

# MEQUON-THIENSVILLE SCHOOL DISTRICT



## **Steffen Middle School, Deborah Anderson, Principal School Growth Plan**

**2010-2012**

### **Board of Education**

Suzette Urbashich, President  
Robert Perry, Vice-President  
Mary Cyrier, Treasurer  
Ann Brownfield, Clerk  
James Liska, Board Member  
Cindy Miske, Board Member  
Michele Ziegler, Board Member

### **Superintendent of Schools**

Demond A. Means, Ed.D.

### Part III: School Growth Goals

**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**

**(Supporting Goal #1 – I & II: C)**

98% of all special education students at Steffen Middle School will score in the proficient or advanced category on the WKCE in Reading in 2010-2011 and 2011-2012.

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

No X

**Baseline Data:** Based the WKCE data from November of 2009, 79.5% of special education students performed at the proficient or advanced levels. 20.4% of special education students were performing at the basic or minimal level in reading. Data indicates that the students at Steffen Middle School, in general, are achieving at acceptably high levels of performance in the proficient and advanced ranges. While this is the case, there is a gap of 20.5 % in the performance of special education students compared to their grade level peers.

**Responsible Leadership:**  
Principal, Literacy Specialist, IMC Specialist and all Staff Members

**Current Data:** WKCE data from November 2010, 84.7% of special education students performed at the proficient or advanced levels. 15.4% of special education students were performing at the basic or minimal level in reading. There is a gap of 14.7% in the performance of special education students compared to their grade level peers.

<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> <u><b>Choose one:</b></u> Not Started In Progress Completed
<ol style="list-style-type: none"> <li>1. Identify the student population performing at the basic or minimal level in reading triangulating data from: AIMSweb®, MAP and WKCE.</li> <li>2. Analyze data from AIMSweb®, MAP and WKCE.</li> <li>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.</li> <li>4. Implementation of intervention strategies.</li> <li>5. Model the use of best instructional practices through team meetings, vertical team meetings, staff meetings and peer observations.</li> </ol>		<p>September 2011</p> <p>Monthly Bi-weekly</p> <p>Bi-weekly</p>	<ol style="list-style-type: none"> <li>1-3. Document and post minutes of collaborative planning.</li> <li>4. Collect student data and monitor progress bi-weekly using common classroom assessments.</li> <li>5. Case manager record progress.</li> <li>6. Monitor student growth through administrating of AIMSweb®, MAP and WKCE data.</li> </ol>	<p>In Progress</p> <p>In Progress</p> <p>In Progress</p> <p>In Progress</p>

<p>Staff will increase instruction using a variety of informational text resources.</p> <ol style="list-style-type: none"> <li>Analyze current frequency instruction with informational text.</li> <li>Analyze current availability and usage of informational text.</li> </ol>	NA	<p>2011-2012</p> <p>January 2011 January 2012</p>	<ol style="list-style-type: none"> <li>Survey staff to identify professional development needs regarding best instructional practices with informational text.</li> <li>Invite consultant for professional development.</li> <li>Audit available resources in IMC.</li> </ol>	<p>In Progress</p> <p>Complete</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> <ol style="list-style-type: none"> <li>Staff development on understanding text structure.</li> <li>Staff development through peer observation and modeling of instructional strategies.</li> </ol>	N/A	<p>2010- 2011</p> <p>2011-2012</p> <p>2011-2012</p>	<p>Increase comprehension of informational 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> <ol style="list-style-type: none"> <li>Professional development in word study and academic vocabulary.</li> <li>Implementation of vocabulary pilot/ spelling program.</li> <li>Word study to increase understanding of informational text in all content areas.</li> </ol>	N/A	2010-2012	<ol style="list-style-type: none"> <li>3-Tier Assessment</li> <li>Words Their Way – Refine</li> <li>Sadlier-Oxford Vocabulary - Evaluate</li> <li>Marzano’s vocabulary - Explore</li> </ol>	In Progress

**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 #2**

**(Supporting Goal #1 – I & III: A)**

**98% of regular education, non-ELL students will score in the proficient or advanced category on the WKCE in Reading 2010-2011 and 2011-2012.**

Yes \_\_\_\_\_ Goal Complete Date: \_\_\_\_\_

No  X

**Baseline Data:** Based the WKCE data from November of 2009, 95.5% of all regular education students performed at the proficient (24%) or advanced levels (71.9%). 2.7% of regular education students were performing at the basic or minimal level in reading.

**Responsible Leadership:**  
Principal, Literacy Specialist,  
IMC Specialist and all Staff  
Members

**Current Data:** WKCE data from November 2010, 96.7% of all regular education students, in general, performed at the proficient (16.8%) or advanced level (79.9%). 2.5% of regular education students were performing at the basic or minimal level in reading.

