

Jefferson West Middle School



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JEFFERSON WEST MIDDLE SCHOOL

2010 NCA/QPA REPORT



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Mission Statement

Jefferson West Middle School provides all students opportunities to be lifelong learners.

If you compare our mission with what we believe to be important from the environmental scan and our goals it is apparent that they are very compatible.

INTRODUCTION

When looking at our building profiles, QPA reports, building report cards, and our own management system several factors stand out. Our student body, composed of sixth through eighth grades, has no statistical minorities, has excellent attendance, has no retention, and has outstanding state test results. Our free and reduced population is about 23.6%. There is a lack of major discipline issues and our suspension rate is low. Students entering our building have a great academic background as they, too, have excellent test scores. The building principal at the high school has commented on how well prepared students are coming out of our building. We consistently reach the Standard of Excellence for math and reading for each grade level and school wide.

We have a basic core curriculum. We also have an accountability policy. We offer tutoring two nights a week and Saturday school about twice a month. Our staff is divided into three teaching teams. They meet daily with a defined agenda. Our teams are relatively stable, with the process having been in place since 2001. The team dynamic is crucial to the way our building functions. Teaming is the heart of the building and of our plan for improvement. All teams have common discipline, late work, and other day to day policies, with a “stepping up” for accountability as students move through the grade levels. Teams coordinate tests, homework, and interdisciplinary units. They work together to be successful on the state assessments. We have the Virtual Prescription Laboratory (VPL) through Greenbush to supplement and provide remediation and enrichment to individual students. All members of our staff are highly qualified in their curriculum area. The district provides adequate staff development opportunities and pays \$120 a credit hour for college graduate hours. Because of the district’s commitment to

help staff members pay for their ongoing education, many of the teachers hold Master's Degrees or are currently working on them.

Our district has insured that parents are kept informed of their student's progress through the use of Power School and School Reach. Parents are able to access student's grades 24/7 and teachers have made a commitment to update their electronic grade books at least once a week to insure parents have accurate up-to-date information. We have SOCS sponsored website that allows teachers immediate access to create and change their class website. We have a Board approved homework policy for the middle school. The homework policy states the responsibility of the student, parent, teacher, and the administrator.

Our community includes the towns of Meriden and Ozawkie. Both are small bedroom communities for Topeka. Our district has remained stable with a small loss in overall enrollment over the last seven years. If affordable housing were available our school population would increase. On average 10% of our students are out-of-district students. There is a new Chamber of Commerce and our booster club and site councils meet monthly and are actively involved in our school.

Our middle school is highly regarded and recently was selected as a Kansas Healthy School by the Governor. We are a highly academic institution and our test scores reflect that commitment.

Starting with the 2010-2011 school year, our building added the 5th grade. This occurred with the closing of our intermediate school in Ozawkie. This was due to budget cuts in our district. Our middle school also lost several staff members which resulted in the loss of teaming.

TARGET AREA: MATH

Jefferson West Middle School achieved the Standard of Excellence for math at all grade levels tested in 2010.

In response to the data from our Environmental Scan, we have decided to expand on the district problem solving model by expanding its use to everyday decisions both in classrooms and other situations.

As our State assessment data shows, the 3 lowest Standards in each grade level included:

6th grade:

- 2008-- 1.1.K4** – Numerical relationships between percents, fractions, and decimals between 0 and 1
- 1.3.A2** - Estimation
- 1.1.K2** -- Compares and Orders Fractions and Decimals
- 2009-- 6.1.1.K4**-Knows and explains numerical relationship between percents, decimals, and fractions between 0 and 1.
- 6.1.4.K2**-Divides whole numbers through a two digit divisor and four digit dividend and expresses as whole number, fraction, or decimal. Adds, subtracts, multiplies fractions and mixed numbers expressing simplest form
- 6.1.1.K2**-Compares and orders integers, fractions greater than or equal to zero, and decimal greater than or equal to zero through thousandth place
- 2010-- 1.1.K2**-Divide whole number with 2 digit dividend \div , \times fractions and express in simplest form.
- 1.3.A2**-Estimates real world problems and makes predictions.
- 1.1.K4**-Knows numerical relationships with fractions, decimals, and percent.

7th grade:

- 2008-- 3.2.A1** – Word problems, measurements and estimates
- 3.2.K4** – Perimeter and Area Formulas
- 1.4.K5** – Percentages of Rational Numbers
- 2009—7.1.4.K5**-Find percent of a number
- 7.4.2.A3**-Recognize and explain misrepresentation of data
- 7.3.2.A1**-Perimeter and area of composite figures
- 2010—3.2.A1**—Finding perimeter and area of squares, rectangles, and triangle
- 3.2.K4**—Knows and uses perimeter and area formulas for circles, squares, rectangles, and parallelograms.
- 4.2.A3**—Recognizes and explains misleading representations of data.

8th grade:

- 2008-- 4.1.K3** – Probability – Theoretical vs Empirical
- 1.1.K5** – Multiply and Divide by a number between 0 and 1

- 2.4.A2** – Models and graphs of real world problems
- 2009—8.2.4.A2**-Determine if a given graphical, algebraic, or geometric model is an accurate representation of a given real-world situation.
- 8.1.4.K2**-Performs and explains these computational procedures with rational numbers: add, subtract, multiply, divide integers, and order of operations.
- 8.1.4.A1**-Generates and/or solves one-and two-step real-world problems using computational procedures and mathematical concepts: rational numbers, irrational numbers, and applications as percents.
- 2010—4.1.K3**—Finds the probability of a compound event in an experiment, simulation or situation.
- 1.1.A1**—Generates and or solves one and two steps real-world problems with rational numbers
- 1.2.K2**—Identifies subsets of real number system to which a number belongs.

Based on the Data outlined above, we have chosen the following as our overall Math target goal:

Continued--

All students will improve their critical thinking (problem solving) skills across the curriculum.

We plan to use the following interventions:

Students will apply the Jefferson West problem-solving model in a variety of situations to improve critical thinking skills.

T.I.G.E.R.

Problem-solving

T—Tell the Problem

I—Identify the Facts

G—Generate a Strategy

E—Execute your Strategy

R—Report your Conclusion

The rubric, which is used at both the middle and high schools, is displayed in each classroom. Students will apply this model to everyday assignments and situations. (A similar model is used at the Elementary and Intermediate levels)

Teachers will evaluate the students learning at least once per quarter by having the students identify the pertinent data for each of the five steps as they complete a critical thinking activity. This will be done in all classrooms.

All students will participate in cross-curricular activities to increase their math skills and improve critical thinking skills in all curricular areas.

Students will utilize critical thinking skills when working on cross-curricular projects. Students will apply the principles of the problem solving model when combining one or more subject areas in a single project. Notes from teaming on cross curricular projects will verify student learning.

Students will use critical thinking skills in situations other than those in classrooms.

Students who experience difficulties outside the classroom will use the problem solving model and critical thinking skills to identify personal plans for improvement.

RESULTS

The data shows a consistent trend of improvement. We have implemented the use of MAP pre-test and post-test as our NCA local indicator. While scoring well above the national mean, we question the true results due to the timing of our spring post-test. We emphasize the State Assessment, and then give the MAP tests to wrap up their educational year. We understand that some students are truly tested out by the time of this assessment.

