

# Schweinfurt Middle School School Profile 2006-2011



**Dr. George P. Carpenter**  
Principal

**Schweinfurt Middle School**  
**CMR 457**  
**APO AE 09033**  
**DSN 354-6813**  
**CIV 09721-804301**

<http://www.schw-ms.eu.dodea.edu/>

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### **7<sup>th</sup> Grade Team**



### **8<sup>th</sup> Grade Team**



### **School Profile Development**

This is the Standard Operating Procedure for our Continuous School Progress (CSP) in-services. Our approach is clarified by the agenda and explanation of team selections below. Our entire staff meets early in the school year to review where we have been, where we are, and where we need to go. The CSP Leadership Team assigned teams and team leaders based upon expertise and interest.

#### Environmental Scan Team

Linda Sanborn (ET and 21st Century Skills Professional Developer)

Diane Schmidt (Information Specialist)

Lucille Torres (LI Assistant with Math/Engineer Degree)

Heribert Hieke (German and Adventure Curriculum Instructor)

#### Survey Team

Holly Gysin (6th Grade Science Teacher and Jason Project Manager)

Carrie Wolfe (6th Grade Social Studies and Reading/Yearbook Teacher)

Fran Erwin (PE Teacher)

Sarah Sanchez (Student Representative-NJHS President and Student Council Vice-President)

Sarah was very insightful regarding a recent student body survey regarding their perceived academic strengths and needs.

#### Standardized Testing Team

Fred Conrad (Counselor, AVID Site Team Coordinator, and Student Council Sponsor)

Howard Prielipp (Band and Chorus Teacher)

Juanita Wilson (7th Grade Language Arts Teacher)

Becky Atterberry (8th and 7th Grade Language Arts Teacher)

Tiffany Wilson (6th Grade Language Arts and After School Math)

Donna Walker (7th Grade Science and Health and OM Instructor)

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### Local Assessment Team

Troy Purdin (SIP Chairperson, 8th Grade Team Leader, AVID, Business Enterprise, Math Support, Research Project Teacher)

James Hammond (8th Grade Math/Science/Algebra Teacher)

Steve Richman (7th/8th Grade Math Teacher and After School Math)

Dan Wilson (6th Grade Math Teacher)

Sarah Maka (Reading 180 and Gifted Education)

Darlene Edgar (6th Grade Reading, ESL, After School Reading, and Golden Knights Coordinator)

### Local Insight Team

Dr. Eldrenna Durham (School Principal)

Pinkie Hall (Computer Applications/Keyboarding teacher, School Home Partnership, and Military Spouse)

Lily Bagtas (School Nurse and 215 Health and Wellness Coordinator)

Chris Bradford (8th Grade Social Studies and Spanish Teacher, OM Instructor)

Hilda Wojack (Parent Volunteer and 2005-06 PTSA President)

### Existing School Data (Instruction) Team

Nancy Dauber (7th Grade Team Leader, 7th Grade Social Studies and Art Teacher)

Karen Rose (6th Grade Team Leader, 6th Social Studies Teacher, NJHS Sponsor)

Julia Vandall (LI Teacher and CSC Chairperson)

Teams report back to the entire staff what they learned and work accomplished.

Decisions are made by consensus at this time or soon after through grade level deliberations if consensus could not be reached.

## **Mission Statement**

### **DoDEA Vision**

Communities investing in success for ALL students

### **DoDEA Mission**

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

### **Bavaria District Mission**

It is the mission of the Bavaria District to guide and facilitate educators to increase and improve the use of the DoDEA content and performance standards. These standards will serve as their foundation for selecting and implementing effective instructional strategies and appropriate assessments activities that will be used to guide and inform instruction to maximize learning and achievement for all students.

### **Schweinfurt Middle School Mission Statement**

Schweinfurt Middle School will engage all students in meaningful experiences that develop 21<sup>st</sup> Century Skills, preparing them to be successful and responsible citizens in a technological, global society.

### **Guiding Principles in Support of the School Mission Statement**

1. Integrate Core Subjects and 21<sup>st</sup> Century Themes.
  - Core Subjects include Language Arts (Reading and Writing, World Languages, Arts, Mathematics, Economics, Science, Geography, History Government and Civics).

