



## Steffen Middle School



<b>General</b>	Address	6633 W. Steffen Drive Mequon, Wisconsin 53092	<b>Enrollment</b>	Total Enrollment	451		
					% White	73.4%	
					% Asian	11.8%	
					% Black	8.0%	
				% Econ. Disadvantaged	11.3%	% Hispanic	6.2%
				% LEP	2.4%	% Other	0.6%
	% Students w/ Disability	8.0%					
	Principal	Deborah L. Anderson, Ph.D.			<b>Staff</b>	# of Reg. Ed. Teachers	31
# of Spec. Ed. Teachers			3				

### School Mission Statement

Steffen Middle School fosters students' intellectual, emotional, and social growth by promoting mutual respect, high expectations, and personal integrity. As a community, our staff, students, and families cultivate lifelong learning and responsible citizenship in today's global society.

### School Core Beliefs

Integrity □ High Expectations □ Mutual Respect

<b>School District</b>	Mequon-Thiensville School District
<b>School Name</b>	Steffen Middle School
<b>School Growth Plan</b>	Goal 1
<b>Focus Area</b>	Literacy
<b>Type of Goal</b>	<input type="checkbox"/> New Goal <input checked="" type="checkbox"/> Continued Goal <input type="checkbox"/> Revised Goal
<b>Results Goal Statement</b>	Insert Results Goal Statement Here - SMART Goal Statement <ul style="list-style-type: none"> <li>By June of 2018 there will be a 4% increase in the number of students meeting the MTSD READING Milestone of 66% on NWEA MAP.</li> </ul>
<b>Need Statement School Indicator (Underrepresented/ underperforming students) “The WHY”</b>	Provide a narrative that describes the Greatest Areas of Need (GAN) associated with this goal. In the narrative include the INDICATORS (up to 3) that will be used to focus the work associated with meeting or exceeding the RESULTS GOAL. <ul style="list-style-type: none"> <li>Currently, underrepresented/underperforming students are <u>not</u> demonstrating the same rate of growth in both NWEA MAP® and Achieve3000®. To this end, the faculty at Steffen Middle School identified three indicators to ensure the fidelity of implementation of AP Springboard, Writers Workshop and Achieve3000. All three researched based systems, that when implemented with fidelity, will positively impact the growth and achievement of all students.</li> </ul>
<b>Strategy Statement 1 School Measure (Gaps in performance)</b>	State what measures will be used to assess progress for Indicator 1. <ul style="list-style-type: none"> <li>Monthly lexile growth</li> <li>Pre to post Level Set - Student Assessment Data</li> </ul>
<b>Measurable Target 1</b>	List annual benchmark/s that will be used to monitor progress toward the Results Goal. <ul style="list-style-type: none"> <li>Meet or exceed growth of Lexile from baseline to posttest as indicated by the research based Metametrics guidelines.</li> </ul>
<b>Strategy Statement 2</b>	State what measures will be used to assess progress for Indicator 2.

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	<ul style="list-style-type: none"> <li>• Supporting Instruction Walk-Through Checklist</li> <li>• Schoolwide AVID WICOR Log</li> </ul>
<b>Measurable Target 2</b>	<p>List annual benchmark/s that will be used to monitor progress toward the Results Goal.</p> <ul style="list-style-type: none"> <li>• Consistently scoring Implementing or Sustaining for AVID Walk-Through Checklist</li> <li>• 100% of faculty implement two WICOR strategies/semester</li> </ul>
<b>Strategy Statement 3</b>	<p>State what measures will be used to assess progress for Indicator 3.</p> <ul style="list-style-type: none"> <li>• Constructed Response Rubric scores</li> </ul>
<b>Measurable Target 3</b>	<p>List annual benchmark/s that will be used to monitor progress toward the Results Goal.</p> <ul style="list-style-type: none"> <li>• Percentage of students meeting or exceeding teacher developed SLO's</li> <li>• Percentage of students meeting or exceeding ACT ASPIRE Readiness Benchmarks</li> </ul>
<b>Strategy Statement 4</b>	<p>State what measures will be used to assess progress for Indicator 3.</p> <ul style="list-style-type: none"> <li>• NWEA Map - Reading data</li> </ul>
<b>Measurable Target 4</b>	<p>List annual benchmark/s that will be used to monitor progress toward the Results Goal.</p> <ul style="list-style-type: none"> <li>• Number of students meeting or exceeding 66%ile in the Spring on the NWEA Map Reading test</li> </ul>