Consistent positive achievement and improvement is due to a variety of interventions. Quiz cards pertaining to the state tests have been used successfully in the classrooms as well as lunch periods and advisor base. Our TIGER problem solving plan is posted in all classrooms. This helps students think logically through real-life situations academically. The entire staff utilizes the strategy.

The Virtual Prescription Lab (VPL) is utilized by identifying and targeting the areas in math in which students are having difficulty. Used as one of the student's classes during the day, the students worked on the lesson, reviewed, and took tests over designated areas. The tests and lessons were repeated until mastery was established.

The students are instructed in the use of various help techniques available to them. Formative testing opportunities are given to identify areas of concern as well as allow students to familiarize with the testing format. These implementations have shown to be successful for us.

**JEFFERSON WEST MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN**

Goal: All students will improve their critical thinking (problem solving) skills across the curriculum.							
Support Data (used to select the goal) KS State Standards 1.4 3.2		Standardized Assessments (include grade/subtest) 6-8 th KS State Assessment 6-8 th MAP			Local Assessments (include grade/subtest) <i>(Please indicate which is your performance assessment.)</i> 6-8 th Map		
Intervention: All students will participate in cross-curricular activities to increase their math skills and improve critical thinking skills in all curricular areas.					The research base describing this intervention and how it applies to our students is included on an attached page.		
Activities to Implement the Intervention			Person(s) Accountable		Timeline		
					Resources		
					Classroom Level Monitoring System		
TEACHING	Teachers will provide opportunities for a multidisciplinary approach on at least one project per semester.		Classroom Teachers Teaching Teams		Jan 2008	2011	Team Time Rigor/Relevance Framework Vocabulary Lists Team Time Graph Templates on Website Robin Buss Team collaboration Time Project Rubric In-service Time Team Time
	MODELING	Use of “vocabulary” to match state standards. Make vocabulary a part of all class projects.		Classroom Teachers Teaching Teams		Oct 2007	
PRACTICING		Students will use graphs and/or models in projects to show all types of data.		Students		Aug 2008	
	EXPECTING	Students will apply critical thinking skills to real world predictable situations.		Teaching Teams Students		Jan 2008	
SUPPORTING		Students will apply critical thinking skills to real world unpredictable situations.		Teaching Teams Justin Schwinn Pam Clark Students		Aug 2008	
						Teacher Implementation: Teaming Notes Grading Rubrics Student Performance: Project Grade Rubrics	

Jefferson West Middle School
Results-Based Staff Development Plan

Staff Development Outcome:

All teachers will learn to develop
Critical thinking activities with an
Emphasis on use of TIGER model

Teacher Indicators

Attendance at workshop
Classroom samples of critical
thinking activities
Self-assessment data

Target Area Goal from SIP

All students will improve their
critical thinking skills across the curriculum.

<i>Effective Staff Development Plans</i>	<i>Implementation Activities</i>	<i>Documented Evidence of Each Step</i>	<i>Person Responsible</i>	<i>Timeline</i>	
				<i>Begin</i>	<i>End</i>
Knowledge	Teachers will be trained in the use of the critical thinking rubric.	Attendance at in-service	John Hamon Math committee	Spring 2007	Fall 2008
Model/ Demonstration	Teachers will model critical thinking for classroom use.	Sample of work	John Hamon Math department	Fall 2008	May 2011
Low-Risk Practice with Feedback	Teachers will peer share and give feedback on the use of critical thinking rubric.	Minutes from teaming	John Hamon Amanda Rush Justin Schwinn	Fall 2008	May 2011
On-the-Job Practice with Feedback	Teachers will use critical thinking skills across the curriculum.	Examples of student work	John Hamon Robin Buss Justin Schwinn	Spring 2009	May 2011
Follow-up with Current Staff	Teachers will be provided with follow-up training as needed and annually evaluate progress.	Self-assessment data In-service attendance as needed	John Hamon Robin Buss Justin Schwinn	Fall 2009	May 2011
Long-Term Maintenance Plan for New Staff	On-going training and follow-up will be provided for new teachers.	In-service minutes Examples of student work	John Hamon Robin Buss Justin Schwinn	Fall 2009	May 2011

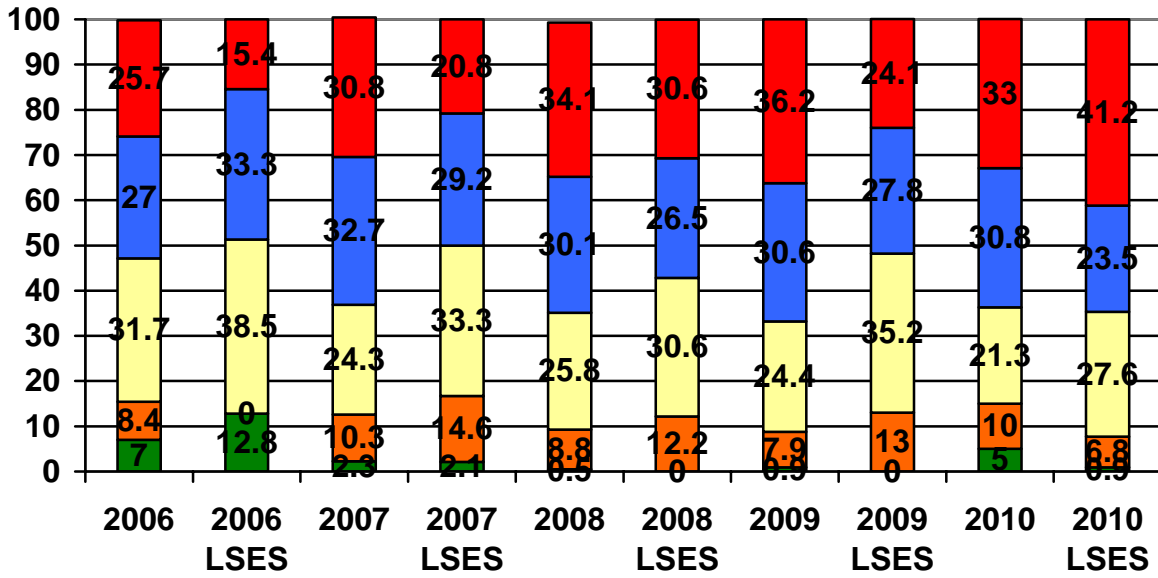
Mathematics Research Base

Research Base

For our interventions on critical thinking skills and problem solving we looked to the International Center for Leadership's Excellent rubric, we focused on the Rigor and Relevance Framework research. The data from that research shows that students will improve as they move through the knowledge taxonomy from the awareness level through evaluation. Since our rubric requires each student to apply and evaluate the plan of action they create; we feel they will cover all aspects of the framework. By doing so, students will retain the learning at a much greater level. Other research and findings also support these conclusions, including the work of Dr. William Glasser.