Idea is to promote higher understanding of academic content by weaving 21<sup>st</sup> Century Interdisciplinary Themes into core subjects:

- Global Awareness
  - Financial, Economical, Business and Entrepreneurial Literacy
  - Civic Literacy
  - Health Literacy
2. Practice Learning and Innovation Skills.
    - Creativity and Innovation
    - Critical Thinking and Problem Solving
    - Communication and Collaboration
  3. Incorporate Information, Media, and Technology Skills.
    - Information Literacy
    - Media Literacy

- ICT (Information, Communications and Technology) Literacy

#### 4. Promote Life and Career Skills.

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### **Unique Local Insights**

#### **Core Commitments & Beliefs**

Teaming and professional development are extremely important educational concepts and dominant characteristics of Schweinfurt Middle School. Decisions are data driven and are derived through collaboration among faculty, community members, parents, and students. Multiple teams utilize common communication tools to insure inclusion of all stakeholders in decision-making.

#### **Continuous School Progress Leadership Team**

The Continuous School Progress Leadership Team was assembled to insure diverse representation and wide share of the responsibilities. The team meets regularly to plan in-services geared toward updating the school profile, analyzing data, selecting goal(s), and creating and implementing interventions. The School Profile and Action Plan are also posted on the common drive; so all faculty members have regular access.

#### **Profile and Intervention Teams**

The Profile and Intervention Teams involved the entire staff. Staff members were assigned areas where they were most involved or had an identified strength. Team leaders were selected who facilitated the work and coordinated efforts with the SIP Chair. The distribution of responsibilities among staff also infuses a better overall understanding of the process in general and how it relates school-wide.

#### **Grade Level Teams**

All faculty members are part of a Grade Level Team that meets regularly during specified blocks. Agendas and minutes are of a common theme with a portion of each meeting devoted to the CSP. Information is disseminated weekly through distribution of Team Minutes. These are sent out via e-mail and are posted on the edcommon drive.

#### **Curricular Teams**

All faculty members are also part of a Curricular Team to discuss and share information pertinent to their content area. Topics of discussion include; identifying curriculum standards, identifying expectations from the Criterion Referenced Tests, promoting achievement of Curriculum Integration, reviewing data, and lesson planning. One focus of these teams was school-wide math activities. See the “Math Matters” folder for a summary and examples.

### **Professional Development**

All in-services are planned with the goal of promoting high student achievement by maintaining a learning community. Areas identified by the staff interests are utilized to plan and conduct professional development through grade level teams and study groups after school. Teachers are able to obtain academic credit for these courses. We continually work on improving our instructional practices as they relate to Middle School Students. This goal requires active participation from our community. Community members, parents, and students join our faculty during our in-services to ensure all stakeholders are involved in the CSP.

During SY 2005-06, our school-wide professional development focus was improving the effectiveness of teaming. National Middle School Association materials were used to develop common teaming language and focus teams more toward integrating curricula, teaching of standards, and making consensus based decisions. [TOC](#)

During SY 2006-07, the focus centered on 21st Century Skills. The research on 21<sup>st</sup> Century Skills served as the basis of our environmental scan and guided development of our current mission statement and grade-level-integrated-project-based experiences for students.

Grade Level Teams planned and executed real project based learning experiences throughout the year through the following:

Grade 8: Entrepreneurial practice with focus on teamwork and leadership, problem solving, and personal accountability and responsibility.

Grade 7: Environmental awareness and civic literacy.

Grade 6: Jason Project.

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## **Core Curriculum & Standards**

Our school curriculum is based on DoDEA standards. Teachers are using the standards to guide instructions and lesson plans are developed based on the standards. Assessments are aligned to reflect the standards in our core curriculum and to the standardized testing. Teachers discuss the standards to be used in each class, and students are asked to articulate the standards. Standards are posted in all classrooms.

## **Character Development**

In SY 2001-02, our staff developed the Guiding Principles of Behavior during team meetings and entire staff professional development. Our staff recognized the need for students to maintain self-directed behavior and we worked with each Round Table Advisory to gather data and input from students for developing Guiding Principles of Behavior. These principles were implemented at the beginning of SY 2002-03. By adhering to the Guiding Principles of Behavior, the students accept responsibility for their own behavior.

### Character Guiding Principles

Due to the high rate of deployment in this community, consistent expectations of behavior were important. The principal and staff determined that a program was needed to proactively address student behaviors. Implementation of the principles focused on student self-directed behavior, lowering the incidences of bullying, and improving student behavior.