## ACTION PLAN

<b>Name of School</b> School Growth Plan	<b>Steffen Middle School</b> <b>Goal 1 : Literacy</b>					
<b>Action Step</b> <b>(IF...)</b>	If students complete 8 articles/month (or at least 40 articles/year) using Achieve3000 and scoring at a performance level of 75% or better on article activities...					
<b>WHY?</b>	<p>On average, students using the program with suggested frequency (i.e., completing at least two reading activities per week, on average) achieved two times the Lexile growth expected with typical instruction.</p> <ul style="list-style-type: none"> <li>• At every grade level, program users achieved higher than expected Lexile growth.</li> <li>• Students who scored 75% or higher on the multiple choice activity made the greatest Lexile growth on average, more than two times the expected growth norms.</li> <li>• With regular program use, struggling readers (students reading two or more years below grade level) and intervention students made nearly two times their expected growth, on average.</li> <li>• English language learners using the program with suggested frequency made two times their expected growth, on average.</li> </ul> <p>- <i>Achieve3000 National Lexile Study 2014-2015</i></p>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
ELA Teachers  Literacy Specialist Building Principal	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> <li>- Achieve3000 Performance Reports</li> <li>- NWEA Map - Reading (Informational Text Strand)</li> </ul>
	9/2016	6/2018	TeenBiz	Achieve3000	\$16,000	
<b>Evidence of Success</b> <b>(Then...)</b>	...then the average Lexile score at each grade level will meet or exceed two times the expected growth of Lexile by May of each academic year (70 points for 6th and 7th grade, 50 points for 8th					

	grade).					
<b>Action Step (IF...)</b>	If all Steffen faculty integrate two AVID WICOR activities a semester, as indicated on the AVID WICOR log...					
<b>WHY?</b>	<p>AVID's proven learning support structure for middle and high school is known as WICOR, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula in their major.</p> <p>Source: <u>WICOR: AVID's Foundation for High Engagement Teaching &amp; Learning</u><sup>1</sup></p>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
All Faculty Members  Literacy, Math, & RDL Specialists  AVID Site Coordinator & AVID Site Team  AVID District Director	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> <li>- <u>AVID Walk-Through Checklist</u></li> <li>- <u>Schoolwide AVID WICOR Log</u></li> </ul>
	9/2016	6/2018	AVID library	ICC	\$2,000	
			WICOR Wednesday	District Director & Site Coordinator	NA	
			Collaborative Learning presentations	Collaborative Learning Meetings	\$1,000	

<sup>1</sup> "Review of Research and Practice on WICOR: AVID's Foundation for ..." 2013. 18 May. 2016 <[http://avid.org/dl/hed/hed\\_reviewofliterature.pdf](http://avid.org/dl/hed/hed_reviewofliterature.pdf)>

			AVID Strategy & Curriculum Guide	District Director & Site Coordinator	NA	
<b>Evidence of Success (Then...)</b>	...then 100% of Steffen students will experience evidence based instruction using methodologies that specifically target writing, inquiry, collaboration, organization, and reading to learn which will increase student engagement and understanding.					
<b>Action Step (IF...)</b>	If students complete four on-demand writing pieces (including constructed response) within each academic year....					
<b>WHY?</b>	<p>... because ACT Aspire has shown that the majority of students are not meeting college readiness benchmarks in writing, it is a priority to address this skill. According to ACT Aspire materials, “a score of 4 at each grade level is associated with “adequacy,” indicating that a student who achieves this score is on track for success upon entering the next grade level.”</p> <p>Writing is often recommended as a tool for improving reading. In <i>Reading Next</i> (Biancarosa and Snow, 2004), intensive writing was identified as a critical element of an effective adolescent literacy program. Reading Next stated that writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skills. It is also believed that writing about a text improves comprehension, as it helps students make connections between what they read, know, understand, and think (Carr, 2002).</p> <p>The evidence shows that having students write about the material they read does enhance their reading abilities. In fact, fifty-seven out of sixty-one outcomes (93 percent) were positive, indicating a consistent and positive effect for writing about what is read. The impact of writing about reading applied broadly across different levels of schooling, as students participating in this research were in grades 2–12, with the majority in middle or high school. These positive effects were evident when students wrote about text in science and social studies as well as in English (60 percent of comparisons involved these disciplines; see Appendix B).</p> <p>-<i>Writing to Read study</i>, Vanderbilt University 2010</p>					

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Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
	Begin	End	Resource	Source	Amount	
Core Teachers Literacy Specialist Building Principal	9/2016	6/2018	Holistic and Math Rubrics	BLT, Instructional Leaders	\$1,000	<ul style="list-style-type: none"> <li>- SLO's (Teacher developed Student Learning Outcomes)</li> <li>- ACT Aspire</li> </ul>
			ACT Aspire materials	<a href="https://www.actaspire.org/">https://www.actaspire.org/</a>	\$1,500	
			Content Area Prompts	Core teachers and specialists	\$1,000	
			Milwaukee Mathematics Partnership - UWM	<a href="http://www4.uwm.edu/Org/mmp/_resources/cabs.htm">http://www4.uwm.edu/Org/mmp/_resources/cabs.htm</a>	NA	
<b>Evidence of Success (Then...)</b>	...then 50% of 8th grade students will meet or exceed the ACT Aspire Readiness Benchmark in Writing by June 2018. (MTSD Milestone #4)					
<b>Action Step (IF...)</b>	If 100% of ELA teachers implement Writer's Workshop and AP Springboard....					
<b>WHY?</b>	SpringBoard offers research-based instructional strategies and practices that provide a clear road map forward and helps students take ownership of and accountability for their own learning. <u>SpringBoard</u> <sup>2</sup>					

