



**Continuous Improvement
Annual Report for
Kromrey Middle School
November 28, 2011**

Principal: Steve Soeteber Associate Principal: Bill Deno Dean of Students: Mercedes Martin	Grades Served: 6-8
---	---------------------------

Continuous Improvement Team Members:

Steve Soeteber - Principal	George Mavroulis – Ed Services Liaison
Jerry Nicholson – Ed Services Liaison	MacKenzie Swanson – 8 th Grade FCS
Eric Engel – 7 th Grade Science	Jean Holman – 7 th Grade English
Rita Mullen – 7 th Grade Science	Ruth Frawley – Gifted Education
Fred Bartman - Counselor	Bill Deno – Associate Principal
Mercedes Martin – Dean of Students	Bob Schell – 6 th Grade Math

School Mission: The mission of the Kromrey Middle School community is to inspire, motivate and educate lifelong learners in a safe, respectful, nurturing environment and to promote responsible citizenship.

Core Values and Beliefs:

- Students, teachers, staff members, administrators, parents, and the community share the responsibility for advancing the school’s mission.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- Students need to not only demonstrate their understanding of essential knowledge and skills, but also learn best when actively engaged in solving problems and producing quality work.
- Positive relationships and mutual respect among and between students and staff in a safe and caring environment enhance a student’s attitude.
- Student learning is the chief priority of the school, and is increased through challenging expectations.

Student Demographics			
Demographic Area:	2011-12 Data (Current Data)	2010-11 Data (1 Year change)	2006-07 Data (5 Year Change)
Overall Enrollment (3 rd Friday Count)	743	737	629
Average Class Size (3 rd Friday Count)	24.4	24.6	26.2
% Free/Reduced Lunch (Title I Count)	23.78%	23.65%	14.37%
% Students of Color (3 rd Friday Count)	24.04%	24.46%	22.75%
% Students with Disabilities (3 rd Friday Count)	13.93%	13.24%	14.50%
% English Language Learners (3 rd Friday Count ELP 1-5)	6.83%	7.84%	6.87%
Analysis of Demographic Situation and Significant Changes:			
<ul style="list-style-type: none"> • Although enrollment is at its highest level, average class sizes have improved since the implementation of the 8 period schedule. • There has been a significant increase in the number of students with free and reduced lunch status. • There has also been an increase in the number of students identified as homeless. 			
Continuous Improvement Goals and Results			
Goal 1:			
To increase achievement by incorporating school-wide instructional strategies as measured by at least a 1.5 mean score growth for students meeting the ACT Explore college readiness benchmark from 8 th to 9 th grade each year for cohorts 2016, 2017, and 2018.			
Prior Reality: 63.84% of the 2009-10 9 th grade MHS students who attended KMS, scored at or above the benchmark for Explore Reading in the fall of the 2009-10 school year.		Year End Reality: <u>2009-10 School Year:</u> 64.76% of the 2010-11 9 th grade MHS students who attended KMS, scored at or above the benchmark for Explore Reading in the fall of the 2010-11 school year. <u>2010-11 School Year:</u> 60.44% of the 2011-12 9 th grade MHS students who attended KMS, scored at or above the benchmark for Explore Reading in the fall of the 2011-12 school year.	

Brief Summary of Progress on Goal 1:

2009-10 School Year:

- Although the goal of a 5% increase was not reached, we are pleased that our 9th grade Explore Reading results are trending upwards.
- KMS has an active Literacy Team and ELL (English Language Learner) Literacy Team to monitor progress, allocate resources and design professional development activities.
- Eight hours of professional development time in August and 4 CRT events have been dedicated to literacy instruction since the beginning of last school year.
- KMS and GCMS are working with Doug Buehl, author and consultant, to incorporate literacy instruction into all subject areas.

2010-11 School Year:

- The growth benchmark (1.5) for this goal has been adjusted to follow the mean score of cohort groups for 2016 - 2018
- Teachers are working with Data Dashboard during their team time meetings to identify areas of student need and to collaborate with support staff on instructional planning.
- The majority of staff members on this year’s evaluation cycle have selected the option of creating a growth plan related to improving literacy skills.

Goal 2:

To decrease the achievement gap by incorporating school-wide instructional strategies as measured by at least a 2 point mean score growth for students *below* the ACT Explore college readiness benchmark from 8th to 9th grade each year for cohorts 2016, 2017, and 2018.

Prior Reality:

This achievement/opportunity gap goal replaces the previous reading engagement goal, starting with the 2011-2012 school year.

Year End Reality:

2011-12 School Year:

Brief Summary of Progress on Goal 2:

2010-11 School Year:

- Kromrey has initiated a partnership with the Wisconsin Center for Educational Research and the WIDA Consortium to conduct research related to meeting the needs of our English Language Learners. As part of this association, WIDA will be providing professional development activities for Kromrey staff members during CRTs and staff meetings. The emphasis will be on research-based instructional techniques that support English Language Learners and are beneficial to all students.

Goal 3:

To improve overall student achievement in literacy by increasing the *capacity* of our staff to meet the instructional and remedial needs of middle school students as measured by a 10% increase in the number of students who are able to be supported through the use of systematic reading interventions.

Prior Reality: The Reading Specialist was the only KMS staff member trained in the use of READ 180. The Reading Specialist's schedule was booked with READ 180 classes and there were limited resources remaining for other reading interventions.

Year End Reality:

2009-10 School Year:

Five staff members are now trained in READ 180, including special education teachers and teachers of English Language Learners (ELL). The Reading Specialist now has time available for working with struggling readers, supporting classroom instruction and assessing student literacy needs.

2010-11 School Year: Two additional staff members have been trained in READ 180. Two ESL literacy classes have been created and an ESL teacher is supporting students in the 8th grade literacy class.

Brief Summary of Progress on Goal 3:

2009-10 School Year:

- Instructional decisions about literacy progress and student placement are now more frequently based on the use of the QRI (Qualitative Reading Inventory) and information provided by the elementary feeder schools, rather than only the SRI (Scholastic Reading Inventory).
- The Reading Specialist role has shifted from being a READ 180 teacher, to working with students with the most intensive reading needs.
- Classroom teachers have been trained in the use of the QRI so they can monitor the literacy progress of their students at the classroom level.
- With the 8 period day schedule there is now a sequential flow to the literacy experience for middle school students: 2 periods for sixth grade, 1.5 periods for seventh grade and 1 period for 8th grade.

2010-11 School Year:

- A collaborative group of 6th grade classroom teachers, special education teachers, ESL teacher, G/T resource teacher and media specialist are designing a special research paper activity for their English/Com Arts classes.
- We have redesigned schedules to allow a 20% increase in the number of slots we are able to offer students for academic resource support.
- We have designed a mentor based reading program with 12 participants so far. Community members use the LMC and book room materials before and after school to work with individual students on literacy activities designed to build their interest and confidence in reading.

Summary of Literacy Performance Data:2010-11 School Year:

- Kromrey is a Quadrant 3 school showing high attainment, with slow growth, with significant Value Added in reading.
- Content area reading continues to be a school improvement focus and will be helpful in increasing student performance.
- This data affirms the implementation of the 7th and 8th grade literacy classes.

Summary of Mathematics Performance Data:2010-11 School Year:

- Kromrey shows significant student growth (Value Added) in math.
- Although WKCE scores remain well above the state average and at or above the district average, this year's Explore results are lower than the three previous years in some areas.

Summary of Science, Social Studies, and Language Arts Data:2009-10 School Year:

- A flattening of VARC data is noted at eighth grade.
- Science results affirm the changes that have been made in science programming this year.

2010-11 School Year:

- Although WKCE scores remain well above the state average and at or above the district average, this year's Explore results are lower than the three previous years in some areas.