Two students worked as a team to design a “knight” that was chosen and used on the “Golden Knights” t-shirts and sweatshirts. In order to build upon the “Golden Knight” theme, staff discussed with the students the definition of good character. Students worked in their advisories to brainstorm positive qualities needed to be a Schweinfurt “knight.” Once this was completed, a school-wide contest was held to create a slogan to encourage students to take ownership of the Guiding Principles of Behavior.

Working through the advisories and grade level teams a combination of student ideas was implemented. The final outcome resulted in the acronym PRIDE standing for preparation, respect, integrity, determination, and effort. “PRIDE” is displayed throughout our school.

A rubric was developed to inform the students of the criteria needed to become a “Golden Knight”. The criteria include making the honor roll for two consecutive quarters, no more than two detentions, no office referrals or suspensions, and no problems within the community. Once a student has achieved the “Golden Knight” status they are required to complete two hours of community service per quarter to remain in good standing. “Golden Knights” are easily identified through their exemplary behavior and earned yellow and black shirts. They are the “PRIDE” of our school.

Our discipline programs are focused on behavior modifications to reward positive behavior and redirect or change negative behavior. Grade level team leaders counsel the students and communicate with parents.

## **Student Leadership Opportunities**

- Student Council plans and facilitates events such as PRIDE Idol talent show.
- NJHS plan and present semester awards and NJHS induction.
- Selected 7<sup>th</sup> graders attend Junior Leadership Conference and participate in CSP.
- Students actively participate in Diversity Programs. [TOC](#)

- Leadership is modeled and taught in classroom and team projects.

**Student Recognition of Success**

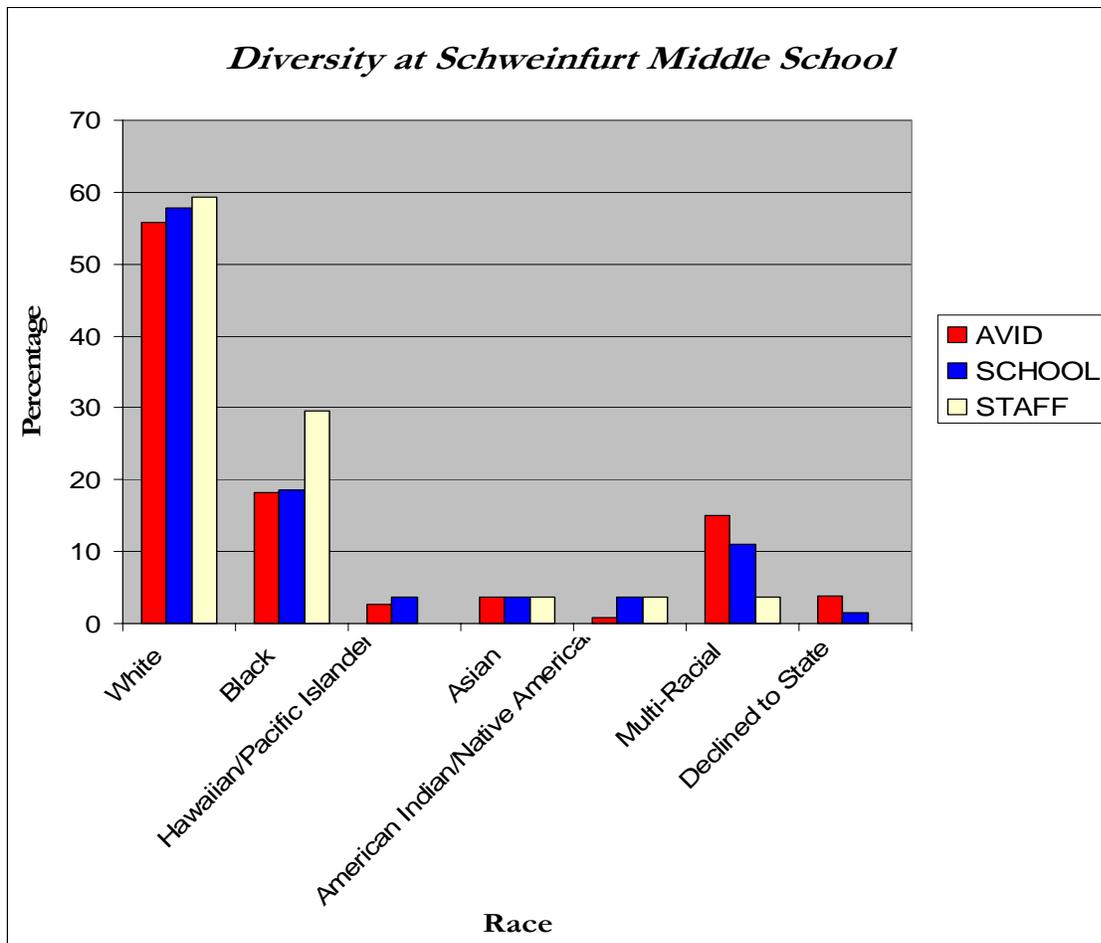
The reward programs, Golden Knights, Success Cards, Students of the Month, Semester Awards, Team PRIDE Awards, Community Activities Recognition, NJHS, and Sharing/Posting Student Work are structured to provide many opportunities for student recognition.