<sup>2</sup> "SpringBoard – Preparation for College-Level Studies | Education ..." 2012. 18 May. 2016  
<https://professionals.collegeboard.org/k-12/prepare/springboard>

	<p>According to College Board Research Notes (2005), Rigorous content, aligned to standards, has been carefully articulated in a scope and sequence that builds knowledge and skills incrementally from sixth grade through twelfth grade in both English language arts and mathematics. The content is mapped to standards that will prepare students, upon completion of the six-year sequence, with the level of knowledge, skills, and abilities necessary for success in Advanced Placement Program® courses and college.</p> <p>When students have time to write each day it leads to greater fluency and proficiency. This is well-supported by Hattie (2005) and <b>Gladwell</b> who both maintain that there is a direct correlation between the amount of time we spend in pursuit of a habit, goal or skill and our individual growth in relation to that habit, goal or skill. In order for students to improve as writers, and build stamina, it important for them to have long stretches of time to practice.</p> <p>Hertz and Heydenberk (1997) concluded based on their research “that process writing instruction allowed them [the students] to show appreciable, measurable gains in their writing skills.” (p. 212).</p> <p>The authors found that, “Both typically developing students (Grade 4) and struggling writers (Grades 2–6) benefited when they were taught how to apply self-regulation procedures, such as goal setting and self-assessment, to help them manage the writing strategies they were taught.”</p> <p>Graham, McKeown, Kiuvara, and Harris (2012) also found that when students were taught and applied “strategies for planning, drafting, or revising different types of text (average weighted ES 1.02). All 20 studies where writing strategies were taught to both typically developing and struggling writers in Grades 2–6 resulted in a positive effect.” (p. 889).</p> <p>Graham, McKeown, Kiuvara, and Harris’s meta-analysis of multiple studies (2012) revealed that effectiveness of this approach in stating that, “implementing a process approach to writing had a positive impact on writing quality in typical elementary grade classrooms” (p. 890). In our writing workshop curriculum, each unit of study provides young writers with multiple opportunities to move through the different stages of the writing process in order to take their pieces from rehearsal to publication.</p>					
Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools
<p>ELA Teachers</p> <p>Literacy Specialist Building Principal</p>	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> <li>● AP Springboard Common Assessments</li> <li>● Writer’s Workshop</li> </ul>
	Sept. 2016	June 2018	Writer’s Workshop training, site	CESA 6	<b>Matt?</b>	

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			visits, and coaching			<b>Common Assessments</b> <ul style="list-style-type: none"> <li>NWEA Map Reading data</li> </ul>
			Writer's Workshop Units of Study	Teacher's College Reading and Writing Project	\$1,000	
			AP SpringBoard training and coaching	AP SpringBoard	<b>MATT?</b>	
			AP SpringBoard teacher manual and online resources	AP SpringBoard	<b>MATT?</b>	
			Steffen ELA Grade Level and Vertical Team Meetings		NA	
<b>Evidence of Success (Then...)</b>	...then 72% of all students will meet or exceed the 66th %ile for NWEA MAP Reading (MTSD Milestone #2) by the end of the 2017-2018 school year and 50% of 8th grade students will meet or exceed the ACT Aspire Readiness Benchmark in Writing (MTSD Milestone #4) by end of the 2017-2018 school year.					

**School Growth Plan: Goal 1**

**What goals and objectives in the district’s strategic plan support the strategies included in the action plan?**

**Goal 1: Maximize the academic achievement and personal growth of each M-T student.**

- Objective A: Guarantee a rigorous PK-12 curriculum that equips all students to achieve college and career goals.
- Objective B: Guarantee a comprehensive and innovative PK-12 program that meets students’ diverse needs and interests.
- Objective C: Guarantee delivery of high quality instruction to ensure the college and career readiness of all students.
- Objective E: Enhance student support programming that maximizes intellectual and social-emotional growth for all students through differentiated instruction.
- Objective F: Enhance student support programming that maximizes intellectual and social-emotional growth for all students through differentiated instruction.

**Goal #2: Maximize operational effectiveness of organizational systems and processes.**

- Objective A: Systemize the collection and analysis of multifaceted data to create greater accountability in the organization.
- Objective D: Align program, classroom and student outcomes to ensure accountability at all levels of the school district.

**Goal #4: Ensure a climate and culture to sustain excellence.**

- Objective A: Reinforce a culture of exemplary performance from employees through relevant professional development.
- Objective B: Promote a positive, safe, and engaging environment conducive to high quality instructional practices and exemplary professional practice.

**What research supports the strategies included in the action plan?**

- See the “Why?” in each action step.

**How will the team focus its available fiscal resources to support the strategies included in the action plan?**

- Achievement of the goals is predicated on allocating financial resources from the district curriculum budget, building budget, Spartan Fund, and PTO to the identified needs as prioritized.