Behavioral Data Summary 2010-11

Average Daily Attendance: 95.46%	Average Days Absent per Student: 0.96
# of Behavioral Events: 392	# of Students with a Behavioral Event: 185

Suspensions

<u>Type of Behavior Event</u>	<u># In-School</u>	<u># Out of School</u>	<u>Average Number of Days</u>
Alcohol Related	0	2	5.00
Battery	0	1	5.00
Bus Misconduct	0	1	1.00
Combustion Devices	0	2	3.00
Disorderly Conduct	0	2	3.75
Disrespect	6	0	3.00
Disruptive Behavior	4	0	1.00
Fighting	0	5	2.90
Insubordination	1	1	0.75
Physical Aggression	5	3	1.70
Profanity or Inappropriate Language	1	0	1.00
Student Misconduct	4	4	1.00
Theft	1	2	1.25
Threatening Behavior	1	1	1.00
Truancy	3	0	1.00
Unsafe Behavior	1	2	1.50
Weapon Related	0	1	4.50

Expulsions

<u>Type of Behavior Event</u>	<u>Number of Events</u>	<u>Average Number of Days</u>
n/a	n/a	n/a

Implications When Intersected with Other Data:

2009-10 School Year:

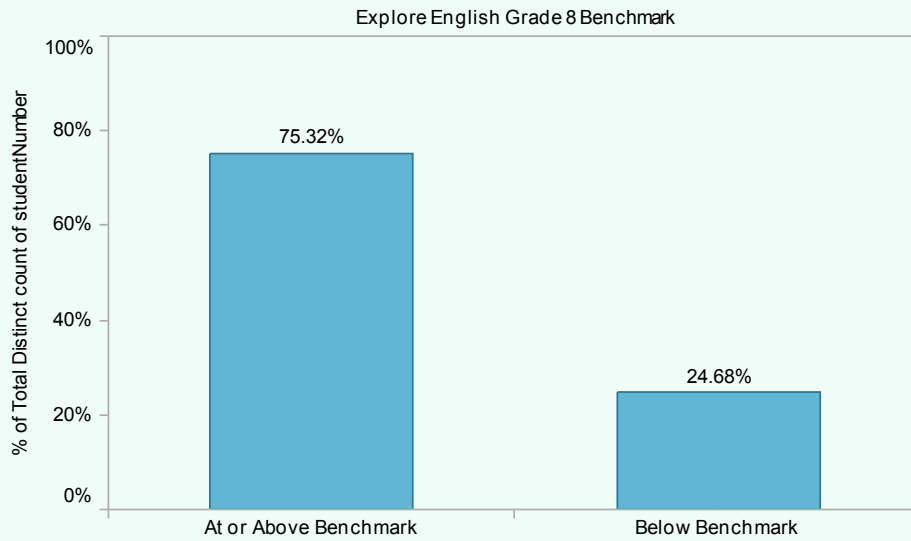
- A significant reduction in the number of in-school and out-of-school suspensions is noted in the 2009 – 2010 school year. Although there will be variation in this area each year, we attribute this improvement to the Restorative Practices approach, as well as the creation of behavior plans and the use of restorative circles.

2010-11 School Year:

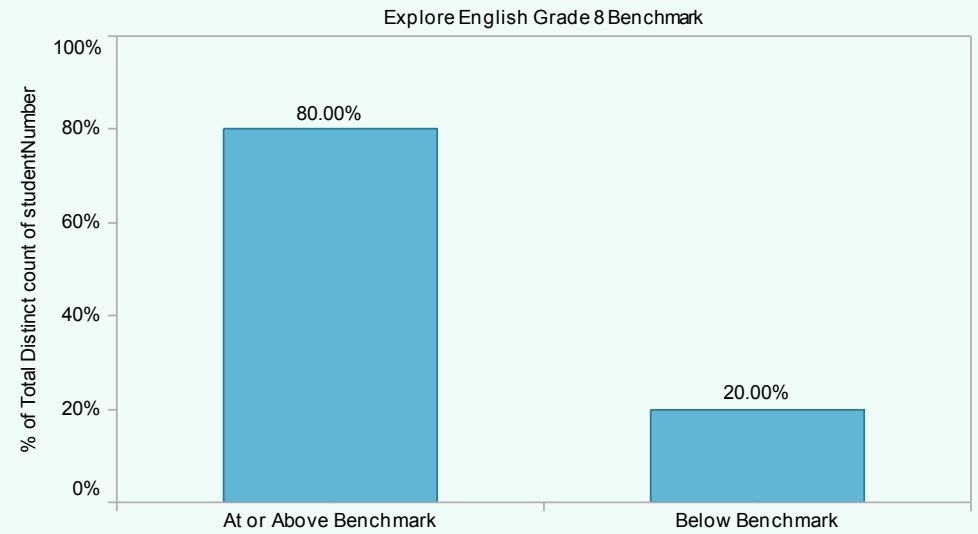
- Our trend of significantly reducing the amount of instructional time lost to in-school and out-of-school suspensions has continued. During the first quarter of 2011-2012 we have noted a 60% reduction in suspensions from last year and a 38% reduction in behavior events.

