

# Greenville Middle School

## 2006 – 2007 Goals Progress Report

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Greenville Middle School began its fifth year of instruction in September 2006. Our enrollment was 525 students in grades 5-8. We used input from staff, students, state mandates, our community, site planning, and district strategic planning, to form the basis of our goals for the 2006-07 school year. This report is a summary of those programming goals and the status of each.

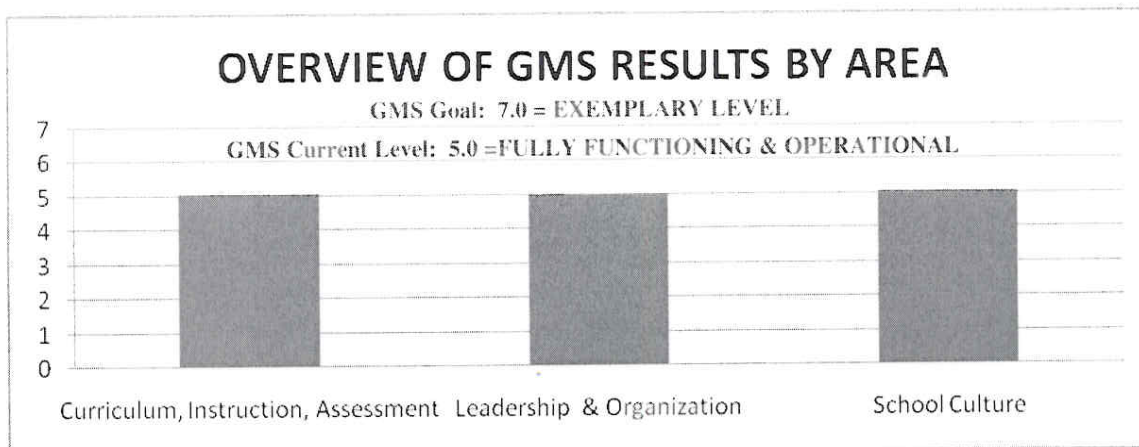
**2006-2007 Goal #1: “This We Believe” – Greenville Middle School (GMS) will collaborate with the National Middle School Association (NMSA) to assess middle school programming.**

Steps Accomplished during the 2006-2007 School Year:

- Staff reviewed the 14 Characteristics related to Curriculum, Instruction and Assessment; Leadership and Organization; and School Culture outlined in This We Believe, Successful School for Young Adolescents published by NMSA.
- Staff members in each teaching unit responded to the **This We Believe Study Guide** questions and spent time discussing the characteristics of successful middle schools.
- Staff completed a 145 question survey regarding GMS programming areas: Curriculum, Instruction and Assessment; Leadership and Organization; and School Culture. The purpose of the survey was to compile staff views related to current GMS programming.
- The GMS staff, with an on-site NMSA consultant, analyzed the survey data and NMSA recommendations to develop Action Plans for the 2007-2008 School Year. These action plans encompass objectives that staff members believe will have the greatest potential to **positively impact student learning and move us toward the exemplary level of performance as defined by the NMSA.**

Future Goal(s):

By the 2011-2012 school year the GMS S will reach the “Exemplary” level of Development and Implementation as described in the NMSA School Improvement Toolkit.



**2006-2007 Goal #2: Every classroom will show fall to spring growth in the areas of math, reading, and language arts as measured by the NWEA Map test. Staff will also utilize WKCE resources provided by the DPI for instruction prior to the November testing.**

Steps Accomplished during the 2006-2007 School Year:

- All new 5-8 staff were in-serviced on the NWEA Map Assessment.
- All classroom teachers reviewed NWEA Map testing data and wrote classroom goals to increase student academic fall-to-spring growth in selected low goal strand areas for math, reading and language arts.
- All NWEA Map classroom goals were publicized. The results are listed below.
  - 20 of 25 classes reached their classroom goals in Math.
  - 19 of 24 classes reached their classroom goals for Reading
  - 21 of 24 classes reached their classroom goals for Language Arts
- Teachers received WKCE practice tests and sample questions prior to the November testing session.

Future Goal(s):

Language Arts: GMS 8<sup>th</sup> grade students perform above the state average (61%) with 67% performing at proficient and advanced levels. However, our eighth grade scores have decreased each of the past four years. Our Special Education and ELL students represent 71% of all eighth grade students testing below proficient and advanced.