**Diversity**

Schweinfurt Middle School values and celebrates the diversity of our staff and students.

Programs celebrating diversity are planned and provided for all students. These programs serve to educate our community, foster pride and self-esteem, and celebrate cultures. Our 2006-07 Black History and Asian Pacific Celebrations were highlighted on AFN and the Schweinfurt Dispatch. PTSA and the military community support these programs.

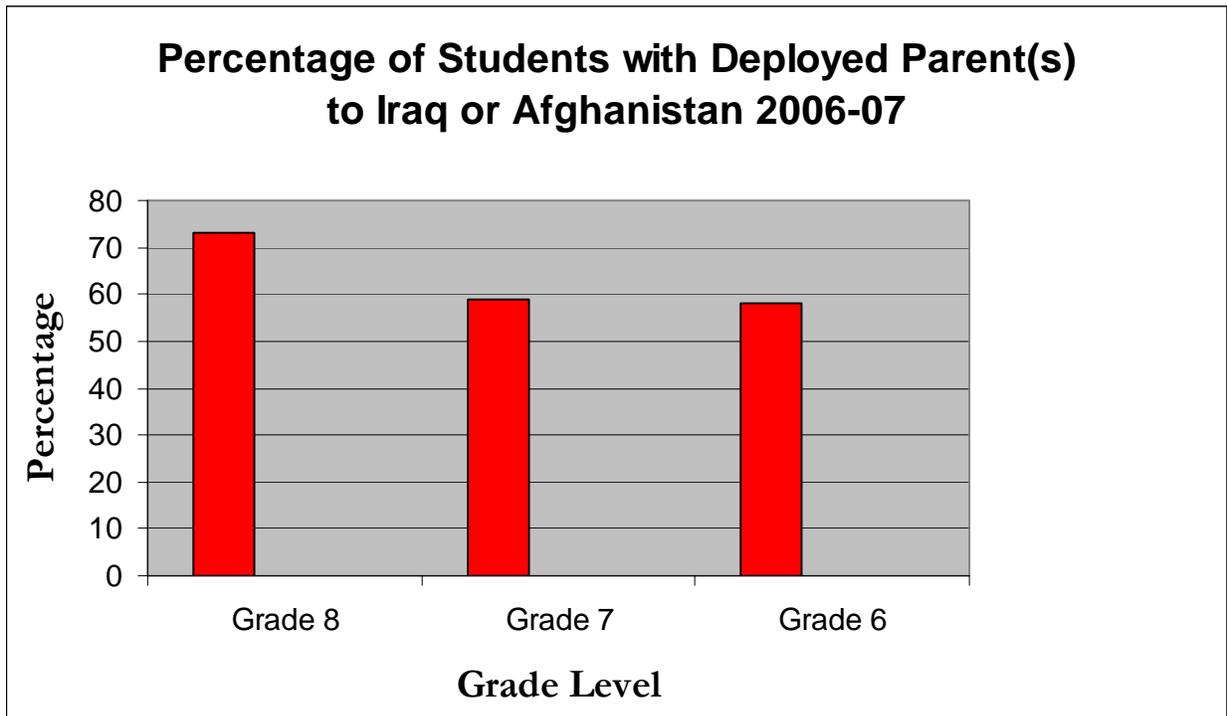
Staff, Student Body, & AVID Diversity



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## Deployment

The majority of our students' parent(s) were deployed for all or part of school year 2006-07. In August 2006, the first round of soldiers deployed for Iraq. In spring of 2007, 1/91 deployed to Afghanistan and an announcement was made that the tours in Iraq and Afghanistan were extended to 15 months. The deployments will extend into SY 2008-09. We had three staff members whose spouses were deployed. In the past eight years, our community has experienced three other deployments (Kosovo, Afghan, Iraq OIF1).