Percent of Students Meeting Explore English 8th Grade Benchmark

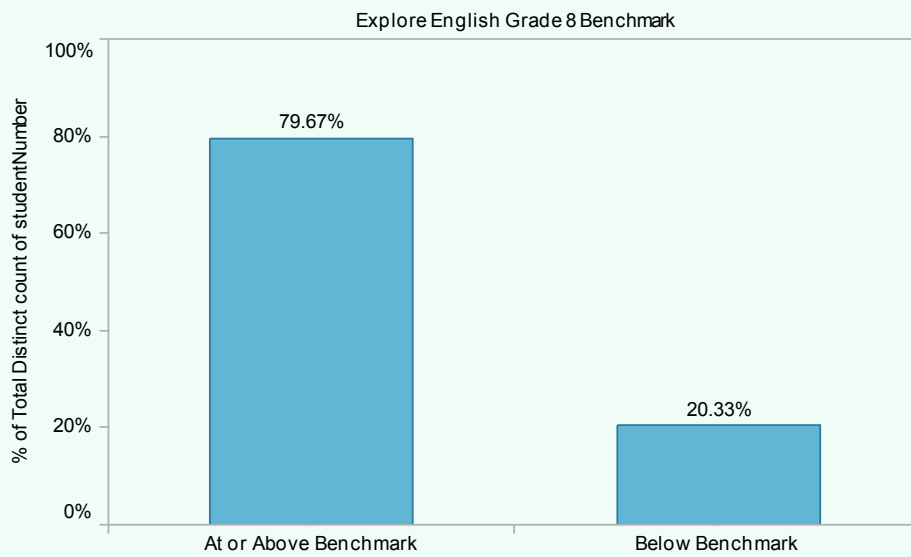
Explore English Grade 8 Benchmark 2008



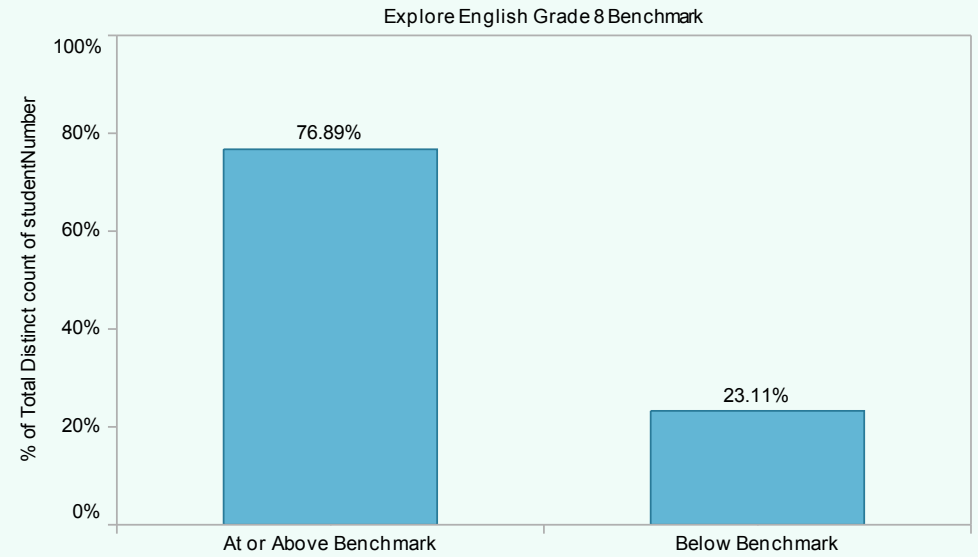
Explore English Grade 8 Benchmark 2009



Explore English Grade 8 Benchmark 2010

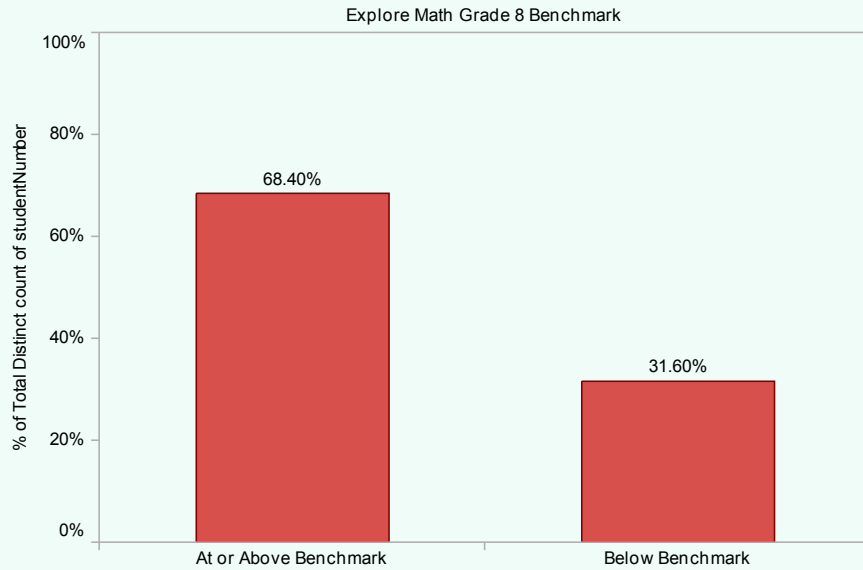


Explore English Grade 8 Benchmark 2011

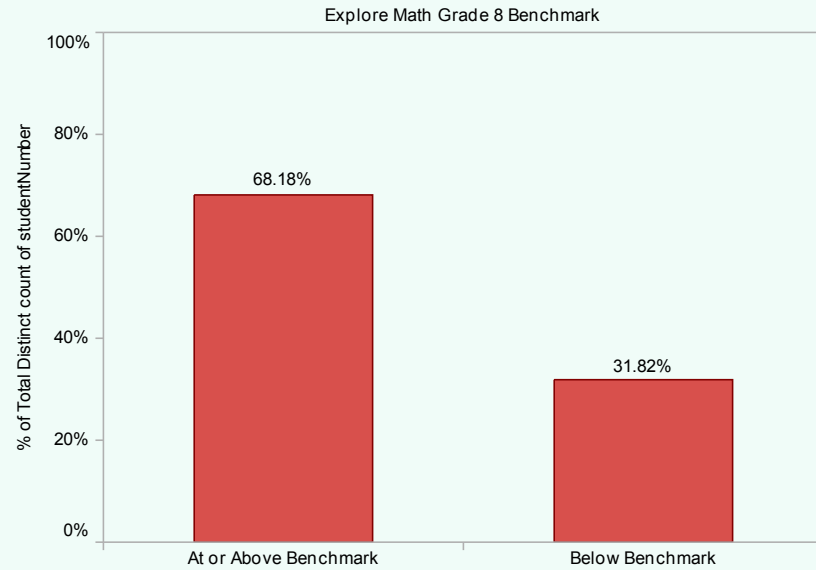


Percent of Students Meeting Explore Math 8th Grade Benchmark