Math: GMS 8<sup>th</sup> grade students perform above the state average (74%) with 81% performing at proficient and advanced levels. Our Special Education and ELL students represent 80% of all eighth grade students testing below proficient and advanced.

For the 2007-2008 school year seventh and eighth grade staff will continue to specifically focus on ELL and Special Education curricula in the areas of language arts and math.

**2006-2007 Goal #3: Every student's ability to read will improve as measured by classroom assessment, and standardized tests.**

Steps Accomplished during the 2006-2007 School Year:

- Two teaching staff, the principal, and the special education director received several days of instruction in the implementation and management of the Read 180 Program. In September 2006 fifth grade special education and ELL students began receiving instruction through the Read 180 program.
- 10 of 12 students enrolled in the Read 180 program accomplished reading Lexile growth.
- In the nine months since Read 180 implementation the breakdown of individual student lexile reading growth in years is outlined below:

|                                     |                  |                                |
|-------------------------------------|------------------|--------------------------------|
| 3 years reading growth - 4 students | (3) ELL Students | (1) Special Education Student  |
| 2 years reading growth - 3 students | (0) ELL Students | (3) Special Education Students |
| 1 year reading growth - 2 students  | (1) ELL Student  | (1) Special Education Student  |
| Less than 1 year growth - 1 student | (0) ELL Students | (1) Special Education Student  |
| No growth - 2 students              | (1) ELL Student  | (1) Special Education Student  |

Note: Longitudinal data from Scholastic indicated that ELL students will progress faster than special education students. The nine months of data from our GMS classroom parallels Scholastic's findings.

Future Goal(s):

For the 2007-08 school year GMS is expanding the Read 180 Program to sixth grade for ELL and Special Education students.

**2006-2007 Goal #4: *Every student's ability to express ideas in written language will improve as measured by classroom assessments, rubrics, and standardized tests. (This goal correlates with our GMS Site Plan and the District Strategic Plan)***

**8<sup>th</sup> Grade Goal: *Students will perform at a holistic scale score of 5.6 or higher on the 2006-2007 WKCE.***

**5<sup>th</sup>-8<sup>th</sup> Grade Goal: *All grade levels will improve writing fall-to-spring scores on the HASD Writing Assessment.***

**5<sup>th</sup>-8<sup>th</sup> Grade Goal: *All grade levels will improve writing using Six Traits.***

Steps Accomplished during the 2006-2007 School Year: (See Graphs on next two pages for details)

- Eighth grade students averaged 5.4 holistic scale score in writing for the 06-07 WKCE testing session, up from 5.1 the previous year.
- Grades 5-8 showed improvement in 20 of 24 scored areas (not including the holistic score) in the 2006-07 fall to spring District Writing Assessment.
- Eighth grade teachers focused their teaching strategies on Word Choice and Fluency traits across the curriculum. Students showed growth in 5 of the Six Traits on the HASD Writing Assessment for the 2006-2007 school year.
- Seventh grade teachers focused their teaching strategies on Word Choice and Voice across the curriculum. Students showed growth in all 6 of the Six Traits on the HASD Writing Assessment for the 2006-2007 school year.
- Sixth grade teachers focused their teaching strategies on Word Choice and Fluency across the curriculum. Students showed growth in 2 of the Six Traits and remained static in 1 of the Six Traits on the HASD Writing Assessment for the 2006-2007 school year. This lack of growth is not what the teaching team expected.
- Fifth grade teachers focused their teaching strategies on Word Choice and Organization across the curriculum. Students showed a significant increase in all 6 areas of the Six Traits on the HASD Writing Assessment for the 2006-2007 school year.