**How will the team utilize communication and technology to support strategies in the action plan?**

Data Analysis:

- Achieve3000
- ACT Aspire
- Alpine Achievement
- Common Assessments
- NWEA MAP
- SLO's - Teacher developed Student Learning Outcomes

Strategic Planning & Systems Thinking

- BLT meetings via Google Doc agenda
- CAD meetings via Google Doc agenda
- Collaborative Learning meetings via Google Doc agenda
- ELA vertical team meetings via Google Doc agenda
- Grade level content team meetings via Google Doc agendas
- SpringBoard Digital
- WICOR log via Google doc
- Writer's Workshop online resources

<b>School District</b>	Mequon-Thiensville School District
<b>School Name</b>	Steffen Middle School
<b>School Growth Plan</b>	Goal 2
<b>Focus Area</b>	Mathematics
<b>Type of Goal</b>	<input type="checkbox"/> New Goal <input checked="" type="checkbox"/> Continued Goal <input type="checkbox"/> Revised Goal
<b>Results Goal Statement</b>	<p>Insert Results Goal Statement Here.</p> <ul style="list-style-type: none"> <li>By June of 2018 there will be a 6% increase in the number of students meeting the MTSD MATHEMATICS Milestone of 70% on NWEA MAP.</li> </ul>
<b>Need Statement</b>	<p>Provide a narrative that describes the Greatest Areas of Need (GAN) associated with this goal. In the narrative include the INDICATORS (up to 3) that will be used to focus the work associated with meeting or exceeding the RESULTS GOAL.</p> <ul style="list-style-type: none"> <li>Each grade level cohort will meet or exceed the Math MTSD Milestone NLT the Spring of their eighth grade year. Cohort data will measure growth toward this goal includes: <ol style="list-style-type: none"> <li>Indicator 1 - Minority</li> <li>Indicator 2 - Special Education</li> <li>Indicator 3 - Underperforming</li> </ol> </li> </ul>
<b>Strategy Statement 1</b>	<p>State what measures will be used to assess progress for Indicator 1.</p> <ul style="list-style-type: none"> <li>AVID Principal Walk-Through Checklist</li> </ul>
<b>Measurable Target 1</b>	<p>List annual benchmark/s that will be used to monitor progress toward the Results Goal.</p> <ul style="list-style-type: none"> <li>Consistently scoring Implementing or Sustaining for AVID Walk-Through Checklist</li> </ul>
<b>Strategy Statement 2</b>	<p>State what measures will be used to assess progress for Indicator 2.</p> <ul style="list-style-type: none"> <li>Constructed Response Rubric Scores</li> </ul>
<b>Measurable Target 2</b>	<p>List annual benchmark/s that will be used to monitor progress toward the Results Goal.</p>

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	<ul style="list-style-type: none"> <li>• Number of students meeting individual tiered proficiency goals on the Constructed Response Mathematics rubric</li> </ul>
<b>Strategy Statement 3</b>	<p>State what measures will be used to assess progress for Indicator 3.</p> <ul style="list-style-type: none"> <li>• Common grade level assessments</li> </ul>
<b>Measurable Target 3</b>	<p>List annual benchmark/s that will be used to monitor progress toward the Results Goal.</p> <ul style="list-style-type: none"> <li>• Error analysis feedback</li> </ul>

## ACTION PLAN

<b>Steffen Middle School</b> School Growth Plan	<b>Goal 2: Mathematics</b>					
<b>Action Step</b> <b>(IF...)</b>	If 100% of Steffen math teachers integrate WICOR strategies specific to implementation of AVID Schoolwide...					
<b>WHY?</b>	<p>AVID's proven learning support structure for middle and high school is known as WICOR, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curricula in their major.</p> <p>Source: <a href="http://avid.org/dl/hed/hed_reviewofliterature.pdf">http://avid.org/dl/hed/hed_reviewofliterature.pdf</a></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>■ Note taking in Eureka Math packets</li> <li>■ RAP for problem solving</li> <li>■ Writing in Constructed Responses and Eureka Instructional Materials (Explain.)</li> <li>■ Collaboration in the Error Analysis process</li> </ul>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
Math Teachers	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> <li>- AVID Essential Binders</li> <li>- AVID Principal Walk-Through Checklist</li> <li>- Schoolwide AVID WICOR Log</li> </ul>
Math Specialist	9/16	6/18	AVID Curriculum Library	AVID	\$500.00	
AVID Site Coordinator						
AVID District Director						

<b>Evidence of Success (Then...)</b>	...then 100% of math teachers will be able to successfully demonstrate use of WICOR strategies as monitored by the AVID Principal Walk-Through Log.					
<b>Action Step (IF...)</b>	If 100% of Math teachers administer four to six high-leverage constructed response tasks...					
<b>WHY?</b>	<p>Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.</p> <p>Source: National Council of Teachers of Mathematics. Principles to actions: Ensuring mathematical success for all. Reston, VA: NCTM, 2014.</p> <p>Depth of Knowledge Level 3 - Strategic Thinking/Complex Reasoning  <a href="http://robertkaplinsky.com/depth-of-knowledge-examples-for-secondary-mathematics/">http://robertkaplinsky.com/depth-of-knowledge-examples-for-secondary-mathematics/</a></p> <p>Milwaukee Mathematics Partnership - UWM  <a href="http://www4.uwm.edu/Org/mmp/_resources/cabs.htm">http://www4.uwm.edu/Org/mmp/_resources/cabs.htm</a></p>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
Math Teachers	Begin	End	Resource	Source	Amount	- Constructed Response Mathematics Rubric
Math Specialist	9/16	6/18	CR Tasks	Eureka Math MMP	N/A	
<b>Evidence of Success (Then...)</b>	...then 100% of students will meet their individual tiered proficiency goal on the Constructed Response Mathematics Rubric.					

