

This page contains the OMS Pyramid of Intervention, Thread Map, Annual Planner, and June Board Report.

OZAUKEE MIDDLE SCHOOL
PYRAMID OF INTERVENTION PROCESS

Increase SUCCESS Eliminate Failure

TEACHER INTERVENTIONS

Teacher, Principal

Differentiation

Identify Learning strengths and weakness

Differentiate assignments, assessments, use flexible grouping

Environment

Reduce/minimize distractions

Mandatory after school instruction

Communication

Student conference with goal setting

Consistent use of agenda book

Parent contact

Instruction

Vary strategies

Use visuals

Use movement

Use models

Increase frequency of formative assessment

Data

Standards-Based Report Cards

MAP data

WKCE

TEAM INTERVENTION

Teachers, ITT Coordinator, Principal

ITT meeting

Parent Contact

Plan for Student Success with timeline

SASS INTERVENTION

Teachers, ITT Coordinator, Principal

ITT meeting

Parent contact

Alternate program

Read 180

Special Education Referral

**NORTHERN OZAUKEE SCHOOL DISTRICT
SCHOOL THREAD MAP**

2007-2012

THREADS	SIGNIFICANT ACTIONS				
	2007-08	2008-09	2009-10	2010-11	2011-12
LITERACY	<p>Apply previously learned reading strategies in content instruction to improve student understanding. CONTINUE</p> <p>Learn and apply 6 Trait Writing instruction across the curriculum. CONTINUE</p> <p>Refine vocabulary lists for instruction using Marzano's vocabulary instruction strategy. CONTINUE</p> <p>Begin to use all six steps of Marzano's vocabulary instruction strategy. CONTINUE</p> <p>Examine the technology standards and the use of technology in the middle school as it relates to the standards. ACCOMPLISHED</p>	<p>Continue to learn and apply reading strategies for content learning and strategies to improve students' processing of information.</p> <p>Develop common writing assessments with rubrics in Reading/Language Arts at the district level.</p> <p>Develop RAFT assignments and rubrics in Math, Science and History.</p> <p>Continue to refine vocabulary lists.</p> <p>Coordinate vocabulary lists among all subjects.</p> <p>Teachers will use all six steps of Marzano's vocabulary instruction strategy.</p>	<p>Continue Professional Development to improve students' ability to read and process information in content areas.</p> <p>Apply common writing assessments for each grade level.</p> <p>Develop RAFT assignments and rubrics in Math, Science and History.</p> <p>Common Practice</p> <p>Common Practice</p> <p>Common Practice</p>	<p>Form study groups and use resources from The Professional Toolbox.</p> <p>Evaluate and refine common writing assessments for each grade level.</p> <p>Common Practice</p> <p>Study best practices in the teaching of listening and speaking skills.</p>	<p>Form study groups and use resources from The Professional Toolbox.</p> <p>Continue to evaluate and refine common writing assessments for each grade level.</p> <p>Implement best practices in the teaching of listening and speaking skills.</p> <p>Create rubrics to assess listening and speaking skills.</p>
	LEARNING	<p>Learn and apply Understanding by Design and Differentiated Instruction in designing units of instruction and assessment.</p> <p>Import Essential Learning in Eclipse</p>	<p>Continue to learn and apply Understanding by Design and Differentiated Instruction in designing units of instruction and assessment.</p>	<p>Evaluate and refine units of instruction based on Understanding by Design and Differentiated Instruction.</p>	<p>Develop cross-curricular units of study for each grade level.</p> <p>Share</p>