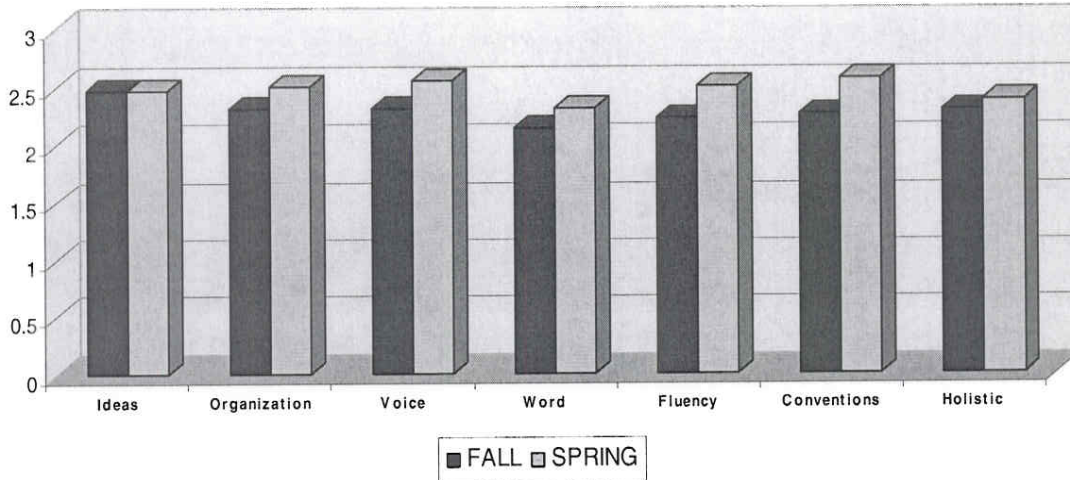
Future Goal(s):

For the 2007-2008 school year we will continue to work toward students tested in grade 8 performing at a holistic scale score of 5.6 or higher on the WKCE writing.

For the 2007-2008 school year the 5<sup>th</sup> grade teaching team will share their writing strategies and ideas with the 6<sup>th</sup> grade teaching team.

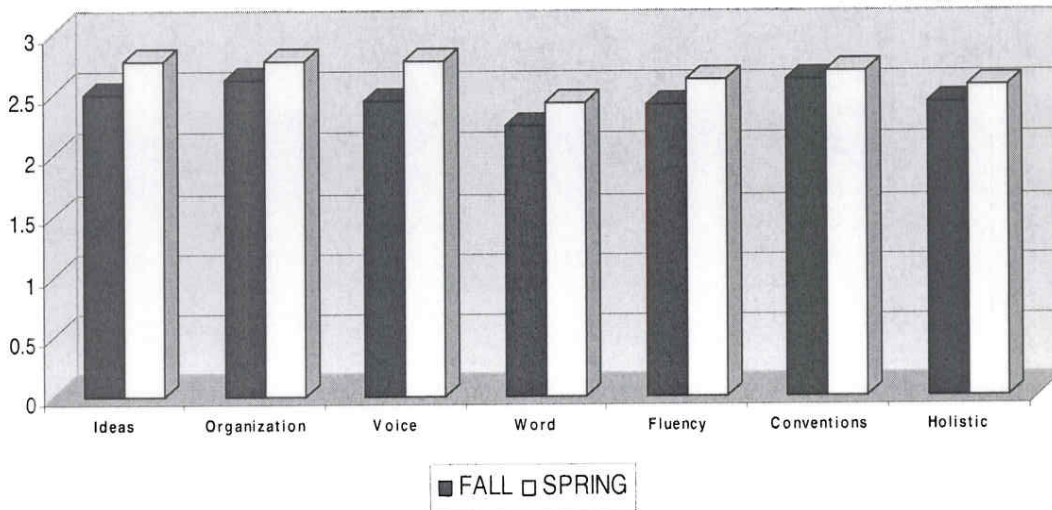
**Eighth Grade Fall and Spring Scores**

|                              | <u>Ideas</u> | <u>Organization</u> | <u>Voice</u> | <u>Word Choice</u> | <u>Fluency</u> | <u>Conventions</u> | <u>Holistic</u> |
|------------------------------|--------------|---------------------|--------------|--------------------|----------------|--------------------|-----------------|
| <b>Spring 2007</b>           | 2.47         | 2.50                | 2.55         | 2.32               | 2.51           | 2.57               | 2.39            |
| <b>Fall 2006</b>             | 2.48         | 2.32                | 2.32         | 2.14               | 2.23           | 2.27               | 2.30            |
| <b>Fall to Spring Growth</b> | -.01         | .18                 | .23          | .18                | .28            | .30                | .09             |



