework on a student-by-student basis).	Building budget	September 2011 – June 2012	Review of Empower3000 enrollments and Level Set data from September, January and June to determine growth per student.	In progress

<i>(General English 9 Teachers, Empower3000 Administrator, Special Education Teachers, Academic Success Center Teacher)</i>				
Model the RAP process for faculty to re-familiarize returning faculty and train new faculty. <i>(Principal)</i>		August 2011		In progress
Identify key teacher modelers of RAP and formalize plan for sharing/expanding classroom use of the strategy across disciplines and courses. <i>(Curriculum Council, AVID Site Team, Literacy Planning Team)</i>		September – October 2011	Generate list of key teacher modelers/leaders	In progress
Gather samples of RAP assignments/activities throughout the school year for modeling purposes. <i>(Administrative Team)</i>		September 2011 – June 2012	Review of samples	In progress
Identify targeted faculty to attend November AVID Path training (Critical Reading strand) to increase literacy/proficiency understanding and to create increased consistency in methods/approaches/terminology across the school. <i>(Administrative Team)</i>	Title I funds	September – October 2011; training on November 14-15	Follow-up meeting with trainees and AVID site team; samples of lesson plans following training	Not started
Share AVID training with department-level colleagues during department meetings and/or early release activities. <i>(Identified Teachers, Curriculum Council)</i>		December 2011- June 2012	Department meeting report-outs; early release agendas	Not started
Determine and communicate minimum expectations for use of RAP in targeted courses for 2012-2013 school year. <i>(Administrative Team, Curriculum Council, AVID Site Team)</i>		January – June 2012	Expectations determined and communicated to faculty; list of key courses generated	Not started

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School Growth Goal #2:

65% or more of students taking the ACT will meet or exceed the College Readiness Benchmarks for all areas tested.

Yes _____ **Goal Complete Date:** _____
 No X

Current Status:

Faculty members have been exposed to Homestead-specific College Readiness Benchmark data on a basic level. Department leaders in core areas have begun investigating the Benchmark details/descriptors.

Responsible Leadership:

Administrative Team

Curriculum Council

Baseline Data (2009-2010 School Year):

Of the members of the Class of 2010 who took the ACT, 54% met or exceeded the College Readiness Benchmark score in each of the four tested areas; of the members of the Class of 2011 who took that assessment, 58% met all benchmarks.

<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> Not Started In Progress Completed
Conduct awareness training on the College Readiness Benchmarks and school-level data for faculty members. <i>(Principal)</i>	Title II funding, building budget	August 2011		In progress
Provide core area teachers with item analyses and copies of the 2010 Explore and PLAN data to be used when conducting curriculum reviews throughout the school year. Provide training on how to read/use the item analysis reports. <i>(Administrative Team)</i>		August 2011		In progress
During curriculum review meetings throughout the school year (early release, department meetings, MTAP days), teachers use the Explore and PLAN item analyses to make decisions related to course content, essential outcomes, and instructional pacing. <i>(Department Chairs, 6-12 Curriculum Coordinator, Administrative Team)</i>	District Staff Development budget	September 2011 – January 2012	Build Your Own Curriculum (BYOC) documents that reflect course alignment to ACT standards	Not started
During curriculum review meetings throughout the school year	District Staff	September 2011-	Build Your Own Curriculum (BYOC)	Not started

