

MEQUON-THIENSVILLE SCHOOL DISTRICT



Lake Shore Middle School Carrie Wilson, Principal School Growth Plan

2010-2012

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Part III

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:
98% of all special education at Lake Shore will score in the proficient or advanced category on the WKCE in reading in 2010/11 and 2011/12.
 Yes _____ Goal Complete Date: _____
 No X

<p>Baseline Data: Based on WKCE data from November 2009, 68.3% of our special education students performed at the proficient or advanced level. 31.7% of our special education students were performing at the basic or minimum level in reading.</p> <p>Current Data: WKCE data from November 2010, 82% of our special education students performed at the proficient or advanced level. 18% of our special education students are performing at the basic level in reading.</p>	<p>Responsible Leadership: Principal, literacy specialist, and professional and support staff</p>
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<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
<p>1. Identify the student population performing at the basic or minimal level in reading triangulating: AIMSweb®, MAP and WKCE.</p> <p>2. Analyze data AIMSweb®, MAP and WKCE.</p> <p>3. All special education staff will team and collaborate with the literacy specialist and content area classroom teacher for the purpose of analyzing student needs and planning for instruction to align specific intervention strategies to address identified students.</p> <p>4. Implementation of intervention strategies.</p> <p>5. Progress monitoring (every 3-4 weeks).</p>	\$2000.00	<p>September 2011</p> <p>Monthly</p> <p>Bi-weekly</p> <p>Bi-weekly</p>	<p>1, 2 and 3. Document and post minutes of collaborative planning.</p> <p>4. Collect student data and monitor progress bi weekly using common classroom assessment</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p> <p>In progress</p>

<p>6. Model the use of best instructional practices through team meetings, staff meetings, vertical team, staff meetings and peer observation.</p>			<p>5. Case manager record progress</p> <p>6. Monitor student growth through the administering of the MAP assessment, AIMSweb® (3 times a year) and WKCE</p>	<p>In progress</p> <p>In progress</p>
<p>Staff will increase instruction using a variety of informational text resources.</p> <p>1. Analyze current frequency instruction with informational text.</p> <p>2. Analyze current availability and usage of informational text.</p>	<p>Approx. \$ 250.00 (materials)</p>	<p>2011-2012</p> <p>January 2011</p> <p>January 2012</p>	<p>1. Survey staff to identify professional development needs regarding best instructional practices with informational text.</p> <p>2. Invite consultant for professional development</p> <p>3. Audit available resources in IMC.</p>	<p>In Progress</p> <p>In Progress</p> <p>In Progress</p>
<p>All special education students will develop an understanding of text structure as an aid to comprehending informational text.</p> <p>1. Staff development on understanding text structure.</p> <p>2. Staff development through peer observation and modeling of instructional strategies.</p>	<p>N/A</p>	<p>2010-2011</p> <p>2011-2012</p> <p>2011-2012</p>	<p>Increase comprehension of information text on reading comprehension assessments.</p> <p>Peer observation</p>	<p>Completed</p> <p>Not started</p> <p>Not started</p>
<p>Special education students will be given direct instruction in word study (spelling, vocabulary).</p> <p>1. Professional development in word study and academic vocabulary.</p> <p>2. Implementation of vocabulary pilot/ spelling program.</p> <p>3. Word study to increase understanding of informational text in all content areas.</p>	<p>N/A</p>	<p>2010-2012</p>	<p>1. 3-Tier Assessment</p> <p>2. Words Their Way</p> <p>3. Marzano's vocabulary</p>	<p>In progress</p>

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School Growth Goal #2:

98% of all regular education, non-ELL identified students will score in the proficient or advanced category on the WKCE in reading 2010/11 and 2011/12.

Yes Goal Complete Date: 11/2010

No

Baseline Data: Based on WKCE data from 2009, 99.3% of all regular education students performed at the proficient and advanced level. .6% of regular education students were performing at the minimal and basic level.

Current Data: WKCE data from November 2010, 99.3% of all regular education students performed at the proficient and advanced level. Students improved moving from proficient to the advanced level by 3%.