<b>Action Step (IF...)</b>	If 100% of Math teachers annually create and administer at least two common grade level summative assessments...
<b>WHY?</b>	<p>NCTM posited that assessment should serve four distinct functions in school mathematics:</p> <ul style="list-style-type: none"> <li>● Monitoring students' progress to promote student learning</li> <li>● Making instructional decisions to modify instruction to facilitate student learning</li> <li>● Evaluating students' achievement to summarize and report students' demonstrated understanding at a particular moment in time</li> <li>● Evaluating programs to make decisions about instructional programs</li> </ul> <p>Source: National Council of Teachers of Mathematics. Principles to actions: Ensuring mathematical success for all. Reston, VA: NCTM, 2014.</p> <p><b>“Common assessments are in our circle of influence.” - Dr. Deborah Anderson</b></p> <p>Shift from assessment as “grades” and “endpoints” to “feedback” and “part of the learning process”</p>

<b>Beliefs about mathematics assessment</b>	
<b>Unproductive beliefs</b>	<b>Productive beliefs</b>
The primary purpose of assessment is accountability for students through report card marks or grades.	The primary purpose of assessment is to inform and improve the teaching and learning of mathematics.
Assessment in the classroom is an interruption of the instructional process.	Assessment is an ongoing process that is embedded in instruction to support student learning and make adjustments to instruction.
Only multiple-choice and other "objective" paper-and-pencil tests can measure mathematical knowledge reliably and accurately.	Mathematical understanding and processes can be measured through the use of a variety of assessment strategies and tasks.
A single assessment can be used to make important decisions about students and teachers.	Multiple data sources are needed to provide an accurate picture of teacher and student performance.

<b>Beliefs about mathematics assessment, <i>continued</i></b>	
<b>Unproductive beliefs</b>	<b>Productive beliefs</b>
Assessment is something that is done to students.	Assessment is a process that should help students become better judges of their own work, assist them in recognizing high-quality work when they produce it, and support them in using evidence to advance their own learning.
Stopping teaching to review and take practice tests improves students' performance on high-stakes tests.	Ongoing review and distributed practice within effective instruction are productive test preparation strategies.

Source: National Council of Teachers of Mathematics. Principles to actions: Ensuring mathematical success for all. Reston, VA: NCTM, 2014.

	<p>“Assessment for learning can be thought of as having three parts: (1) clearly communicating to students what they have learned, (2) helping students become aware of where they are in their learning journey and where they need to reach, and (3) giving students information on ways to close the gap between where they are now and where they need to be.” - Jo Boaler in Mathematical Mindsets</p> <p>Source: Boaler, Jo. Mathematical mindsets: Unleashing students' potential through creative math , inspiring messages and innovative teaching. San Francisco, CA; Jossey-Bass. 2016.</p>					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
Math Teachers	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> <li>- Grade Level PLC Meetings</li> <li>- Math Vertical Team Meetings</li> <li>- Data Archives in Google Drive</li> </ul>
Math Specialist	9/16	6/18	Common Assessment Rubric	Eureka Math	N/A	
			Summative Common Assessment	Eureka Math	N/A	
			WMC Annual Conference Attendance	WI Math Council Green Lake, WI	\$1,600	
<b>Evidence of Success (Then...)</b>	...then 100% of students will strengthen their understanding of content and mastery of Common Core Standards through the error analysis process, and all teachers will gather data to inform future instruction.					

**School Growth Plan: Goal 2**

**What goals and objectives in the district’s strategic plan support the strategies included in the action plan?**

**Goal 1: Maximize the academic achievement and personal growth of each M-T student.**

- Objective A: Guarantee a rigorous PK-12 curriculum that equips all students to achieve college and career goals.
- Objective C: Guarantee delivery of high quality instruction to ensure the college and career readiness of all students.
- Objective F: Enhance student support programming that maximizes intellectual and social-emotional growth for all students through differentiated instruction.

**Goal 2: Maximize operational effectiveness of organizational systems and processes.**

- Objective A: Systemize the collection and analysis of multifaceted data to create greater accountability in the organization.
- Objective D: Align program, classroom and student outcomes to ensure accountability at all levels of the school district.

**Goal #4: Ensure a climate and culture to sustain excellence.**

- Objective A: Reinforce a culture of exemplary performance from employees through relevant professional development.
- Objective B: Promote a positive, safe, and engaging environment conducive to high quality instructional practices and exemplary professional practice.