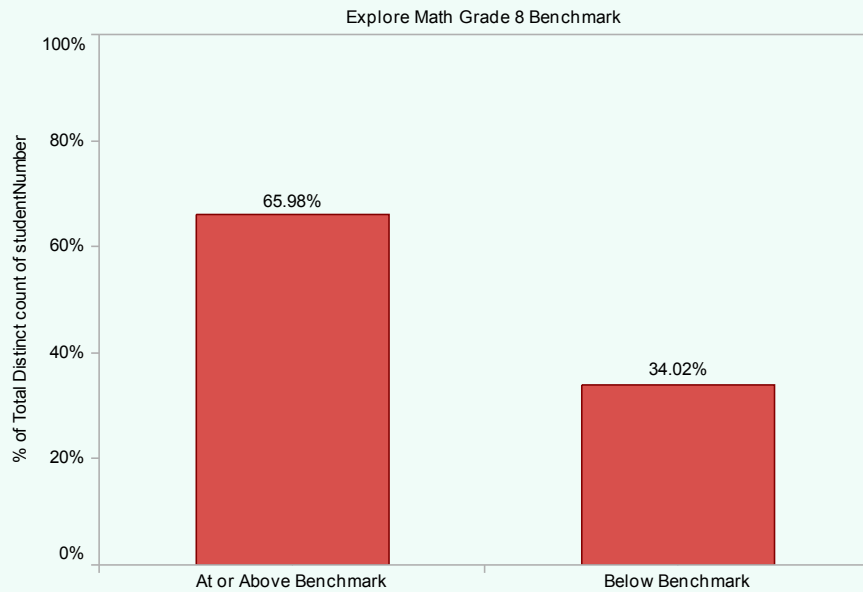
Explore Math Grade 8 Benchmark 2008



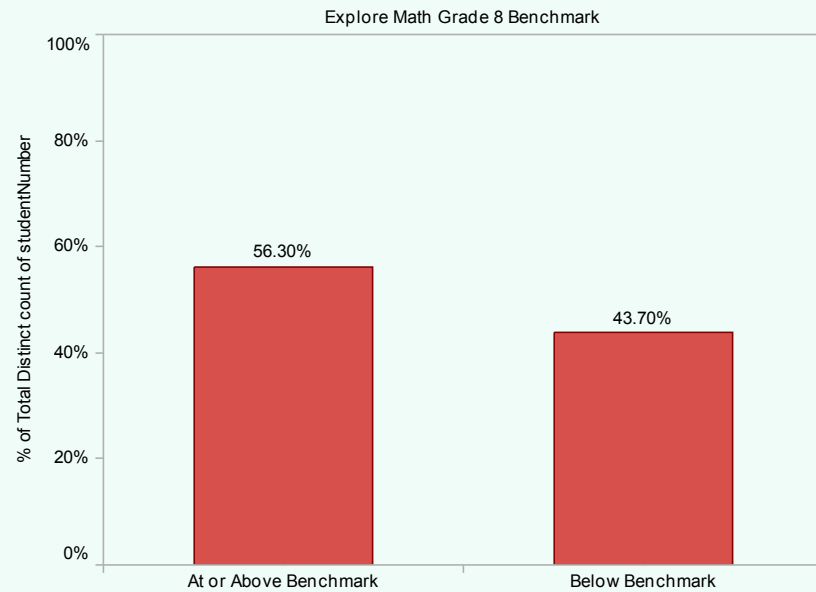
Explore Math Grade 8 Benchmark 2009



Explore Math Grade 8 Benchmark 2010

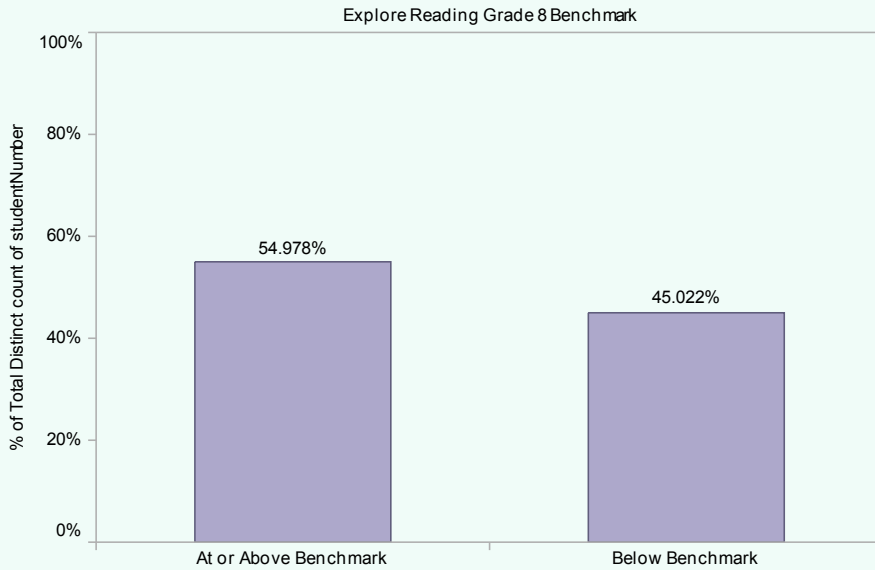


Explore Math Grade 8 Benchmark 2011

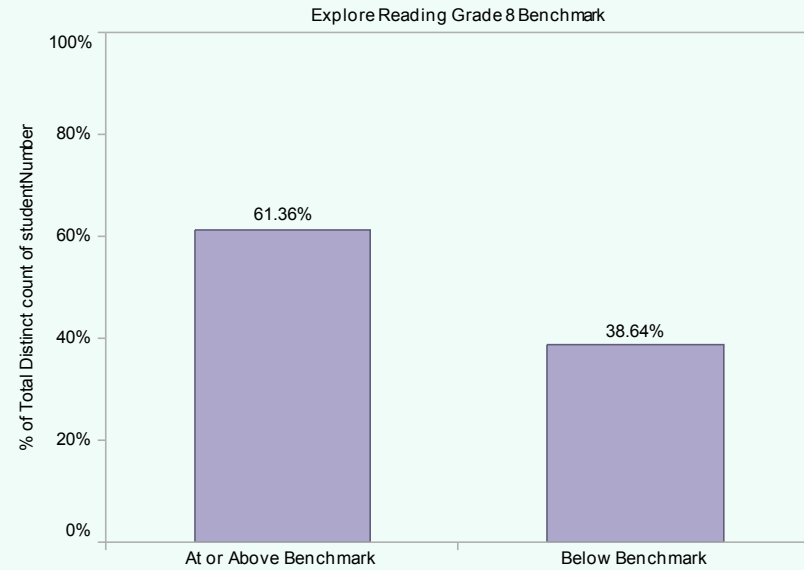


Percent of Students Meeting Explore Reading Grade 8 Benchmark

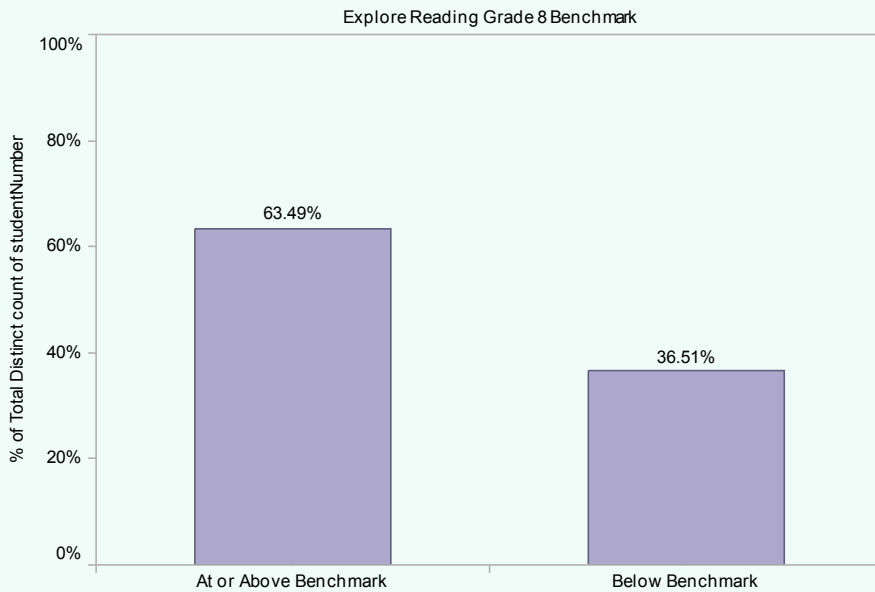
Explore Reading Grade 8 Benchmark 2008