(early release, department meetings, MTAP days), teachers will use the ACT College Readiness Benchmarks to make decisions related to course content, essential outcomes, and instructional pacing. <i>(Department Chairs, 6-12 Curriculum Coordinator, Administrative Team)</i>	Development budget	January 2012	documents that reflect course alignment to ACT standards	
During curriculum review meetings throughout the school year (early release, department meetings, MTAP days), teachers in English and math use the Common Core standards (written in close consultation with ACT) to make decisions related to course content, essential outcomes, and instructional pacing. Teachers in other disciplines consult the content-specific Common Core standards related to reading when completing this work. <i>(Department Chairs, 6-12 Curriculum Coordinator, Administrative Team)</i>	District Staff Development budget	September 2011- January 2012	Build Your Own Curriculum (BYOC) documents that reflect course alignment to Common Core standards	Not started
During early release, faculty learning events, and MTAP days, provide whole-faculty training on research related to learning and retention, as well as on strategies to increase retention for student learners. <i>(Administrative Team, Identified Teacher Leaders)</i>	District Staff Development budget	February 2012 – June 2012	Lesson plans as implemented in 2012-2013 and beyond	Not started
Identify targeted faculty to attend November AVID Path training to equip more teachers with strategies and approaches to embed writing to learn, inquiry, collaboration, and reading (WICR) strategies into their lesson design. <i>(Administrative Team)</i>	Title I funds	November 2011	Lesson plans as implemented in 2012-2013 and beyond	Not started
During early release, faculty learning events, and MTAP days, provide whole-faculty training on lesson design and instructional strategies to increase student engagement and authentic rigor across content areas, emphasizing best practices in extended periods. The focus is on writing to learn, inquiry, collaboration, and reading (WICR) strategies. <i>(Administrative Team, Identified Teachers)</i>	District Staff Development budget	February 2012 – June 2012	Lesson plans as implemented in 2012-2013 and beyond	Not started
As necessary and appropriate, review and revise course outcomes and pacing guides drafted during the first semester. <i>(Administrative Team, 6-12 Curriculum Coordinator, Curriculum Council)</i>		February 2012 – June 2012	Build Your Own Curriculum (BYOC) documents	Not started

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School Growth Goal #3:

70% or more of students with disabilities taking the WKCE will score proficient or advanced in each of the five tested areas.

Yes _____ **Goal Complete Date:** _____
 No X

Current Status:

A trainer has been selected to support general and special education teachers to increase their effectiveness in the co-teaching model; that trainer provided a full-day in-service in February 2011, which was followed by early release planning time. Co-teachers are engaging in collaborative planning and lesson design based on known and agreed-upon best practices.

Responsible Leadership:

Administrative Team

 Designated Department Chairs

 Co-teachers

Baseline Data (2009-2010 School Year:

In 2009, the percentage of students with disabilities testing in the proficient or advanced range on the WKCE ranged from 37.1% (Social Studies and Language Arts) to 57.1% (Reading). In 2010, the range was 48.6% (Math) to 64.9% (Social Studies and Language Arts).

<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> Not Started In Progress Completed
Identify and secure a consultant/trainer who can provide high school-specific staff development on co-teaching to general education and special education faculty. <i>(Principal)</i>	Title II, District-level Special Education funds	October 2010		Completed
Hold monthly after-school meetings involving all current co-teachers; the purpose of the meetings is to identify strengths and limitations of current approaches, identify needs moving forward, determine the target students for co-taught and/or General level classes moving forward, provide classroom strategies, etc. <i>(Principal)</i>		December 2010 – May 2011	Feedback from meeting participants	Completed

Develop clearer criteria for placement in a General level course, with an emphasis on placing students in a more rigorous learning environment whenever possible. <i>(Curriculum Council, Team Teachers, Special Education Department)</i>		November 2010 – January 2011	Written criteria for general class admission	Completed
Use criteria when making placement decisions and recommendations for 2011-2012. <i>(General Education and Special Education Teachers, Counseling Department)</i>		January 2011		Completed
Organize a one-day workshop on effective co-teaching facilitated by outside consultant; current and possible team teachers attend. <i>(Principal)</i>	District-level Special Education funds	February 2011	Feedback from attendees	Completed
Develop 2011-2012 master schedule to ensure that team teachers have a common preparation period. <i>(Principal, Guidance Director, Curriculum Council)</i>		March – April 2011	Master schedule	Completed
Secure District-level funding to finance paid summer collaboration time between 2011-2012 team teachers. <i>(Principal, Director of Student Services)</i>	District-level Special Education funds	December 2010 – June 2011		Completed
Organize summer collaboration time and possible paid whole-group summer meeting. <i>(Principal)</i>		June 2011 – August 2011		Completed
Co-teachers meet for summer curriculum planning and development time in anticipation of the 2011-2012 school year. <i>(Co-teachers)</i>	District-level Special Education funds	June – August 2011	Lesson plans, course syllabi	In progress
Convene a team (the Service Delivery Planning Team) of administrators, special education teachers and general education teachers to review the current approach to curriculum design (General level courses), best practice research, and student performance data. <i>(Principal)</i>		September – November 2011		In progress
Conduct regular meetings of the Service Delivery Planning Team to review research and data, and recommend possible changes to service delivery and curriculum organization for the 2012-2013 school year. <i>(Principal)</i>		September – November 2011		Not started
Provide informational meetings with parents of students with disabilities to discuss programming/course changes for 2012-2013. <i>(Principal)</i>		January – March 2012		Not started