**What research supports the strategies included in the action plan?**

NCTM’s *Principles to Actions: Ensuring Mathematical Success for All* has been our go-to resource on research to support our action plan. On page 89, it’s stated that “An excellent mathematics program ensures that assessment is an integral part of instruction, provides evidence of proficiency with important mathematics content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions, and program improvement.”

“Effective assessment of mathematics learning is a process that is coherently aligned with learning goals, makes deliberate use of the data gathered as evidence of learning, and provides guidance for next instructional steps and programmatic decision making” (pg. 92).

In John Hattie’s *Visible Learning*, which provided a synthesis of meta-analyses on student achievement, it was stated that “the most effective form of feedback...relate(s) feedback to learning goals. It is also worth noting that the key is feedback that is received and acted upon by students - many teachers claim they provide ample amount of feedback by the issue is whether students receive and interpret the information in the feedback” (pg. 174). Our focus on the error analysis process and allowing

students time to collaborate reinforces Hattie's vision of effective feedback strategies.

Source:

Hattie, John. *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY; Routledge. 2014.

**How will the team focus its available fiscal resources to support the strategies included in the action plan?**

As we create and administer common assessments for each grade level, it would benefit us to engage in professional development about the many ways assessments can provide data and feedback for both teachers and students. One example of such professional development would be the Wisconsin Math Council's Annual Conference at Green Lake on May 3-5, 2017 (<http://www.wismath.org/Annual-Conference>). The theme of the conference is Empowering Math Learning through Assessment featuring Dylan Wiliam as a keynote speaker. Wiliam is cited in much of the research found in the assessment section of NCTM's *Principles to Actions: Ensuring Mathematical Success for All*.

**How will the team utilize communication and technology to support strategies in the action plan?**

We will create a google spreadsheet to be shared by all math teachers to house our data on summative assessments. We will then be able to use this data to help make teaching decisions and decisions about requests from students to move to higher level math classes or vise versa. This data can be utilized teachers, specialists, administrators, and counselors to make data driven decisions regarding curriculum and student placement.

We will use the Supporting AVID Walk Through Checklist to show our utilization of AVID strategies in the classroom.

<b>School District</b>	Mequon-Thiensville School District
<b>School Name</b>	Steffen Middle School
<b>School Growth Plan</b>	Goal 3
<b>Focus Area</b>	<i>Social Responsibility and Personal Well Being</i>
<b>Type of Goal</b>	<input checked="" type="checkbox"/> New Goal <input type="checkbox"/> Continued Goal <input type="checkbox"/> Revised Goal
	<p>Insert Results Goal Statement Here.</p> <ul style="list-style-type: none"> <li>By fall 2018, student responses on the <i>School Perceptions Engagement Survey</i> will indicate growth of .13 or more to meet or exceed the district index score of 3.23 .</li> </ul>
<b>Need Statement</b>	<p>Provide a narrative that describes the Greatest Areas of Need (GAN) associated with this goal. In the narrative include the INDICATORS (up to 3) that will be used to focus the work associated with meeting or exceeding the RESULTS GOAL.</p> <ul style="list-style-type: none"> <li>Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.</li> </ul> <p style="text-align: center;"><small>2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition</small></p>
<b>Strategy Statement 1</b>	<p>State what measures will be used to assess progress for Indicator 1.</p> <ul style="list-style-type: none"> <li>Systematize PBIS Tier one with fidelity schoolwide</li> </ul>
<b>Measurable Target 1</b>	<p>List annual benchmark/s that will be used to monitor progress toward the Results Goal.</p> <ul style="list-style-type: none"> <li>100% of faculty taking PBIS Self Assessment Survey (SAS) will report 85% or higher indicating faculty perceptions of PBIS implementation</li> </ul>
<b>Strategy Statement 2</b>	<p>State what measures will be used to assess progress for Indicator 2.</p> <ul style="list-style-type: none"> <li>Systematize PBIS Tier one with fidelity schoolwide</li> </ul>

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<b>Measurable Target 2</b>	List annual benchmark/s that will be used to monitor progress toward the Results Goal. <ul style="list-style-type: none"> <li>• Need to complete</li> </ul>
<b>Strategy Statement 3</b>	State what measures will be used to assess progress for Indicator 3. <ul style="list-style-type: none"> <li>• Student participation in the digital citizenship curriculum which is in alignment with the MTSD Acceptable Use and Safety Policy</li> </ul>
<b>Measurable Target 3</b>	List annual benchmark/s that will be used to monitor progress toward the Results Goal. <ul style="list-style-type: none"> <li>• Identified decrease in Major and Minor Infractions by June of 2018, TBD from baseline data collected in June of 2017.</li> </ul>