	<p>curriculum mapping program.</p> <p>Design and partially implement standard-based report cards including rubrics. COMPLETED ONE UNIT</p> <p>Evaluate grade level reading lists and develop an initial summer reading list. CONTINUE</p>	<p>Refine curriculum work in Eclipse and tie it to Standards-Based Report Cards.</p> <p>Fully implement standard-based report cards and rubrics.</p> <p>Refine and implement summer reading list.</p>	<p>Utilize all appropriate categories from Eclipse Data Program to improve instruction and student achievement.</p> <p>Evaluate and refine standard-based report cards and rubrics.</p> <p>Teachers trained in Pollock's Lesson Design in Unit Design and Eclipse.</p>	<p>curriculum maps.</p> <p>Continue to improve Lesson Design.</p> <p>Continue to evaluate and refine standard-based report cards and rubrics.</p>	<p>evaluate curriculum maps and make appropriate adjustments.</p> <p>Common Practice</p> <p>Continue to evaluate and refine standard-based report cards and rubrics.</p>
THINKING	<p>Learn and apply Bloom's Taxonomy to planning, instruction and assessment. NOT ADDRESSED</p> <p>Begin to have conversations regarding student work based on curriculum benchmarks and rubrics. CONTINUE</p>	<p>Learn and apply Bloom's Taxonomy in planning, instruction and assessment.</p> <p>Regularly discuss student work based on curriculum benchmarks and rubrics.</p> <p>Use strategies that teach students to reflect on their learning.</p>	<p>Common Practice</p> <p>Common Practice</p> <p>Refine strategies that teach students to reflect on their learning.</p>	<p>Begin to develop instructional units using Constructivist Learning Theory.</p> <p>Common Practice</p>	<p>Apply Constructivist Learning Theory in all aspects of their teaching when applicable.</p>
SCHOOL CULTURE	<p>Incorporate Character Trait Policy language into Honor Level program. COMPLETE</p> <p>Coordinate 6 Trait writing assignments across subject levels. CONTINUE</p> <p>Identify impact of Character Trait Policy and Dress Code Guidelines upon</p>	<p>Re-evaluate Honor Level program and make appropriate adjustments.</p> <p>Highlight quality student work through public posting.</p>	<p>Common Practice</p> <p>Common Practice</p>		

	<p>school culture. REMOVE/DEVELOP AS DISTRICT POLICY</p> <p>Participate on the District Data Council and School Data Council. Resources will be:</p> <ul style="list-style-type: none"> • Item analysis of WKCE • Analysis of MAP RIT score trends <p>CONTINUE</p> <p>Celebrate student success in a public forum.</p>	<p>Analyze data to direct and improve student achievement. Resources will be:</p> <ul style="list-style-type: none"> • Item analysis of WKCE • Analysis of MAP RIT score trends • Eclipse Data Program • Standards based report cards <p>Common Practice</p>	Common Practice		
AUTHENTIC WORK			Begin the conversation of Authentic Work	Analyze and refine Authentic Work assignments and assessments for improvement.	Common Practice
COMMUNITY, FAMILY, and SCHOOL	<p>Work with parents and community members to establish Wednesday Clubs for student enrichment. COMPLETE, WILL CONTINUE</p> <p>Continue Parent Advisory Council.</p> <p>Represent OMS with one teacher and principal at each PTR</p>	<p>COMMON PRACTICE</p> <p>COMMON PRACTICE</p> <p>Represent OMS with one teacher and principal at</p>			

	meeting. CONTINUE	each PTR meeting.			
--	----------------------	-------------------	--	--	--

**NORTHERN OZAUKEE SCHOOL DISTRICT
SCHOOL SMART GOALS
ANNUAL PLANNER**

YEAR: <input type="checkbox"/> 2007-08 <input checked="" type="checkbox"/> 2008-09 <input type="checkbox"/> 2009-10 <input type="checkbox"/> 2010-11 <input type="checkbox"/> 2011-12 THREAD: <input type="checkbox"/> Literacy <input type="checkbox"/> Learning <input type="checkbox"/> Thinking <input type="checkbox"/> School Culture <input type="checkbox"/> Authentic Work <input type="checkbox"/> Community, Family, and School
--