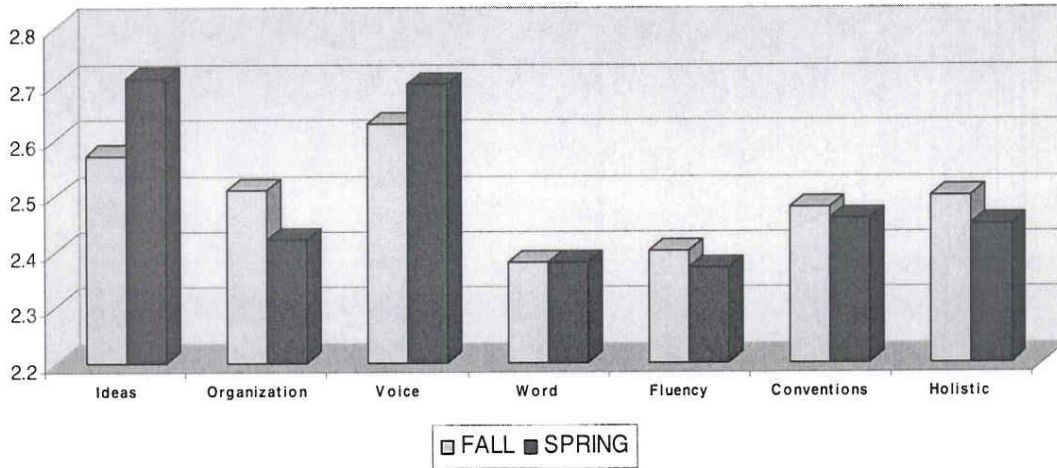
**Seventh Grade Fall and Spring Scores**

|                              | <u>Ideas</u> | <u>Organization</u> | <u>Voice</u> | <u>Word Choice</u> | <u>Fluency</u> | <u>Conventions</u> | <u>Holistic</u> |
|------------------------------|--------------|---------------------|--------------|--------------------|----------------|--------------------|-----------------|
| <b>Spring 2007</b>           | 2.76         | 2.76                | 2.76         | 2.43               | 2.61           | 2.68               | 2.57            |
| <b>Fall 2006</b>             | 2.49         | 2.61                | 2.44         | 2.24               | 2.40           | 2.62               | 2.42            |
| <b>Fall to Spring Growth</b> | 0.27         | 0.15                | 0.32         | 0.20               | 0.21           | 0.06               | 0.15            |



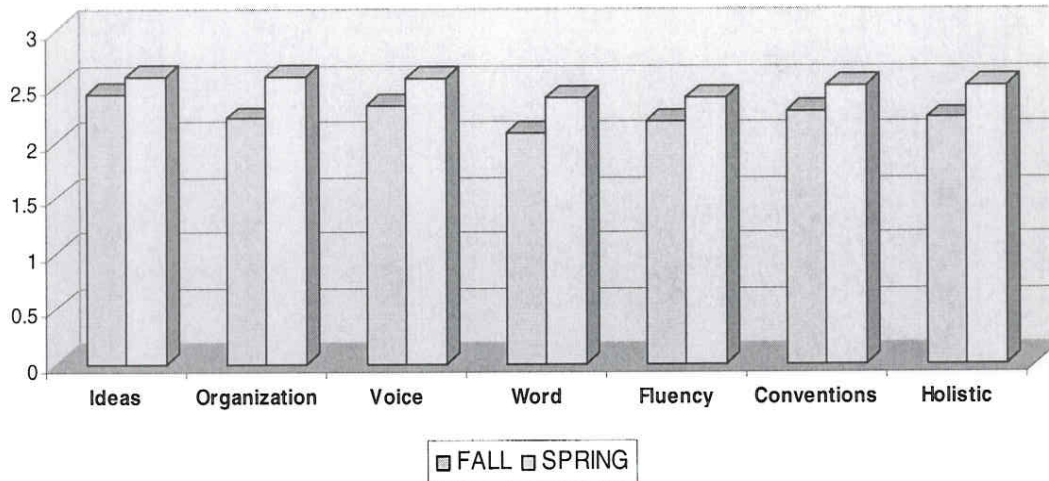
### Sixth Grade Fall and Spring Scores

|                       | <u>Ideas</u> | <u>Organization</u> | <u>Voice</u> | <u>Word Choice</u> | <u>Fluency</u> | <u>Conventions</u> | <u>Holistic</u> |
|-----------------------|--------------|---------------------|--------------|--------------------|----------------|--------------------|-----------------|
| Spring 2007           | 2.71         | 2.42                | 2.70         | 2.38               | 2.37           | 2.46               | 2.45            |
| Fall 2006             | 2.57         | 2.51                | 2.63         | 2.38               | 2.40           | 2.48               | 2.50            |
| Fall to Spring Growth | 0.14         | -0.08               | 0.07         | 0.00               | -0.03          | -0.02              | -0.05           |