Responsible Leadership:
Principal, Literacy specialists,
IMC Specialist and all
professional and support staff

<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
<ol style="list-style-type: none"> 1. Identify the student population performing at the basic or minimal level in reading triangulating data from: AIMSweb®, MAP and WKCE. 2. Analyze data from AIMSweb, MAP and WKCE. 3. All regular education staff will team and collaborate with the literacy specialist and content area classroom teacher for the purpose of analyzing student needs and planning for instruction to align specific intervention strategies to address identified students. 4. Implementation of intervention strategies. 5. Progress monitoring (every 3-4 weeks). 6. Model the use of best instructional practices through team meetings, vertical team, staff meetings and peer observations. 	\$2000.00	September 2011 Monthly Bi-weekly (2010-2012:monthly) Bi-weekly	<ol style="list-style-type: none"> 1-3. Document and post minutes of collaborative planning. 4. Collect student data and monitor progress bi-weekly using common classroom assessments. 5. Case manager record progress. 6. Monitor student growth through the administering of AIMSweb, MAP and WKCE data. 	In Progress In Progress In Progress In Progress
Staff will increase instruction using a variety of informational text resources. <ol style="list-style-type: none"> 1. Analyze current frequency instruction with informational text. 2. Analyze current availability and usage of informational text. 	\$1000.00 (materials and Title 2 funding)	2011-2012	<ol style="list-style-type: none"> 1. Survey staff to identify professional development needs regarding best instructional practices with informational text. 	In Progress

		(May 2011,May 2012)	<p>2. Invite consultant for professional development.</p> <p>3. Audit available resources in IMC.</p>	<p>In Progress</p> <p>In Progress</p>
<p>All students will develop an understanding of text structure as an aid to comprehending informational text.</p> <p>1. Staff development on understanding text structure.</p> <p>2. Staff development through peer observation and modeling of instructional strategies.</p>	\$1000.00	<p>2011-2011</p> <p>2011-2012</p>	<p>Increase comprehension of informational text on reading comprehension assessments.</p> <p>Peer observations</p>	<p>In Progress</p> <p>In Progress</p> <p>In Progress</p>
<p>Students will be given direct instruction in word study (spelling, vocabulary).</p> <p>1. Professional development in word study and academic vocabulary.</p> <p>2. Instructional Implementation of vocabulary pilot/ spelling program.</p> <p>3. Word study to increase understanding of informational text in all content areas.</p>	N/A	2010-2012	<p>1. 3-Tier Assessment</p> <p>2. Words Their Way</p> <p>3. Marzano's Vocabulary</p>	In Progress

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School Growth Goal #3: By December 2012, 90% of eighth grade students will meet or exceed the benchmark of 15 in reading on the Explore College Readiness Test.

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

Current Status: Data indicates that the students of Lake Shore Middle School, in general, are achieving at acceptably high levels of performance. While this is the case, gaps in performance in the comprehensive results will be addressed through the creation of systemic change in current academic interventions and leadership. Staff will develop to function as a professional learning community (PLC) as a means for promoting improved student achievement for students and for developing common best instructional approaches to be implemented across the school.

Baseline Data: Based on the Explore College Readiness exam first taken in December 2010, 77% of eighth grade students met or exceeded the benchmark of 15 in reading. 23% of our eighth grade students did not meet the benchmark of 15.

Responsible Leadership:
 Principal, literacy specialist, all professional and support staff

<u>ACTION STEPS/ PERSON(S) RESPONSIBLE</u>	FUNDING	<u>TIMELINE FOR ACTION STEPS</u>	<u>KEY MEASURES</u>	<u>STATUS</u> Choose one: Not Started In Progress Completed
Provide staff background knowledge of the EXPLORE college readiness exam.		October 2011	Pre and Post assessment	In Progress
Staff will engage in data analysis and professional development to ensure 8 th grade students are demonstrating “college readiness” on the EXPLORE.		2011-2012	Improved student performance on EXPLORE 2011	In Progress