## ACTION PLAN

<b>Steffen Middle School</b> School Growth Plan	<b>Goal 3</b> <b>Social Responsibility &amp; Personal Well-Being</b>																
<b>Action Step (IF...)</b>	If PBIS Tier one is systematized schoolwide...																
<b>WHY?</b>	<p>PBIS Tier I is implemented with fidelity when evidence-based procedures relating to improving social and/or academic outcomes for students are clearly defined and measured. This systems approach establishes clearly defined consequences for behavior, provides differentiated instruction, uses data to drive decision-making and acknowledges appropriate behavior. These core elements are critical to establishing the social culture and behavioral supports necessary for all students to achieve success.</p> <p>Data reported annually to measure fidelity of implementation of PBIS Tier 1. The subscale measurements summarized include: expectations, rewards, monitoring and district support.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <th colspan="4">Implementation average based on the School-wide System Subscale</th> </tr> <tr> <td>November 2016</td> <td>November 2015</td> <td>November 2014</td> <td>November 2013</td> </tr> <tr> <td>TBD</td> <td>73%</td> <td>54%</td> <td>44%</td> </tr> </table> <p><a href="http://www.pbis.org/research/default.aspx">http://www.pbis.org/research/default.aspx</a></p>					Implementation average based on the School-wide System Subscale				November 2016	November 2015	November 2014	November 2013	TBD	73%	54%	44%
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<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>											
<b>PBIS Team</b>	Begin	End	Resource	Source	Amount	<b>SAS</b>											
	September 2016	June 2018	Internal Coach	District	1,000.00												
			External Coach	District	1,000.00												
<b>Evidence of Success (Then...)</b>	...then 100% of faculty and staff taking the PBIS Self Assessment Survey (SAS) will self-report 85% or higher by 2018.																

Action Step (IF...)	If PBIS Tier one is systematized schoolwide...																					
WHY?	<p>PBIS Tier I is implemented with fidelity when evidence-based procedures relating to improving social and/or academic outcomes for students are clearly defined and measured. This systems approach establishes clearly defined consequences for behavior, provides differentiated instruction, uses data to drive decision-making and rewards appropriate behavior. These core elements are critical to establishing the social culture and behavioral supports necessary for all students to achieve success.</p> <p>Data based on the number of incidents that occurred (# of students issued the consequence)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Detention</th> <th>ISS</th> <th>OSS</th> </tr> </thead> <tbody> <tr> <td style="color: blue;">2015-2016</td> <td style="color: blue;">TBD</td> <td style="color: blue;">TBD</td> <td style="color: blue;">TBD</td> </tr> <tr> <td>2014-2015</td> <td>129</td> <td>43</td> <td>15</td> </tr> <tr> <td>2013-2014</td> <td>245</td> <td>40</td> <td>15</td> </tr> </tbody> </table> <p><a href="http://www.pbis.org/research/default.aspx">http://www.pbis.org/research/default.aspx</a></p>							Detention	ISS	OSS	2015-2016	TBD	TBD	TBD	2014-2015	129	43	15	2013-2014	245	40	15
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Person/s Responsible	Timeline for Activity		Resources Needed			Monitoring Tools																
<b>PBIS Team</b>	Begin	End	Resource	Source	Amount	<ul style="list-style-type: none"> <li>- Infinite Campus Behavioral Data (# of students)</li> <li>- School Dude Tickets</li> </ul>																
<b>Student Services</b>	September 2016	June 2018	Tier 2	District	\$5,000																	
			Acknowledgements	Building	\$1,500																	

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<b>Evidence of Success (Then...)</b>	...then the number of students receiving behavioral infractions (minors, detentions, ISS & OSS) will decrease by X % (2018).					
<b>Action Step (IF...)</b>	If all students participate in the digital citizenship curriculum which is in alignment with the MTSD Acceptable Use and Safety Policy established in the Student/Parent Handbook...					
<b>WHY?</b>	Learning how to use media and technology wisely is an essential skill for life and learning in the 21st century. This research-based digital citizenship curriculum is designed to empower students to think critically, behave safely, and participate responsibly in our digital school community. (source: <a href="#">Common Sense Media</a> <sup>3</sup> )					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
<b>RDL Specialist</b>	Begin	End	Resource	Source	Amount	- 2016-2017 Baseline Data Collected using the category "Technology Misuse" in Infinite Campus
<b>School Counselor</b>	September 2016	June 2018	Common Sense Media Scope and Sequence	Web	\$0	
			PBIS data	Student Information System (SIS)	\$0	
<b>Evidence of Success (Then...)</b>	...then by June 2018: <ol style="list-style-type: none"> <li>1. Steffen will be recognized annually as a Common Sense Digital Citizenship Certified School.</li> <li>2. X percent of students that receive Minor or Major infraction in the category "Technology Misuse" will decrease from ____ % (Baseline June 2017) to ____ % (June 2018).</li> </ol>					

<sup>3</sup> "Common Sense Media." 2006. 18 May. 2016 <<https://www.common Sense Media.org/>>

<b>Action Step (IF...)</b>	If all students participate in the formative version of <i>School Perceptions Survey</i> ...					
<b>WHY?</b>	Social and emotional skills are critical to being a good student, citizen, and worker, and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills.					
<b>Person/s Responsible</b>	<b>Timeline for Activity</b>		<b>Resources Needed</b>			<b>Monitoring Tools</b>
<b>BLT  PBIS Site Team</b>	Begin	End	Resource	Source	Amount	- Baseline data developed from selected questions from annual <i>School Perceptions Survey</i>
	September 2016	June 2018	School Perceptions Survey	Building	NA	
<b>Evidence of Success (Then...)</b>	...then the faculty at Steffen Middle School will establish baseline data to determine future action steps to address student social emotional well-being.					