Kansas Math Assessments

State

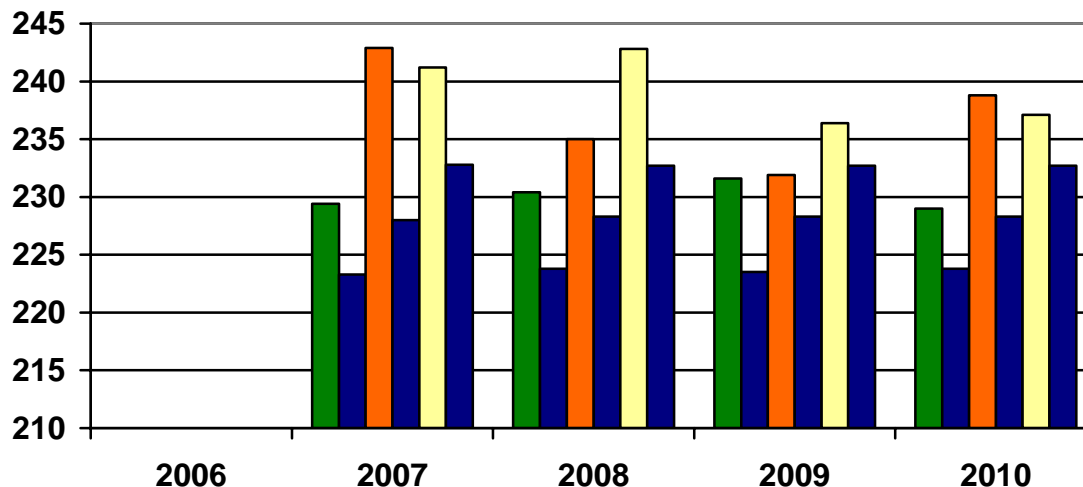


ALL Students	2006	2006 LSES	2007	2007 LSES	2008	2008 LSES	2009	2009 LSES	2010	2010 LSES
Exemplary	25.7	15.4	30.8	20.8	34.1	30.6	36.2	24.1	33	41.2
Exceeds Standard	27	33.3	32.7	29.2	30.1	26.5	30.6	27.8	30.8	23.5
Meets Standard	31.7	38.5	24.3	33.3	25.8	30.6	24.4	35.2	21.3	27.6
Approaches Standard	8.4	0	10.3	14.6	8.8	12.2	7.9	13	10	6.8
Warning	7	12.8	2.3	2.1	.5	0	.9	0	5	.9

Jefferson West Middle School has made Standard of Excellence on 13 of the 15 tests. The students have met Standard of Excellence at each grade level for the past three years.

Measures of Academic Progress (MAP) Math

National



	2006	2007	2008	2009	2010
6th Grade		229.4	230.4	231.6	229
National Mean		223.3	223.8	223.8	223.8
7th Grade		242.9	235	231.9	238.8
National Mean		228.0	228.3	228.3	228.3
8th Grade		241.2	242.8	236.4	237.1
National Mean		236.2	232.7	232.7	232.7

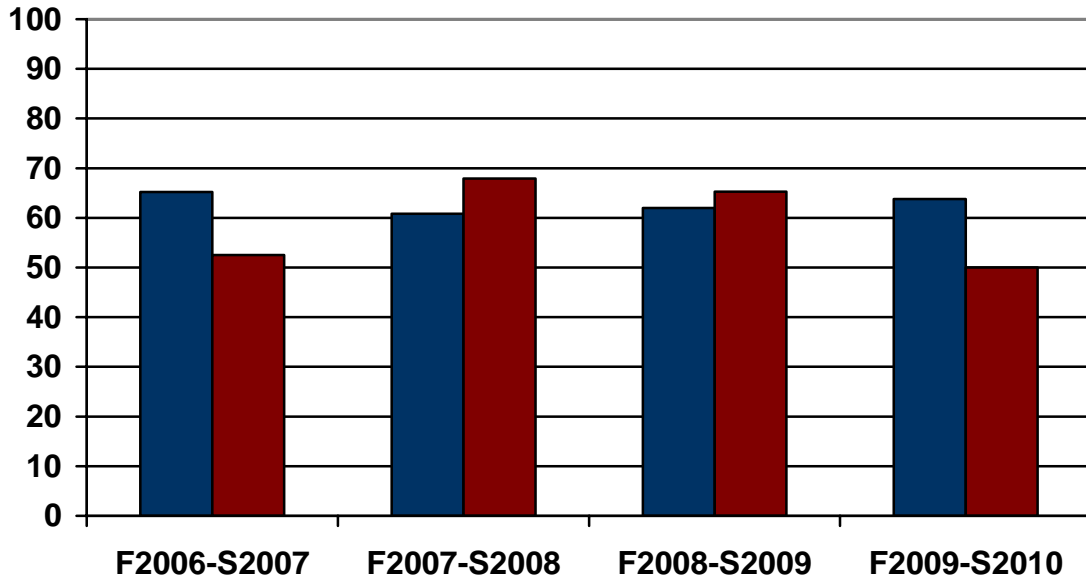
We will be using the spring scores for our data. We did not start using MAP testing until the fall of 2006 so there will not be any data for 2006. One important factor that we must address is testing fatigue that occurs in the spring. Students are taking three state assessment tests and then taking the MAP test weeks later. We work hard all year stressing the importance of state assessments, celebrate the achievements of state assessments, and then we have them retest MAP right before school is out. We do not believe we are seeing accurate data especially from the 8th grade class.

We added incentives for those who met their target growth rate in 2008. Student's names were placed in a drawing for prizes if they met their target growth.

Measures of Academic Progress (MAP) Math

Local

Percentage Who Met Target Growth



	F2006-S2007	F2007-S2008	F2008-S2009	F2009-S2010
All Students	65.2%	60.8%	62%	63.8%
LSES	52.5%	67.9%	65.3%	50%

TARGET AREA: READING COMPREHENSION

Jefferson West Middle School achieved the Standard of Excellence for Reading at all grade levels in the Spring of 2010. We feel very good about the plan we have had and the interventions and activities that support better reading comprehension.

As our State assessment data shows, the 3 lowest standards in each grade level included:

6th grade:

2008-- 6.1.4.14 – Identifies or describes evidence that supports conclusion in persuasive text

6.2.1.3 – Identifies major and minor events related to the conflict in a story (e.g. problem or conflict, climax, resolution) and explains how one event gives rise to another.

6.1.4.5 – Uses information from the text to make inferences and draw conclusions.

2009-- 6.1.4.14 – Identifies or describes evidence that supports conclusion in persuasive text

6.1.4.5 – Uses information from the text to make inferences and draw conclusions

6.2.1.3 - Identifies major and minor events related to the conflict in a story (e.g. problem or conflict, climax, resolution) and explains how one event gives rise to another.

2010 1.4.14-The student identifies or describes evidence that supports conclusions in persuasive text.

1.4.5- The student uses information from the text to make inferences and draw conclusions

1.3.5-The student identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.

7th grade:

2008-- 7.1.4.9 – Uses paraphrasing and organizational skills to summarize information from appropriate level narrative, expository, technical, and persuasive texts.

7.1.4.14 – Identifies the author’s position in a persuasive text and describes techniques the author uses to support that position (e.g. bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion.

7.1.3.4 – Identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.

2009-- 7.1.3.4 – Identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.

7.1.4.6 – Analyze how text structure helps support comprehension of text

7.1.4.9 – Uses paraphrasing and organizational skills to summarize information from appropriate level narrative, expository, technical, and persuasive texts.

2010-- 1.3.3 Student determines meaning of words through structural analysis using knowledge of Greek, Latin and Anglo-Saxon roots, prefixes, suffixes, to understand complex words including words in science, mathematics and social studies.