SIGNIFICANT ACTION	MEASURABLE RESULTS	TIME BOUND	ATTAINED?
LEARNING Practice and reflection on Understanding by Design – Essential Understandings, Essential Questions, Essential Learnings, Assessment and Standards-Based report cards	Students will be able to identify Essential Learning in each course. Students will demonstrate proficiency in unit concepts and vocabulary. Students will learn to reflect on their learning. Students will respect their learning and become motivated to learn. Students will better understand what they need to know and are able to do for each of their courses.	Teachers: On-going. Students: On-going. Teachers: Wednesday Professional Development. Paid Curriculum time outside of school day Students: On-going.	<input type="checkbox"/> Yes <input type="checkbox"/> No
THINKING Introduction of higher-level thinking using Bloom’s Taxonomy as the framework.	Students will use Knowledge and Understanding to Apply, Analyze, Synthesize, and Evaluate information as evidenced through daily work and assessments.	Teachers: Trimester 1 Early Release Students: On-going.	<input type="checkbox"/> Yes <input type="checkbox"/> No
LITERACY Teachers continue training, practicing and reflecting on their use of 6 Trait Writing. Teachers discuss student work and refine their assessment skills.	Students will demonstrate grade level proficiency in each of the 6 Traits.	Teachers: Trimester 2 Early Release Last Team Wednesday of the month. Students: On-going.	<input type="checkbox"/> Yes <input type="checkbox"/> No
LITERACY Teachers continue training in Reading Strategies and Student Engagement. Teachers use these strategies in	Students will use text books and other literature to gain information and apply their learning. Students will be engaged in learning. Students will use Brain Gym as a	Teachers: Wednesday Professional Development as time permits Students: On-going	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>their teaching. Teachers will incorporate Brain Gym as a strategy to improve student focus.</p>	<p>strategy to improve their focus for learning.</p>		
<p>LITERACY</p> <p>Teachers continue to refine vocabulary lists and embed the vocabulary and the system in their instruction.</p> <p>Teachers use all six steps of Marzano's vocabulary instruction strategy.</p>	<p>Students will be able to identify essential vocabulary for each instructional unit.</p> <p>Students will learn and use essential vocabulary for each instructional unit.</p>	<p>Teachers: On-going</p> <p>Students: On-going</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>SCHOOL CULTURE</p> <p>Teachers will increase their practice of using data to drive instruction.</p> <p>Teachers will voluntarily learn specific strategies to help them collect data, help students use the data, and use it themselves to improve instruction.</p>	<p>Students will receive instruction based on data analysis.</p>	<p>Teachers: School Data Council – one time per trimester</p> <p>Select teachers: On-going</p> <p>Students: On-going</p>	
<p>SCHOOL CULTURE</p> <p>RaM will be structured to incorporate reading, math, vocabulary practice, read-aloud, character education, and mentoring.</p>	<p>Students will have value added to their day through academic and social/emotional support.</p>	<p>Teachers: On-going</p> <p>Students: On-going</p>	
<p>AUTHENTIC WORK</p> <p>None at this time.</p>			
<p>LEARNING - PROJECT</p> <p>Reading/Language Arts teachers and English teachers will discuss literacy. A middle school book list will be one of the results of these discussions.</p>	<p>Students will read one selection from the reading list over the summer.</p>	<p>Teachers: Trimester 3</p> <p>Students: Summer 2009</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>COMMUNITY, FAMILY and SCHOOL - PROJECT</p> <p>Develop an effective plan to decrease bullying.</p>	<p>Fewer incidents of bullying reported.</p> <p>Improvement in students solving their won social problems.</p>	<p>Principal: All year</p> <p>Students: All year</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

Narrative Ozaukee Middle School
June 2008 End-of Year Report

As I reflect on the 2007-2008 year at the middle school, I find myself connecting to the principles in Tom Collins Book, *Good to Great*. We are very close to having the right people on the bus in the right seats. The “fly wheel” effect is evident in many, but not all practices. Teachers have implemented common procedures for management and learning. Many students are actively engaged in learning in many classrooms; all students must have that opportunity to engage in all classrooms. During the 1st trimester Early Release days, teachers read and discussed *Integrating Differentiated Instruction and Understanding by Design*. Personal and relevant discussions occurred about what matters in teaching, what matters in learning, teaching and learning in diverse classrooms, and lastly, grading and reporting achievement. These discussions laid the groundwork for fine-tuning curriculum and identifying what students need to know and be able to do. Eventually, this work was laid out in Eclipse, the district curriculum mapping tool. This curriculum work will be reviewed and refined annually. The book discussions and Eclipse work led to necessary discussions about standards-based reporting. In the last trimester, there was a clear feeling of intensity among the middle school staff as they grappled with the important work that resulted in each teacher developing one unit of instruction, assessed and reported in standards-based form. The task before us, trimester by trimester, is to develop standards-based instruction, assessment, and reporting for all instruction. Although there is much work to be done, we could not have accomplished these important tasks, without a culture that supported risk-taking, collaboration, and growth. Teachers were also accountable for their part in addressing the threads of the Framework for Continual Improvement referenced in the attached document.

With the additional staff member at the middle school important curricular needs have been met. The teacher in this position serves sixth, seventh and eighth graders. He teaches two Exploratory classes, Brick Lab and Discover Lab. He taught a skills class for seventh grade students that gave a real-world application to math by infusing economic principles. He also taught an 8th Grade Seminar which focused on careers, research, and the creation and presentation of personally chosen research projects using Bloom’s Taxonomy as the framework.

This reflection would not be complete without a celebration of (WOW Wonders On Wednesday). Parents and community members gave of their time and talents to provide students with real-life experiences they could not have had otherwise. There was a new sense of energy every Wednesday afternoon as moms, dads, and community volunteers took over the classrooms.

The work the middle school did this year was hard, but important. Next year, we will build upon what we have done this year and expect that “flywheel” to create more momentum.