### School Growth Plan: Goal 3

#### What goals and objectives in the district's strategic plan support the strategies included in the action plan?

**Goal 1: Maximize the academic achievement and personal growth of each M-T student.**

- Objective B: Guarantee a comprehensive and innovative PK-12 program that meets students' diverse needs and interests.
- Objective D: Ensure the cultivation of a positive school environment in order to foster positive social, emotional and mental health of all students.
- Objective E: Enhance student support programming that maximizes intellectual and social-emotional growth for all students through differentiated instruction.
- Objective F: Enhance student support programming that maximizes intellectual and social-emotional growth for all students through differentiated instruction.

**Goal #2: Maximize operational effectiveness of organizational systems and processes.**

- Objective A: Systemize the collection and analysis of multifaceted data to create greater accountability in the organization.
- Objective D: Align program, classroom and student outcomes to ensure accountability at all levels of the school district.

**Goal #4: Ensure a climate and culture to sustain excellence.**

- Objective A: Reinforce a culture of exemplary performance from employees through relevant professional development.
- Objective B: Promote a positive, safe, and engaging environment conducive to high quality instructional practices and exemplary professional practice.

#### What research supports the strategies included in the action plan?

PBIS is an evidenced-based systems approach to improve behavioral and academic outcomes and establish clearly defined consequences. This systems approach uses data to drive decision-making and rewards appropriate behavior. Common Sense Education is a research-based curriculum designed to teach students to make safe smart technology decisions. (source: [Common Sense Media](https://www.common Sense Media)<sup>4</sup>)

Data will be analysed from the Self-Assessment Survey (SAS) which is completed by all faculty and staff to ensure fidelity of implementation school-wide.

To that end Steffen Middle School has aligned its' focused efforts to the research on social and emotional learning from the Collaborative for Academic, Social, and Emotional Learning (2015). The Power of SEL, as promoted by the Mequon-Thiensville School District, will strengthen the implementation of best instructional practice to enhance students self-management, self-awareness, social awareness, responsible decision-making and relationship skills.

<sup>4</sup> "Common Sense Media." 2006. 18 May. 2016 <<https://www.common Sense Media>>

**How will the team focus its available fiscal resources to support the strategies included in the action plan?**

The PBIS Site Team will provide the leadership to ensure the fidelity of implementation of PBIS at Steffen Middle School. PBIS data will include, but is not limited to: Benchmarks of Quality (BMQ) survey monitors site team efforts of implementation, and the (SAS)

**How will the team utilize communication and technology to support strategies in the action plan?**

A proactive approach will be taken to communicate with external and internal stakeholders. Alignment of common language and common behavioral expectations will be reinforced through direct instruction of the PBIS Behavioral Expectations Matrix, which compliments the Mequon-Thiensville School District Handbook for Students and Parents.

**School Growth Plan  
Stakeholder Involvement**

<b>Building Leadership Team Members</b>	
Name	Position
Deborah L. Anderson	Principal
Natalie Block & Vickie Knaub	8th Grade Teacher
Brad Feigles	Band Teacher
Marlaina Feller	Physical Education Teacher
Susan Gattoni	6th Grade Teacher
Kathy Grady	Special Education Support Teacher
Carissa Hynes & Katelyn Albright	7th Grade Teacher
Katie Janssen	AVID Site Coordinator & 6th Grade Teacher
Brenda Long	Research & Digital Learning Specialist
Kelly Matthias	School Counselor
Derek Pipkorn	Math Specialist
Kurt Roeker	Accelerated Math Specialist

Describe how stakeholders were involved in the planning and designing this School Growth Plan (SGP).

- Stakeholders were active participants in the Plan → Do → Study → Act process used to ensure a continuous cycle of monitoring the implementation, monitoring and evaluation of programming and instructional strategies are part of an ongoing cycle of continuous improvement.

Describe how stakeholders will be involved in the monitoring and evaluation of this SGP.

- Stakeholders will be involved in the monitoring and evaluation of Steffen Middle School's - School Growth Plan through active participation by the Instructional Leadership Team (ILT) and the Building Leadership Team (BLT). Data will be analyzed from multiple sources including, but not limited to: Alpine, Infinite Campus (SIS), MTSD Data Decks, Accountability Sessions, SLO & PPG attainment and Common/Summative Assessment Data.

Describe how progress on the SGP will be shared with all stakeholders.

- Collaborative Learning Sessions, Grade Level Meetings, Content Area Meetings, PTO Meetings, as well as public presentations, newsletters and website