1.3.4 Student identifies and determines the meaning of figurative language, similes, metaphors, analogies, hyperbole, onomatopoeia, personification and idioms

1.4.14 Student identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion.)

8th grade:

2008-- 8.1.4.7 – Compares and contrasts varying aspects in one or more appropriate level texts.

8.1.4.11 – Explains the relationship between an author's use of literary devices in a text (e.g. foreshadowing, flashback, irony, symbolism, tone, mood) and his or her purpose for writing the text.

8.2.1.3 – Identifies major and minor elements of the plot(e.g. problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.

2009-- 8.1.3.4 – Identifies and determines the meaning of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism

8.1.4.6 – Analyzes how text structure helps support comprehension of text

8.1.4.11 - Explains the relationship between an author's use of literary devices in a text (e.g. foreshadowing, flashback, irony, symbolism, tone, mood) and his or her purpose for writing the text.

2010-- 1.3.4 The student identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery and symbolism

1.4.14 The student identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g. bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).

1.4.2 The student understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.

Our goal, that **all students will improve reading skills across the curriculum**, will be supported by two main intervention strategies.

Students will use pre-reading strategies across the curriculum.

Pre-reading strategies will focus on browsing, connecting to prior knowledge, and building background. Teachers will introduce pre-reading strategies at the start of any new information. They will start by checking out the pictures, charts, maps, graphs, and vocabulary which can lead to teachable moments of connecting with prior knowledge. This will also lead to vocabulary building activities across the curriculum. Practice will include a vocabulary growth system. This should help improve reading as well as math assessment scores. Understanding increases when students have a strong vocabulary base from which to build.

Students will learn to identify and comprehend a variety of text structures

Teachers will begin using the same vocabulary used on the state assessments. They will teach the key words prior to and during the reading. We believe that many students have the knowledge but are not able to provide the correct answers because of the terminology teachers use in their classroom is not the same as the terminology used on the state assessments and in other classrooms. We feel that if we use the same terminology in all classrooms that we will get more accurate answers. Teachers will also focus on the six types of text structure and identify them within reading pieces. By focusing on the actual type of text structure and using the correct terminology that goes along with text structure students will be better able to understand what is being asked of them on assignments and during testing.

Results

The interventions put in place by the Jefferson West Middle School have been successfully implemented across all subject areas. The entire staff utilizes the strategy of browsing the selection and building background knowledge before reading. A great deal of focus on the enhancement of vocabulary has also been implemented across the content areas. State Assessments support this continued commitment to further developing reading comprehension as over 90% of JWMS students have consistently scored in the top three categories in reading and reached the standard of excellence every year since 2006. The Jefferson West Middle School staff and shareholders feel we have found effective ways to improve reading skills across the curriculum to support the continued goal of creating lifelong learners.

JEFFERSON WEST MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN

Goal: All students will improve reading comprehension skills across the curriculum.					
Support Data (used to select the goal) Kansas Reading Assessment 6-8 MAP – grades 6-8		Standardized Assessments (include grade/subtest) 6-8 th KS Reading Assessments 6-8 th MAP – average RIT score by grade level		Local Assessments (include grade/subtest) <i>(Please indicate which is your performance assessment.)</i> 6-8 th MAP – Percentage of students meeting their growth target	
Intervention: All students will use pre-reading strategies across the curriculum.				The research base describing this intervention and how it applies to our students is included on an attached page.	
Activities to Implement the Intervention		Person(s) Accountable	Timeline		Resources
			Beg	End	Classroom Level Monitoring System
SUPPORTING EXPECTING PRACTICING MODELING TEACHING	Students will identify all types of text features, text organizers and their purpose.	Classroom Tchrs Mary Naumann Chris Baker Chad Jackson Students	2007 Fall 2008	2011 May 2011	Class time Team Plan English Teachers
	Teachers show types of text organizers and features in order for students to determine the purpose.	Classroom Teachers	2007	2011	
	Students will identify text organizers and text features in math, science, and social studies.	Students	2007	2011	
	Students who do not meet standard on the Kansas Reading Assessment will be identified for extra support.	Language Arts Teachers	2007		
	Students who are identified for extra support will be enrolled in Read to Succeed, attend summer school, and will attend after school tutoring,	Mary Naumann Wes Sturgeon Amanda Rush John Hamon	2007		
<u>Teacher Implementation:</u> Team notes Lesson Plans Administrator Observation <u>Student Performance:</u> Assessments Projects					

**JEFFERSON WEST MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN**

Goal: All students will improve reading comprehension skills across the curriculum.						
Support Data (used to select the goal) Kansas Reading assessment – grades 6-8 MAP – grades 6-8		Standardized Assessments (include grade/subtest) 6-8 th KS Reading Assessments 6-8 th MAP – average RIT score by grade		Local Assessments (include grade/subtest) <i>(Please indicate which is your performance assessment.)</i> 6-8 th MAP—Percent of students reaching their growth target goal.		
Intervention: Students will learn to identify and comprehend a variety of text structures.				The research base describing this intervention and how it applies to our students is included on an attached page.		
Activities to Implement the Intervention		Person(s) Accountable	Timeline		Resources	
			Beg	End	Classroom Level Monitoring System	
TEACHING	--Vocabulary will be a part of all lessons taught --Focus on Key Words	Mary Naumann Wes Sturgeon Dave Petesch	Jan 08	2011	Weekly/monthly Vocab sheets for each subject area.	<u>Teacher Implementation:</u> Teaming Notes Administrator Observation
		All Classroom Teachers	Jan 09	2011		
MODELING	At the beginning of each new concept, teachers will identify some of the “signals” for identifying text structures.	Mary Naumann Wes Sturgeon Dave Petesch	Jan 08	2011	KSDE Sponsored Workshop --Dr. Janet Allen	<u>Student Performance:</u> Performance on State Assessment MAP tests
		All Teachers	Jan 09	2011		
PRACTICING	Look for keywords to help students determine structure of texts in all curricular areas.	Teachers/ Students	Jan 09	2011		Teacher generated assessments
		English Teachers				Classroom Activities
EXPECTING	Students will be able to identify text structure’s based on passage clues.	Students	Jan 08	2011		
		All Teachers				
SUPPORTING	Teachers will look for text selections that clearly show text structures on a regular basis.	Mary Naumann In-service	Jan 09	2011		
	Teachers will be trained	Committee	Jan 09	2011		

Jefferson West Middle School
Results-Based Staff Development Plan

Staff Development Outcome:

All teachers will learn to identify specific text structures and will emphasize correct vocabulary for their subject area.

Teacher Indicators

Attendance at workshop
Classroom samples of text structure identification and vocabulary activities
Self-assessment data

Target Area Goal from SIP

All students will improve reading comprehension skills across the curriculum.