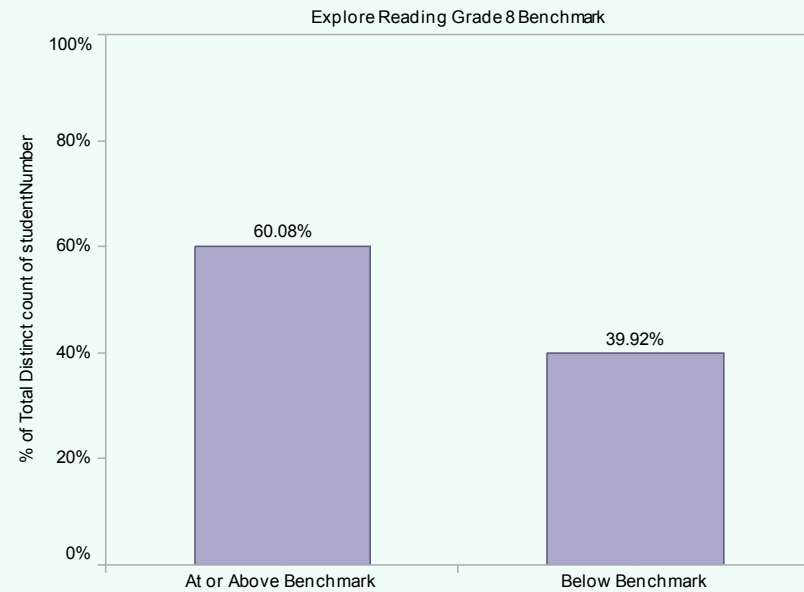
Explore Reading Grade 8 Benchmark 2009



Explore Reading Grade 8 Benchmark 2010

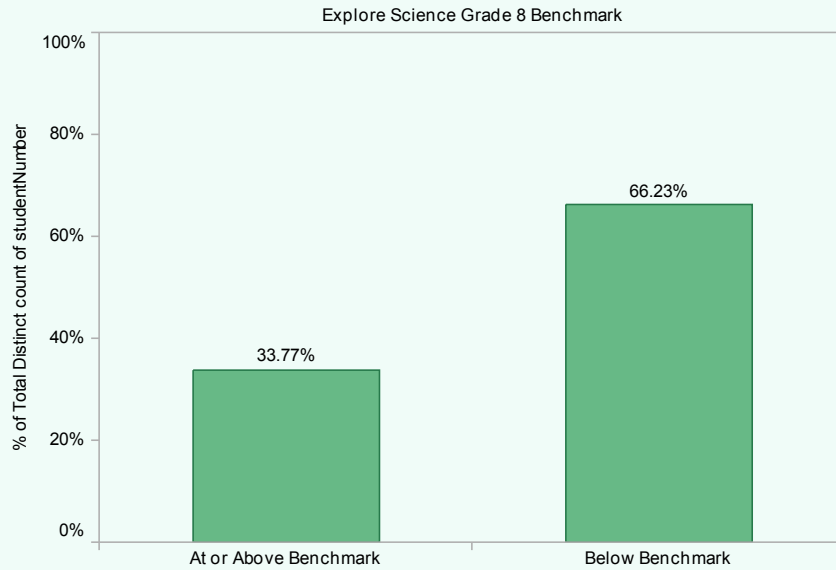


Explore Reading Grade 8 Benchmark 2011

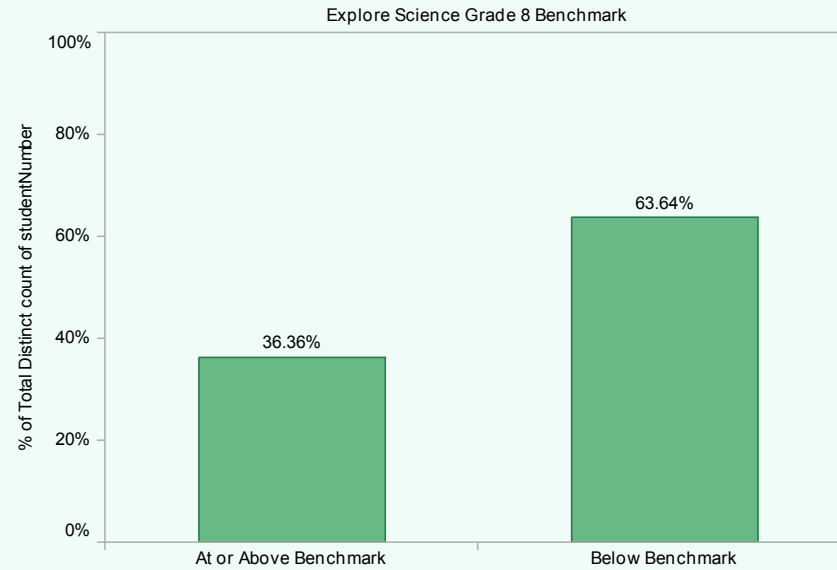


Percent of Students Meeting Explore Science Grade 8 Benchmark

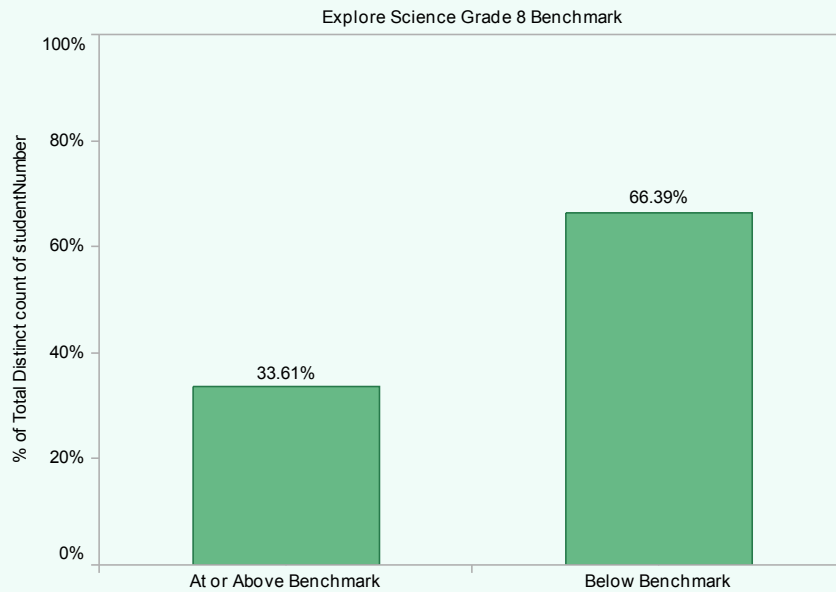
Explore Science Grade 8 Benchmark 2008



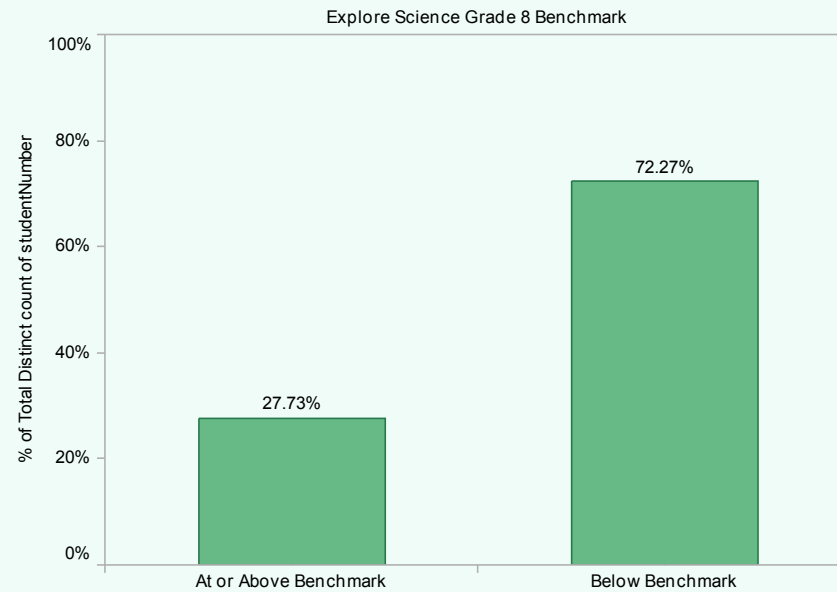