<p>Following registration process for 2012-2013, develop co-teaching assignments for the upcoming school year; in the trimester, special education teachers will teach two sections of Study Skills and two co-taught classes per term. <i>(Administrative Team, Service Delivery Planning Team, Special Education Department)</i></p>		<p>February – March 2012</p>	<p>Master schedule</p>	<p>Not started</p>
<p>Conduct one-day follow-up co-teaching training for all current and anticipated co-teachers; retain services of consultant used in 2010-2011. <i>(Principal)</i></p>	<p>District-level Special Education funds, Title I funds</p>	<p>Spring 2012</p>		<p>Not started</p>

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School Growth Goal #4:

At least 500 students will write 800 or more Advanced Placement exams, those students earning a score of “3” or higher at a rate of 90% or better.

Yes _____ **Goal Complete Date:** _____
 No X

Current Status:

Fourteen AP courses are currently available to students.

In 2010-2011, the School Board approved Homestead to become an Advancement Via Individual Determination (AVID) school starting in 2011-2012. An active interdisciplinary AVID site team exists and has received AVID training (level one); this group will assist in promoting, planning and leading the implementation of the AVID college readiness system at Homestead. The AVID 9 class is placed on the master schedule and is fully enrolled.

Baseline Data (2009-2010 School Year:

In 2010, 277 students wrote 535 exams, 87.7% of students passing with a score of “3” or higher; in 2011, 269 students wrote 530 exams, 89.2% of those students passing with a score of “3” or higher.

Responsible Leadership:

Administrative Team

Designated Department Chairs

AVID Site Team

<u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u>	<u>FUNDING</u>	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u> Choose one: Not Started In Progress Completed
Introduce AVID to interested faculty during Fall Academy; gather feedback about potential value at HHS. <i>(Principal)</i>		October 2010	Feedback from attendees	Completed
Explain/discuss AVID with Curriculum Council; gather feedback about potential value at HHS. <i>(Principal, Curriculum Council)</i>		November 2010	Feedback from Department Chairs	Completed
Based on feedback, plan further faculty-wide learning/exploration during faculty learning sessions. <i>(Principal)</i>		December 2010, January 2011 faculty learning	Feedback from faculty	Completed

Assuming interest in further AVID investigation, develop funding plan for possible AVID implementation. <i>(Principal, District Administration)</i>	Title I, Title II, MTEF, building/District Staff Development funds	November – December 2010		Completed
Assuming developing interest in AVID, pursue School Board approval of AVID for initial implementation in 2011-2012. <i>(Principal)</i>		January 2011		Completed
If AVID is pursued and approved, begin planning for initial implementation in fall of 2011, including selection of Site Team members, AVID 9 teacher, and students. <i>(Administrative Team, Site Team [TBD])</i>		January – May 2011		Completed
Site Team members attend AVID Summer Institute, required training for all AVID sites. <i>(Principal, AVID Site Team)</i>	Title II, MTEF grant	July 2011		Completed
Develop and implement an AVID site plan to support the AVID elective class, the AVID program, and expansion of AVID methods/approaches school-wide. <i>(AVID Site Team)</i>		July 2011 – June 2012		In Progress
Identify three non-capstone AP courses to be offered in 2012-2013. <i>(Principal, Select Department Chairs)</i>		April – May 2011		Completed
Write new course proposals for AP Language and Composition, AP Environmental Science, and AP Psychology. <i>(Select Teachers and Department Chairs)</i>		September – November 2011		In progress
Send teachers tentatively slated to teach the new AP courses to appropriate fall and/or summer College Board-sponsored trainings. <i>(Principal, Select Department Chairs)</i>	MTEF staff development grant	October 2011, Summer 2012		Not started
Communicate new AP course offerings to students and families during the registration process. <i>(Guidance Department; English, Science and Social Studies Teachers)</i>		January 2011 – February 2012	Results of 2012-2013 registration process	Not started