<i>Effective Staff Development Plans</i>	<i>Implementation Activities</i>	<i>Documented Evidence of Each Step</i>	<i>Person Responsible</i>	<i>Timeline</i>	
				<i>Begin</i>	<i>End</i>
Knowledge	Teachers will be trained in the use of text structures	Attendance at in-service	John Hamon Mary Getto Mary Naumann	Fall 2008	Fall 2008
Model/ Demonstration	Teachers will identify the text structures contained in class reading pieces	Classroom observations Teaming peer share	John Hamon Teaching teams	Fall 2008	May 2011
Low-Risk Practice with Feedback	Teachers will peer share vocabulary words and give feedback on the use of text structures.	Minutes from team meeting	John Hamon Amanda Rush Teaching teams	Fall 2008	May 2011
On-the-Job Practice with Feedback	Teachers will use correct vocabulary and help students identify text structures using key words.	Examples of student work Teacher self-assessment Classroom observations by peers	John Hamon Robin Buss Teaching teams	Spring 2009	May 2011
Follow-up with Current Staff	Teachers will be provided with follow-up training as needed and annually evaluate progress.	Self-assessment data In-service attendance as needed	John Hamon Mary Getto Mary Naumann	Fall 2009	May 2011
Long-Term Maintenance Plan for New Staff	On-going training and follow-up will be provided for new teachers.	In-service minutes Examples of student work	John Hamon Mary Getto Mary Naumann	Fall 2009	May 2011

Reading Research Base

A group of research studies compiled by the National Institute for Literacy, (www.nifl.gov) gives us the foundation of support for our interventions. There is a vast compilation of research within this study. This research covers many aspects of reading; however, for this cycle, our focus will be the areas of vocabulary and text comprehension.

For our purpose, vocabulary is defined as “words that are used in speech and print to communicate.” Two very important vocabulary development skills for adolescents are word identification and word analysis. “Because word identification is one of the foundational processes of reading, middle and high school students with poor or impaired word identification skills face serious challenges in their academic work.” (4)

When discussing our data, we find that in content areas in which text is more technical and abstract, insufficient vocabulary knowledge has become especially problematic for struggling readers. A major goal of our vocabulary instruction is to facilitate all students’ ability to comprehend text.

“Comprehension is the process of extracting or constructing meaning (building new meanings and integrating new with old information) from words once they have been identified. Many struggling adolescent readers do not have difficulty reading words accurately; they have difficulty making sense of the information and ideas conveyed by the text. Difficulties with comprehension may result from a reader’s unfamiliarity with the content, style, or syntactic structures of the text.”(2,3)

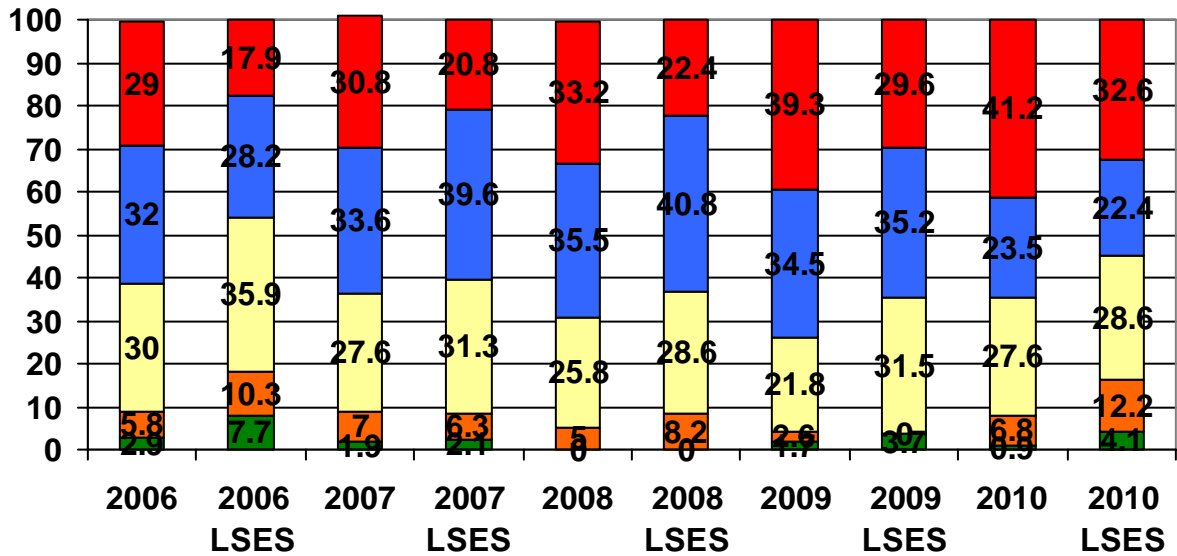
In addition to the research above, we are using components from the work of Dr. Janet Allen and her Literacy Leadership Collaborative. Specifically, two of her books: Teaching Content Literacy and Words, Words, Words. The chairwoman of our steering committee for Reading has attended Dr. Allen’s workshop and is a strong proponent of her work.

1. Allen, Janet, Teaching Content Literacy
2. Kamil, M., Adolescents and literacy: Reading for the 21st century. 2003, Washington, DC: Alliance for Excellent Education. *
3. Snow, C. and G Biancarosa, Adolescent literacy and the achievement gap: *What do we know and where do we go from here?* 2003, Carnegie Corporation of New York: New York. *
4. Curtis, M.E., Adolescents who struggle with word identification: Research and practice in Adolescent literacy research and practice, T.L. Jetton and J.A. Dole, Editors. 2004, The Guilford Press: New York *

* Taken from the compiled works at the National Institute for Literacy.

Kansas Reading Assessments

State

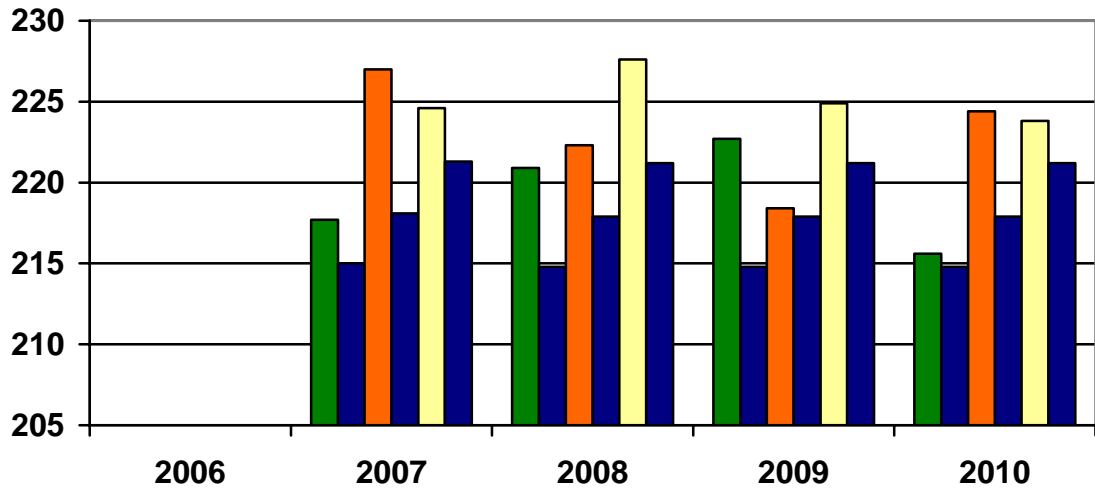


ALL Students		2006	2006 LSES	2007	2007 LSES	2008	2008 LSES	2009	2009 LSES	2010	2010 LSES
	Exemplary	29	17.9	30.8	20.8	33.2	22.4	39.3	29.6	41.2	32.6
	Exceeds Standard	32	28.2	33.6	39.6	35.5	40.8	34.5	35.2	23.5	22.4
	Meets Standard	30	35.9	27.6	31.3	25.8	28.6	21.8	31.5	27.6	28.6
	Approaches Standard	5.8	10.3	7.0	6.3	5	8.2	2.6	0	6.8	12.2
	Warning	2.9	7.7	1.9	2.1	0	0	1.7	3.7	.9	4.1

Jefferson West Middle School has made Standard of Excellence on 14 of the 15 tests. The students have met Standard of Excellence at each grade level for the past three years.