Explore Science Grade 8 Benchmark 2009



Explore Science Grade 8 Benchmark 2010

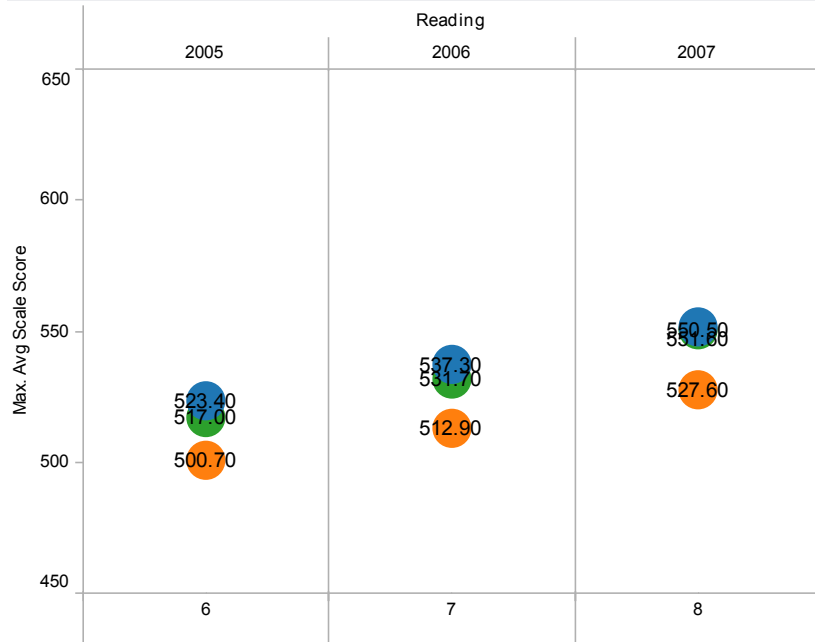


Explore Science Grade 8 Benchmark 2011

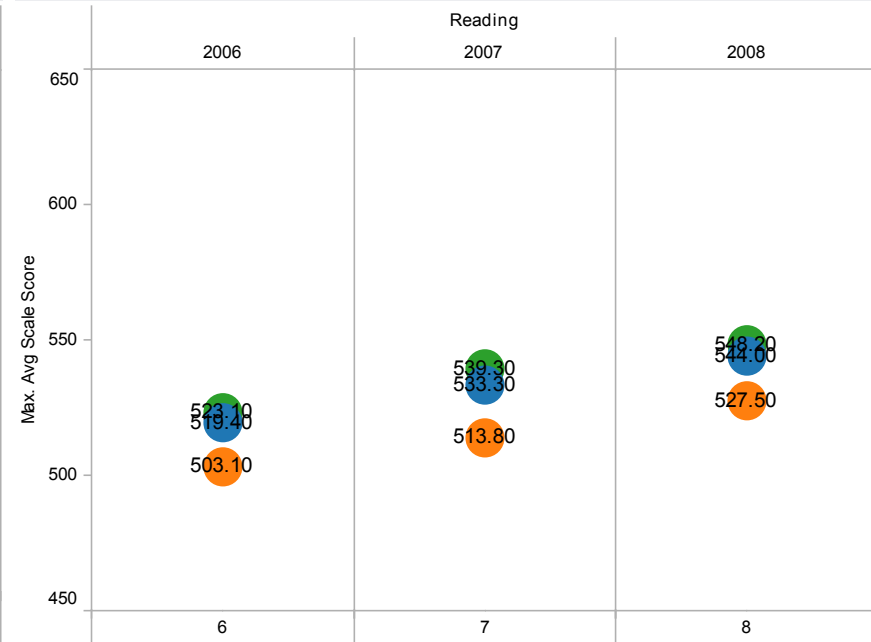


School ■ District ■ State ■ Kromrey

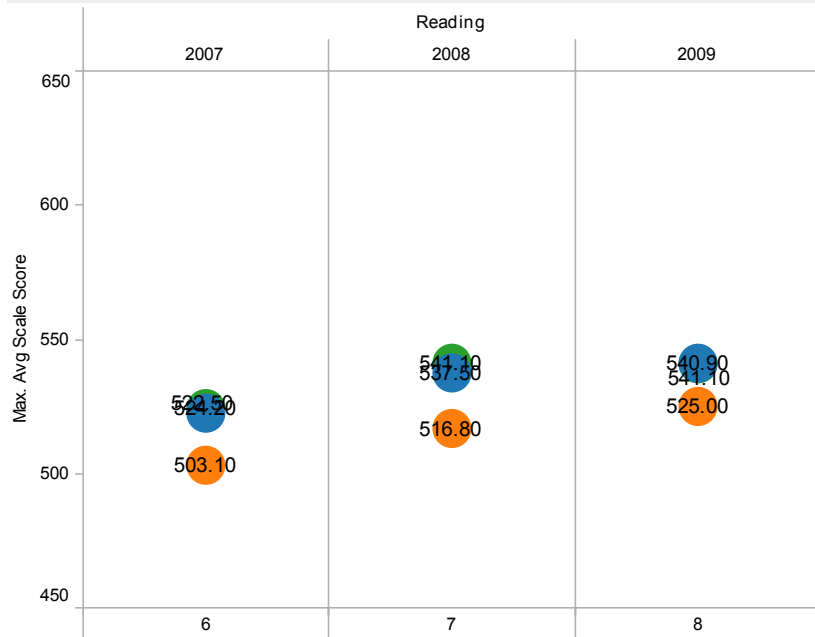
Class of 2012 WKCE Reading Average Scale Score Progression



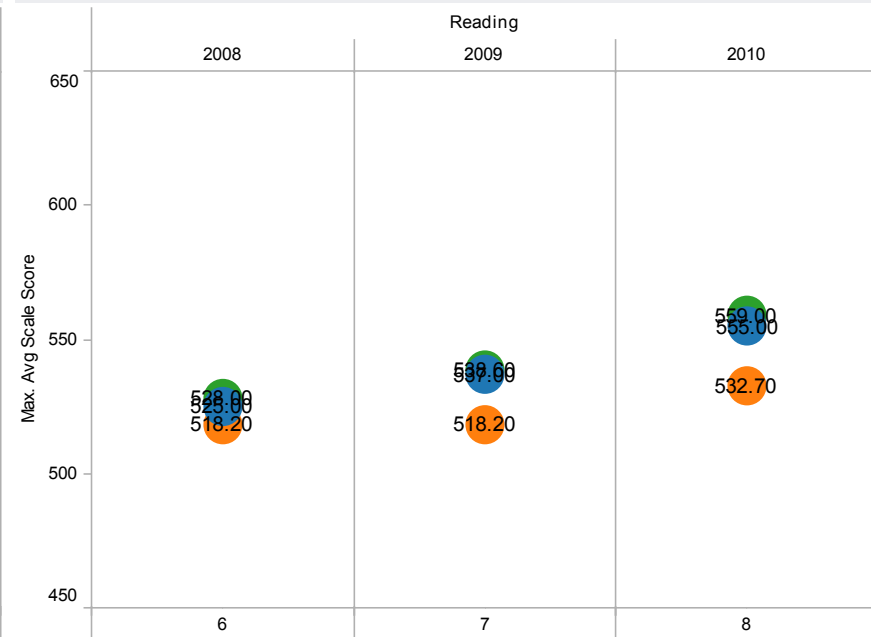
Class of 2013 WKCE Reading Average Scale Score Progression