### Fifth Grade Fall and Spring Scores

|                       | <u>Ideas</u> | <u>Organization</u> | <u>Voice</u> | <u>Word Choice</u> | <u>Fluency</u> | <u>Conventions</u> | <u>Holistic</u> |
|-----------------------|--------------|---------------------|--------------|--------------------|----------------|--------------------|-----------------|
| Spring 2007           | 2.59         | 2.58                | 2.57         | 2.40               | 2.39           | 2.50               | 2.50            |
| Fall 2006             | 2.43         | 2.21                | 2.33         | 2.08               | 2.18           | 2.27               | 2.21            |
| Fall to Spring Growth | 0.16         | 0.37                | 0.24         | 0.32               | 0.21           | 0.23               | 0.29            |



**2006-2007 Goal #5: *Every student will demonstrate characteristics of a good citizen including respect, trustworthiness, responsibility, honesty, fairness, and caring as measured by observation and other forms of evaluation. (GMS Site Plan and District Strategic Plan)***

Steps Accomplished during the 2006-2007 School Year:

- In November 2006, fifty (50) percent of students in grades 6-8 and all of the staff completed the Gallup survey to assess student and teacher engagement. Put simply, an engaged teacher or student is involved in, and enthusiastic about, his or her work.
- GMS students completed the school developed harassment survey for the fourth consecutive year.
- GMS continued its goal of giving back to the community in the following ways:
  - Canned Food Drive – GMS again worked closely with GES and the Dale Food Pantry with the annual food drive. This year the food drive brought in nearly 6,000 items for the local needy bringing the collective total since 1993 of over 54,000 items.
  - Strong Kids Campaign – Collected donations to this campaign which provides YMCA programming for needy children and families. This year the paper hearts sold by the GMS Student Council (SALSA) raised \$500 to support this worthy cause.
  - The fifth grade students, through their guidance class, participated in a "kindness" project. In March 2007 they handmade over 120 cards of support for the Frenkel Family.
  - The seventh grade participated in three service projects, Adopt a family at Christmas in which the students raised money for a needy family, and a homeroom competition which raised \$1083.14 for JDRF (Juvenile Diabetes). They also had a Chorus "Fun Night" in November that raised over \$200 for the Red Cross.
  - The sixth grade class sent cards and letters to King Veteran's Hospital in Waupaca last November.
  - After two World War II Marine Veterans came in to speak to the sixth grade social studies classes, the students took up the task of writing to service people who are currently deployed overseas. They wrote at Thanksgiving, Christmas and again in the spring. The letters were distributed by the 395<sup>th</sup> Division from Appleton as well as the Military Support Group of Appleton. All 300 cards were decorated and sent best wishes to the service people. The cards shared news from home and stated the student's hopes for the service member's speedy and safe return.
  - 8th Grade Chorus sang to local nursing homes in December.
  - As part of their THAT'S LIFE integrated unit, the 8th graders took part in several individual service projects, ranging from donations to the Humane Society to serving holiday food to the needy

Future Goal(s):

- GMS staff will review and set goals using the Gallup Engagement survey data which was made available in August of 2007.
- More fully develop the adult mentor idea related to harassment prevention.
- GMS will continue to refine our harassment education programs for identified harassers.

- Review GMS's program in relation to DPI recommendations on bullying prevention.
- Post harassment prevention signage in every classroom and hallway.
- Increase harassment prevention announcements.
- Students in grades 5-8 will regularly respond to writing prompts on harassment/bullying.

**2006-2007 Goal #6: *We will reduce the number of students who are excessively absent from school.***

Steps Accomplished during the 2006-2007 School Year:

- We formally addressed students who missed excessive amounts of school.
- For first semester 2006-07 we saw a twenty one (21) percent decrease in excessively absent students as compared to the previous year. For second semester the decrease in excessive absences we experienced a thirty-nine (39) percent decrease from second semester the previous year.

Future Goal(s):

- GMS will continue to extensively review attendance data to address the issue of excessive absence.