Measures of Academic Progress (MAP) Reading

National

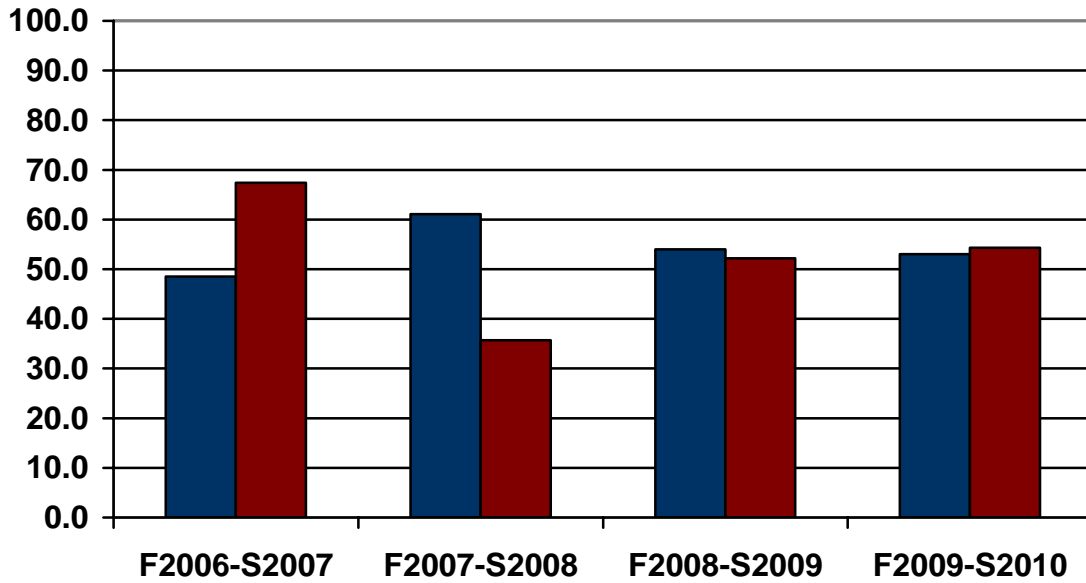


		2006	2007	2008	2009	2010
	6th Grade		217.7	220.9	222.7	215.6
	National Mean		215.0	214.8	214.8	214.8
	7th Grade		227.0	222.3	218.4	224.4
	National Mean		218.1	217.9	217.9	217.9
	8th Grade		224.6	227.6	224.9	223.8
	National Mean		221.3	221.2	221.2	221.2

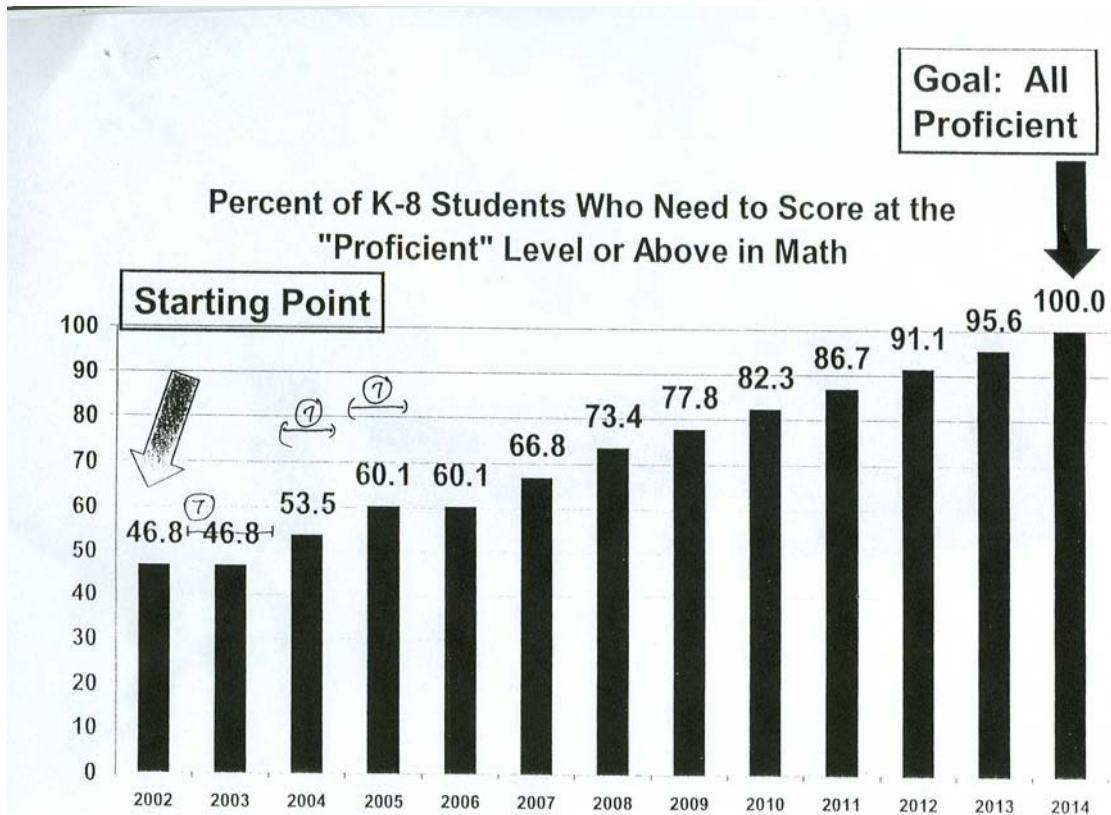
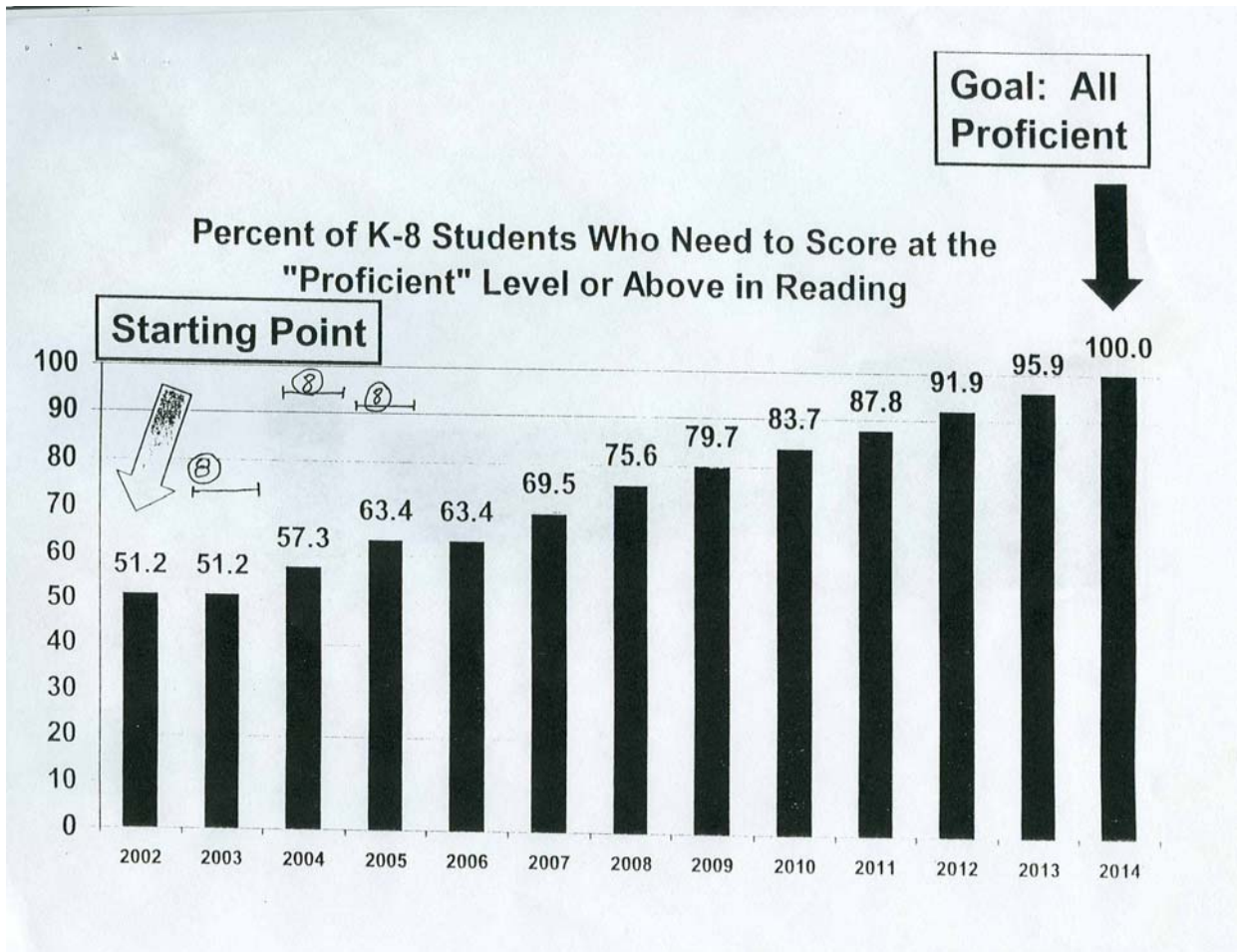
Measures of Academic Progress (MAP) Reading