Class of 2014 WKCE Reading Average Scale Score Progression

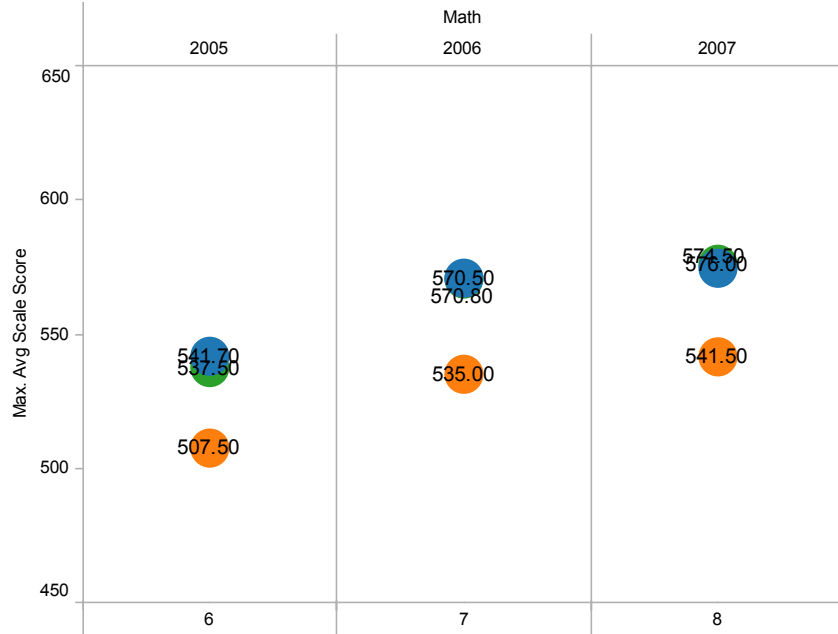


Class of 2015 WKCE Reading Average Scale Score Progression

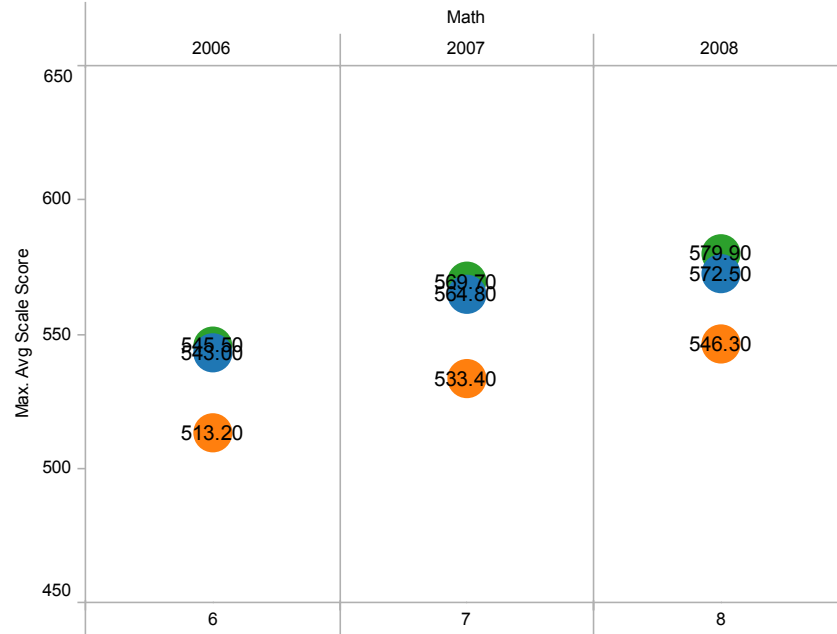


School ■ District ■ State ■ Kromrey

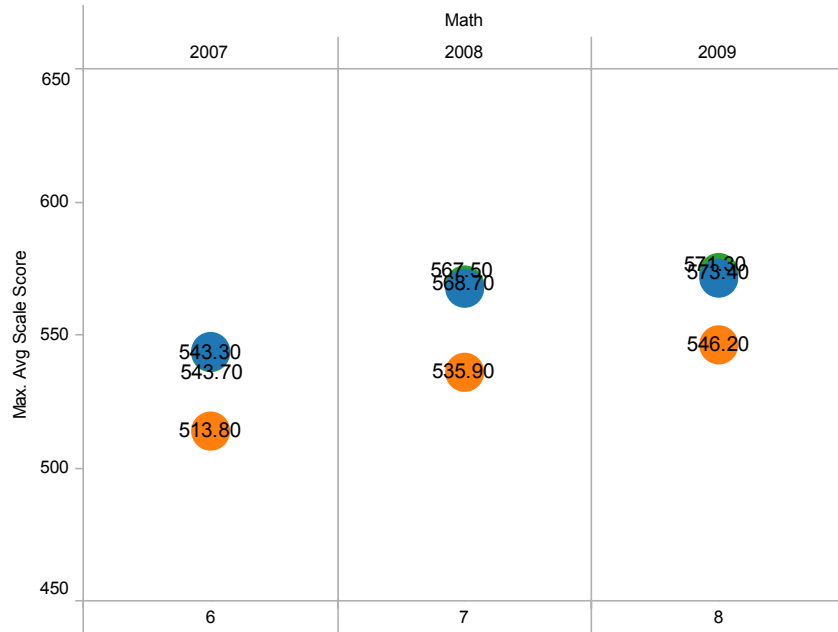
Class of 2012 WKCE Math Average Scale Score Progression



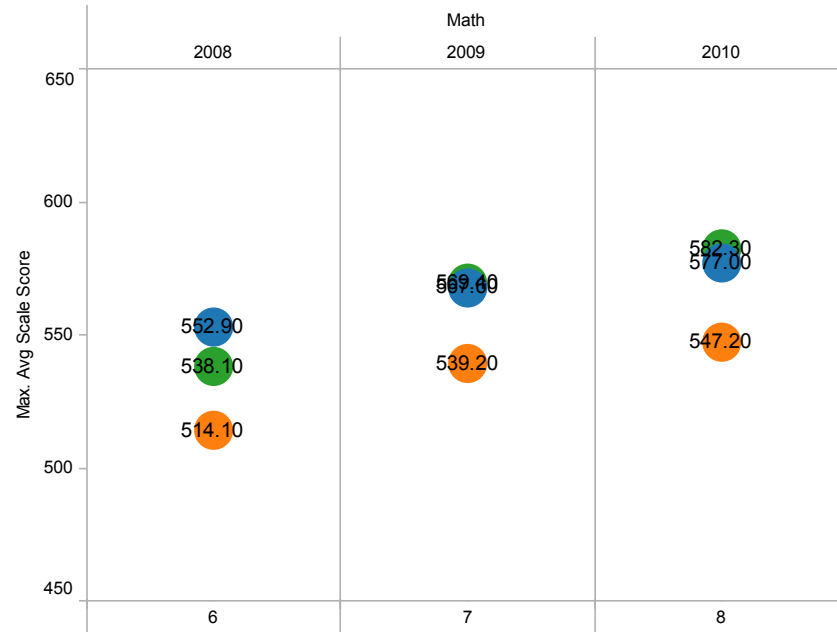
Class of 2013 WKCE Math Average Scale Score Progression



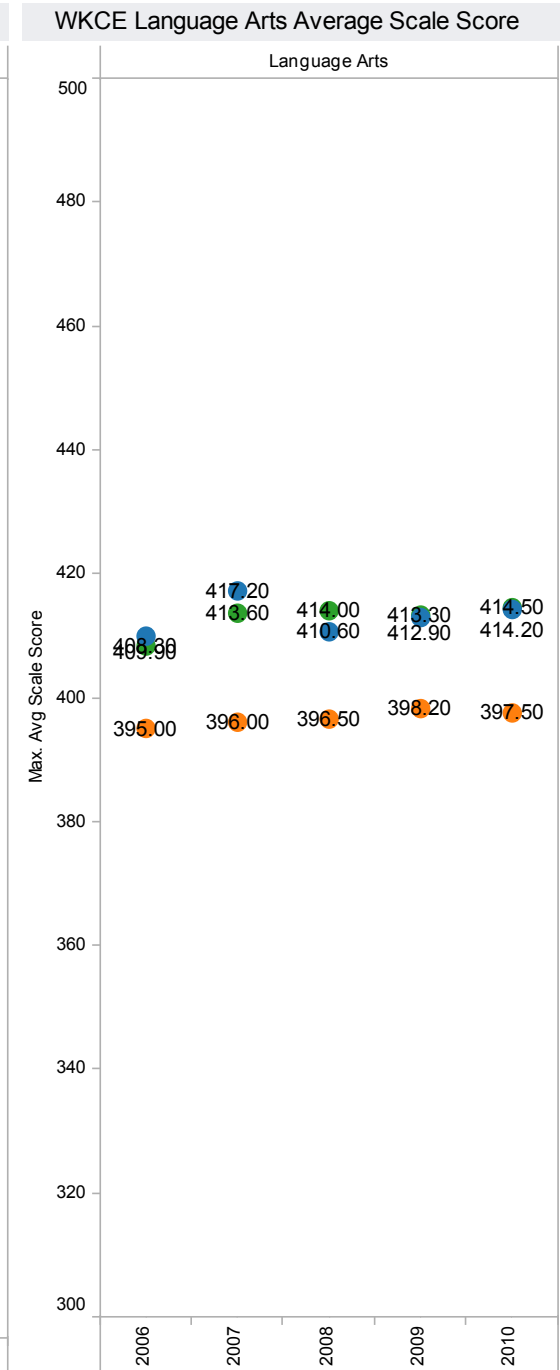
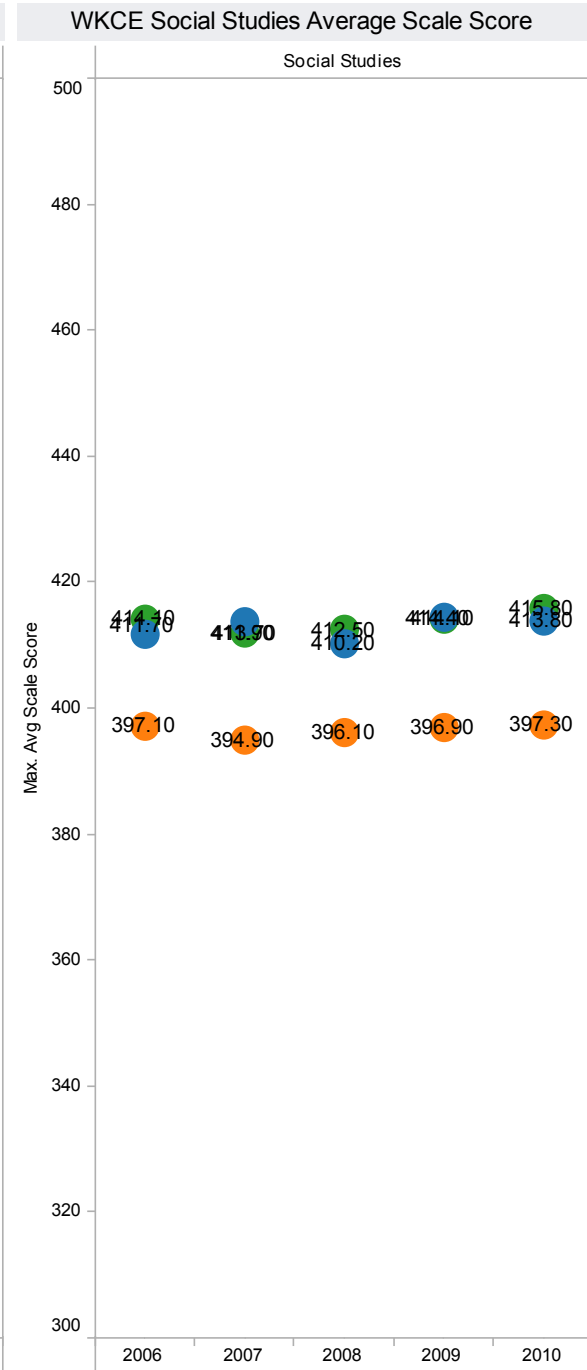
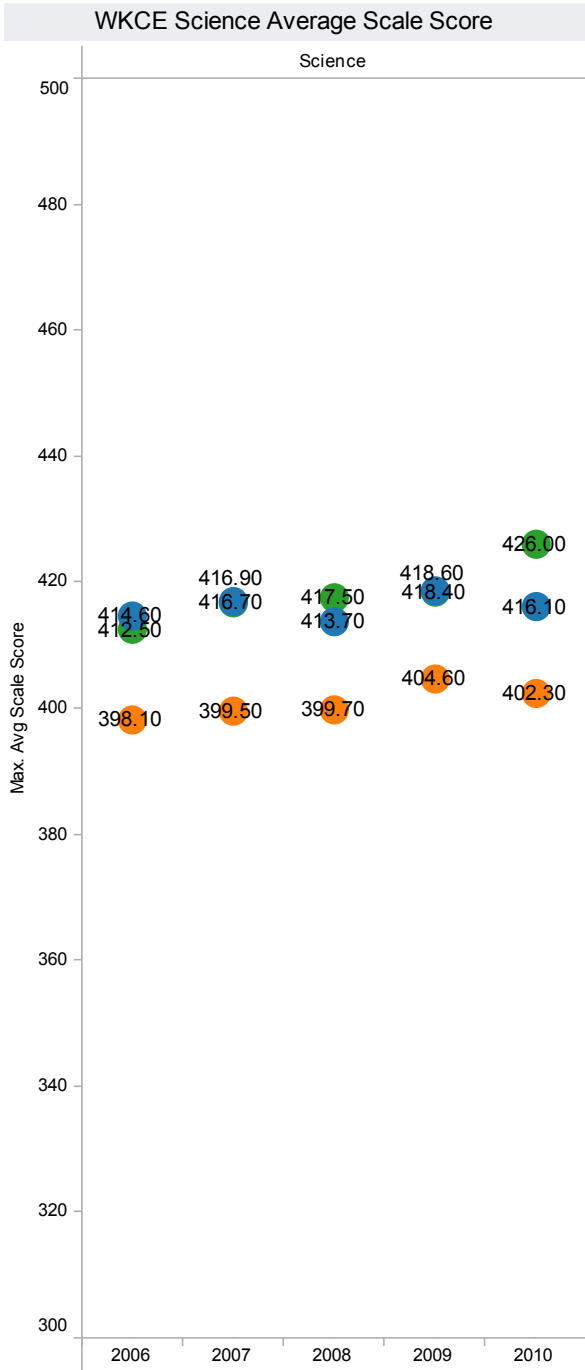
Class of 2014 WKCE Math Average Scale Score Progression