<u><b>ACTION STEPS/ PERSON(S) RESPONSIBLE</b></u>	<u><b>FUNDING</b></u>	<u><b>TIMELINE FOR ACTION STEPS</b></u>	<u><b>KEY MEASURES</b></u>	<u><b>STATUS</b></u> <u><b>Choose one:</b></u> Not Started In Progress Completed
<ol style="list-style-type: none"> <li>1. Identify the student population performing at the basic or minimal level in reading triangulating data from: AIMSweb®, MAP and WKCE.</li> <li>2. Analyze data from AIMSweb®, MAP and WKCE.</li> <li>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.</li> <li>4. Implementation of intervention strategies.</li> <li>5. Model the use of best instructional practices through team meetings, vertical team meetings, staff meetings and peer observations.</li> </ol>		<p>September 2011</p> <p>Monthly Bi-weekly</p> <p>Bi-weekly</p>	<p>1-3. Document and post minutes of collaborative planning.</p> <p>4. Collect student data and monitor progress bi-weekly using common classroom assessments.</p> <p>5. Case manager record progress.</p> <p>6. Monitor student growth through the administration of AIMSweb®, MAP and WKCE data.</p>	<p>In Progress</p> <p>In Progress</p> <p>In Progress</p> <p>In Progress</p>

<p>Staff will increase instruction using a variety of informational text resources.</p> <ol style="list-style-type: none"> <li>Analyze current frequency instruction with informational text.</li> <li>Analyze current availability and usage of informational text.</li> </ol>	NA	<p>2011-2012</p> <p>January 2011 January 2012</p>	<ol style="list-style-type: none"> <li>Survey staff to identify professional development needs regarding best instructional practices with informational text.</li> <li>Invite consultant for professional development.</li> <li>Audit available resources in IMC.</li> </ol>	<p>In Progress</p> <p>Complete</p> <p>In Progress</p>
<p>All regular education students will develop an understanding of text structure as an aid to comprehending informational text.</p> <ol style="list-style-type: none"> <li>Staff development on understanding text structure.</li> <li>Staff development through peer observation and modeling of instructional strategies.</li> </ol>	\$1,000.00	<p>2010- 2011</p> <p>2011-2012</p> <p>2011-2012</p>	<p>Increase comprehension of informational text on reading comprehension assessments</p> <p>Peer observation</p>	<p>Completed</p> <p>Not Started</p> <p>Not Started</p>
<p>Regular education students will be given direct instruction in word study (spelling, vocabulary).</p> <ol style="list-style-type: none"> <li>Professional development in word study and academic vocabulary</li> <li>Instructional Implementation of vocabulary pilot/ spelling program.</li> <li>Word study to increase understanding of informational text in all content areas.</li> </ol>	N/A	2010-2012	<ol style="list-style-type: none"> <li>3-Tier Assessment</li> <li>Words Their Way – Refine</li> <li>Sadlier-Oxford Vocabulary - Evaluate</li> <li>Marzano’s vocabulary - Explore</li> </ol>	In Progress

**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 #3**

**(Supporting Goal #1 – I)**

**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

**Current Status:** Data indicates that the students at Steffen 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 continue to enhance the PLC program/system as a means for promoting improved achievement for students and for developing common instructional approaches to be implemented across the school.

**Responsible Leadership:**  
Principal, Literacy Specialist, IMC Specialist, Math Specialist and all Staff Members

**Baseline Data (2009-2010 School Year):** Based the EXPLORE College Readiness test first taken in December 2010, 87% of eighth grade students met or exceeded the benchmark of 15 in reading. 4% of students were not achieving the benchmark of 15 and were in the lower two quartiles. A focused effort would strengthen those relative skills so that there are no students scoring in the two lower quartiles on the EXPLORE College Readiness test.

<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</u> <u>one:</u> Not Started In Progress Completed
Building Leadership Team (BLT) members will continue the formal discussions of the tenets of professional learning communities.	\$1,000.00	2010-2011	Development of communication system for meeting minutes.	Complete
Develop document to support road map for achievement of school growth plan.		October 2011	Based on PDSA	In Progress
Staff will engage in data analysis and professional development to ensure 8 <sup>th</sup> grade students are demonstrating “college readiness” on the EXPLORE.		2011-2012	1. Review student data at team meetings, content area team meetings, vertical team meetings and staff meetings. 2. Identify greatest area of need (GAN). 3. Monitor student growth through the administration of AIMSweb®, MAP and WKCE data.	In Progress  In Progress In Progress