Local

Percentage Who Met Target Growth



	F2006-S2007	F2007-S2008	F2008-S2009	F2009-S2010
All Students	48.5%	61.1%	54%	53%
LSES	67.4%	35.7%	52.2%	54.3



Report Card 2009-2010

Jefferson West Middle Current Accreditation Status: Accredited
 PO Box 410
 Meriden, KS 66512
 USD 340
Jefferson West

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2009-2010 school year, this school did make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 83.7%	% Tested Goal: 95%	% Prof. & Above Goal: 82.3%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	92.3%	100.0%	85.1%	100.0%	0.0%	95.7%
Free and Reduced Lunch	83.7%	100.0%	77.6%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
ELL Students	N/A	N/A	N/A	N/A	N/A	N/A
African-American Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
White	93.4%	100.0%	85.9%	100.0%	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Bldg.	Dist.	State
African Americans	1.3	1.3	7.5
Hispanics	0.0	0.1	15.8
Whites	96.4	96.7	68.9
Other	2.2	1.9	7.8

Economically Disadvantaged Students

	Bldg.	Dist.	State
Economically Disadvantaged	23.8	26.1	45.7
Non-Economic. Disadvantaged	76.2	73.9	54.3

Migrant Students

	Bldg.	Dist.	State
Migrant Students	0.0	0.0	1.1
Non-Migrant Students	100.0	100.0	98.9

TOTAL ENROLLMENT

Building: 223 District: 927 State: 473,772

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	0.0	0.0	9.1
Non-ELL Students	100.0	100.0	90.9

Gender	Bldg.	Dist.	State
Male	54.3	54.9	51.5
Female	45.7	45.1	48.5

Attendance	Bldg.	Dist.	State
2009	95.5	94.9	94.9
2010	95.7	95.0	95.2

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	11.7	10.6	13.6
Students without Disabilities	88.3	89.4	86.4

Graduation Rate	Bldg.	Dist.	State
2008	0.0	97.6	89.5
2009	0.0	96.5	89.1

TEACHER QUALITY

Qualification	School
Fully Licensed	100.00%
Not Fully Licensed	0.00%

% Not Fully Licensed Teachers	School
Not Licensed	0.00%
Not Qualified	0.00%
Provisional	0.00%
Waiver	0.00%

Core Content Classes	School
Not Taught by Highly Qualified	3.80%
Taught by Highly Qualified	96.20%

% of Core Classes Taught by Highly Qualified Teachers	School	District	State
English Language and Literature	100.00%	100.00%	94.25%
Fine and Performing Arts (ms/jr.)	78.57%	78.57%	95.65%
Life and Physical Sciences (ms/j)	100.00%	100.00%	93.50%
Mathematics (ms/jr. high)	100.00%	100.00%	94.02%
Social Sciences and History (ms/	100.00%	100.00%	95.80%

For more information about Teacher Quality, go to http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0340&bldg_no=3972

Report Card 2008-2009

Jefferson West Middle Current Accreditation Status: Accredited
 PO Box 410
 Meriden, KS 66512
 USD 340
 Jefferson West

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2008-2009 school year, this school did make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 79.7%	% Tested Goal: 95%	% Prof. & Above Goal: 77.8%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	95.6%	100.0%	91.3%	100.0%	0.0%	95.5%
Free & Reduced Lunch	96.3%	100.0%	87.0%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African-Americans	N/A	N/A	N/A	N/A	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	96.7%	100.0%	90.7%	100.0%	N/A	N/A
Asian / Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-ethnic & Undeclared	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Bldg.	Dist.	State
African Americans	0.9	1.6	7.9
Hispanics	3.9	3.5	13.1
Whites	94.0	93.4	70.4
Other	1.3	1.6	8.6

Economically Disadvantaged Students

	Bldg.	Dist.	State
Economically Disadvantaged	25.0	24.3	42.8
Non-Economic. Disadvantaged	75.0	75.7	57.2

Migrant Students

	Bldg.	Dist.	State
Migrant Students	0.0	0.0	0.6
Non-Migrant Students	100.0	100.0	99.4

TOTAL ENROLLMENT

Building: 232 District: 950 State: 468,195

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	0.0	0.0	8.4
Non-ELL Students	100.0	100.0	91.6

Gender	Bldg.	Dist.	State
Male	52.2	53.2	51.5
Female	47.8	46.8	48.5

Attendance	Bldg.	Dist.	State
2008	95.4	95.2	94.7
2009	95.5	94.9	94.9

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	10.8	11.9	13.5
Students without Disabilities	89.2	88.1	86.5

Graduation Rate	Bldg.	Dist.	State
2007	0.0	94.4	89.2
2008	0.0	97.5	89.5

TEACHER QUALITY

Qualification	
	School
Fully Licensed	100.00%
Not Fully Licensed	0.00%

% Not Fully Licensed Teachers	
	School
Not Licensed	0.00%
Not Qualified	0.00%
Provisional	0.00%
Waiver	0.00%