Class of 2015 WKCE Math Average Scale Score Progression



School ■ District ■ State ■ Kromrey



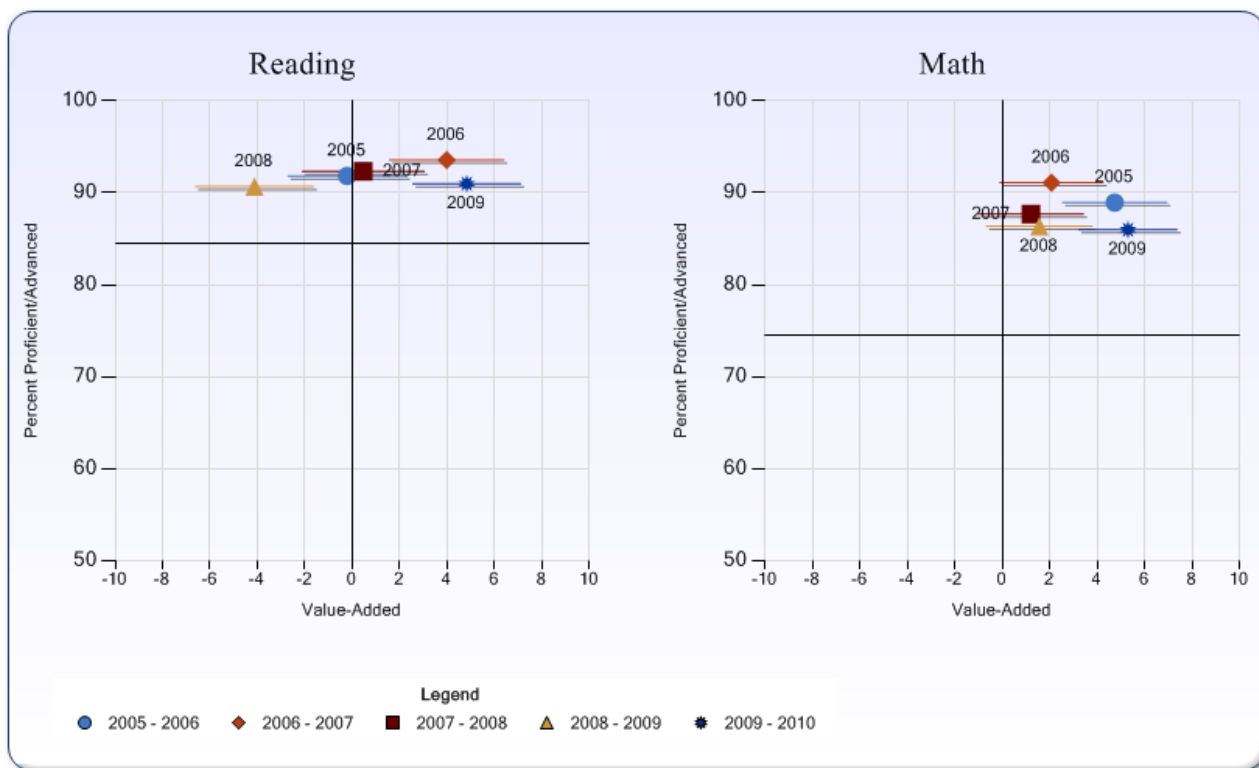


Welcome to the Value Added Reporting System. This system includes presentations of both **WKCE** and **MAP** value-added and attainment data (where applicable)

School Value Added

The charts below compare your school's student growth (value-added) in reading and mathematics to student attainment (percentage of students who meet or exceed the WKCE proficiency cutoff). Value-added scores are read along the bottom, and attainment is read along the left-hand side.

School: Test: Year: Grade Level:



Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2005 - 2006	School Avg	-0.22	91.84	-2.72 - 2.28
Math	2005 - 2006	School Avg	4.74	88.95	2.54 - 6.94
Reading	2006 - 2007	School Avg	3.98	93.58	1.56 - 6.39
Math	2006 - 2007	School Avg	2.07	91.11	-0.11 - 4.25
Reading	2007 - 2008	School Avg	0.46	92.33	-2.11 - 3.04
Math	2007 - 2008	School Avg	1.21	87.67	-1.01 - 3.43
Reading	2008 - 2009	School Avg	-4.13	90.69	-6.61 - -1.64
Math	2008 - 2009	School Avg	1.57	86.36	-0.67 - 3.80

Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2009 - 2010	School Avg	4.82	91.00	2.55 - 7.09
Math	2009 - 2010	School Avg	5.30	86.00	3.22 - 7.37

VARC is housed within the [Wisconsin Center for Education Research](#) at the [School of Education, University of Wisconsin-Madison](#).
Copyright ©2010, The Board of Regents of the University of Wisconsin System