Core Content Classes	
	School
Not Taught by Highly Qualified	0.00%
Taught by Highly Qualified	100.00%

% of Core Classes Taught by Highly Qualified Teachers			
	School	District	State
Elementary	N/A	100.00%	98.46%
English Language Arts	100.00%	100.00%	94.34%
ESL/Bilingual	N/A	N/A	81.96%
Fine Arts	100.00%	100.00%	94.96%
Foreign Language	N/A	100.00%	90.18%
History and Government	100.00%	100.00%	96.33%
Mathematics	100.00%	100.00%	93.43%
Science	100.00%	100.00%	90.77%

For more information about Teacher Quality, go to http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0340&bldg_no=3972

Report Card 2007-2008

Jefferson West Middle Current Accreditation Status: Accredited
 PO Box 410
 Meriden, KS 66512
 USD 340
Jefferson West

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2007-2008 school year, this school did make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 75.6%	% Tested Goal: 95%	% Prof. & Above Goal: 73.4%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	94.4%	100.0%	91.5%	100.0%	0.0%	95.4%
Free & Reduced Lunch	91.5%	100.0%	91.5%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African-Americans	N/A	N/A	N/A	N/A	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	94.6%	100.0%	92.2%	100.0%	N/A	N/A
Asian / Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-ethnic & Undeclared	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Bldg.	Dist.	State
African Americans	0.5	0.6	7.9
Hispanics	2.8	3.3	11.9
Whites	95.8	94.5	73.2
Other	0.9	1.6	7.1

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	21.9	22.0	38.7
Non-Economic. Disadvantaged	78.1	78.0	61.3

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.0	0.0	0.8
Non-Migrant Students	100.0	100.0	99.2

TOTAL ENROLLMENT

Building: 215 District: 953 State: 466,741

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
ELL Students	0.0	0.1	8.2
Non-ELL Students	100.0	99.9	91.8

Gender	Bldg.	Dist.	State
Male	53.0	52.2	51.6
Female	47.0	47.8	48.4

Attendance	Bldg.	Dist.	State
2007	96.2	95.8	95.0
2008	95.4	95.2	94.7

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	10.2	11.4	13.2
Students without Disabilities	89.8	88.6	86.8

Graduation Rate	Bldg.	Dist.	State
2006	0.0	96.7	89.7
2007	0.0	94.4	89.2

TEACHER QUALITY

Qualification	
	School
Fully Licensed	95.00%
Not Fully Licensed	5.00%

% Not Fully Licensed Teachers	
	School
Not Licensed	0.00%
Not Qualified	5.00%
Provisional	0.00%
Waiver	0.00%

Core Content Classes	
	School
Not Taught by Highly Qualified	7.69%
Taught by Highly Qualified	92.31%

% of Core Classes Taught by Highly Qualified Teachers			
	School	District	State
Special Education	N/A	N/A	82.43%
English Language Arts	100.00%	100.00%	93.29%
Science	100.00%	100.00%	89.15%
Foreign Language	N/A	100.00%	89.13%
Fine Arts	100.00%	100.00%	95.60%
Elementary	N/A	100.00%	98.16%
History and Government	100.00%	100.00%	94.72%
Mathematics	64.70%	82.85%	91.79%
ESL/Bilingual	N/A	N/A	80.30%

For more information about Teacher Quality, go to http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0340&bldg_no=3972

Report Card 2006-2007

Jefferson West Middle Current Accreditation Status: Accredited
 PO Box 410
 Meriden, KS 66512
 USD 340
Jefferson West

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a method for determining if schools, districts and the state have made adequate progress in improving student achievement. AYP is based on participation and performance on state assessments, as well as attendance rates for elementary and middle schools, and, for high schools, graduation rates. For the 2006-2007 school year, this school did make AYP. More information on this school's performance on the AYP measures is provided below.

Student Group	Reading		Math		Additional Academic Indicators	
	% Prof. & Above Goal: 69.5%	% Tested Goal: 95%	% Prof. & Above Goal: 66.8%	% Tested Goal: 95%	Grad Rt. High Sch. Goal: 75% or Improve.	Attend Rt. Goal: 90%
All Students	90.8%	100.0%	86.2%	100.0%	N/A	96.2%
Free & Reduced Lunch	89.8%	100.0%	81.6%	100.0%	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A
African-Americans	N/A	N/A	N/A	N/A	N/A	N/A
Hispanics	N/A	N/A	N/A	N/A	N/A	N/A
Whites	90.8%	100.0%	88.9%	100.0%	N/A	N/A
Asian / Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A
American Indians	N/A	N/A	N/A	N/A	N/A	N/A
Multi-ethnic & Undeclared	N/A	N/A	N/A	N/A	N/A	N/A

DEMOGRAPHICS

Race/Ethnicity	Bldg.	Dist.	State
African Americans	0.9	1.1	7.9
Hispanics	3.3	3.3	11.9
Whites	95.3	94.3	73.2
Other	0.5	1.4	7.1

Economically Disadvantaged Students	Bldg.	Dist.	State
Economically Disadvantaged	19.2	21.9	38.7
Non-Economic. Disadvantaged	80.8	78.1	61.3

Migrant Students	Bldg.	Dist.	State
Migrant Students	0.0	0.0	0.6
Non-Migrant Students	0.0	100.0	99.4

TOTAL ENROLLMENT

Building: 214 District: 949 State: 461,640

DEMOGRAPHICS

English language Learners	Bldg.	Dist.	State
LEP Students	0.0	0.1	7.4
Non-LEP Students	100.0	99.9	92.6

Gender	Bldg.	Dist.	State
Male	54.2	53.5	51.6
Female	45.8	46.5	48.4

Attendance	Bldg.	Dist.	State
2006	96.8	96.6	95.2
2007	96.2	95.8	95.2

Students with Disabilities	Bldg.	Dist.	State
Students with Disabilities	7.9	10.6	13.4
Students without Disabilities	92.1	89.4	86.6

Graduation Rate	Bldg.	Dist.	State
2005	0.0	95.6	90.2
2006	0.0	96.7	89.7

TEACHER QUALITY

Qualification	
	School
Fully Licensed	100.00%
Not Fully Licensed	0.00%

% Not Fully Licensed Teachers	
	School
Not Licensed	0.00%
Not Qualified	0.00%
Provisional	0.00%
Waiver	0.00%

Core Content Classes	
	School
Not Taught by Highly Qualified	0.00%
Taught by Highly Qualified	100.00%

% of Core Classes Taught by Highly Qualified Teachers			
	School	District	State
Mathematics	100.00%	100.00%	91.42%
Foreign Language	N/A	100.00%	90.21%
Science	100.00%	100.00%	89.20%
ESL/Bilingual	N/A	N/A	82.45%
Elementary	N/A	100.00%	98.53%
History and Government	100.00%	100.00%	94.24%
English Language Arts	100.00%	100.00%	92.56%
Fine Arts	100.00%	100.00%	95.03%
Special Education	N/A	N/A	83.73%

For more information about Teacher Quality, go to http://online.ksde.org/rcard/bldg_tchrs.aspx?org_no=D0340&bldg_no=3972