Shortly after the soldiers deployed, the staff noticed attention seeking behaviors to include parents and students requiring more meetings, counseling, and activities.

To address these issues, the staff collected information on deployed parents and used this information to make teacher and team decisions.

SAC initiated the battle buddies program in conjunction with the elementary school. This program involves students from the middle school mentoring students in the elementary school.

The Alcohol Substance Abuse Counseling Services (ASACS) provided group and individual counseling services.

Schweinfurt Middle School engaged in a partnership plan with 9<sup>th</sup> Engineer Brigade. They taught students a variety of soldiering skills, coordinated presentations by other community organizations, communicated with the soldiers down range, and participated in field trips and facilitating a pen pal programs. This partnership is on-going.

Video clips of students were e-mailed to parents down range.

## **After School Programs**

In order to increase student achievement and provide additional opportunities for students after-school programs are organized and structured. Offerings include:

- Math and Reading Enrichment (set up to support 40<sup>th</sup> percentile and below for math and 40-60 % in reading)
- Odyssey of the Mind and Math Counts (to challenge the students)
- 2-1-5 Health and Wellness Program (nutrition, mental and physical health)
- Intramural Sports
- National Junior Honor Society
- Student Council
- Music Enrichment
- Homework

## **AVID**

The AVID Program is structured to enhance and increase leadership opportunities for students to take responsibility for their own education. The program is certified with “Distinction” and treated as a college preparatory class/program.

## **Counseling and ASACs**

Counseling is provided at school with community partners such as ASACs. Grade level teams identify students who need extra support so they can succeed in the school environment. There is a collaborative effort to include parents and referrals are made to outside agencies.

## **School and Community Partnerships**

The school and community have formed strong partnerships through these organizations.

### **9<sup>th</sup> Engineer Brigade**

We coordinate with the USAG Schweinfurt Support Battalion and our support unit (9<sup>th</sup> ENG) to ensure high student achievement and a safe school environment. The 9<sup>th</sup> Engineers were instrumental in 2006-07 in the aspects of the Grade 21<sup>st</sup> Century Skills Projects, field trips, communications with soldiers/parents downrange, and an 8<sup>th</sup> grade pen pal project with a partnership school in the states. This partnership continues.

### **Middle School Zone**

We coordinate, plan and create activities jointly to provide programs and activities for the students. We work closely together with “The Passport to Manhood” and “Smart Girls” programs in conjunction with the Middle School Zone to promote character, citizenship and teamwork. This partnership culminates with the Spring Formal.

### **PTSA**

Parent Teacher School Association was formed to support and enhance the objectives of the school. The PTSA continues to bring parent involvement into the school.

Some of these programs are the Fall Book Fair, Spelling Bee, Spring Book Fair/Read Across America, Family Fun Nights, and Flea Market. [TOC](#)

## **SAC**

Many decisions are presented to our School Advisory Committee for clarification, further deliberation and support. The SAC was instrumental in providing documentation to the DSO to gain funding for additional extra-curricular activities.

## **Health Clinic**

The USAG Health Clinic supports our school on health and wellness programs such as the 2-1-5 Health and Wellness program and school-wide immunizations.

## **Open Door policy**

Parents are encouraged to visit their child's classroom and to volunteer in different areas and departments of the school such as the cafeteria, nurse, information center, and classrooms

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## **Instructional Data**

### ***DoDEA Surveys***

#### Student Surveys (graphs on Page 13)

##### *Analysis of Data*

The approved DoDEA student surveys were administered in May of 2007, with a return rate of over 95 percent.

Results of the grade level surveys were extremely similar.

Students overwhelmingly felt that school personnel were willing to assist students when needed.

The 8<sup>th</sup> graders were the most undecided about being ready for the next level. We expect this could be expectations of moving on to high school.

Students overwhelmingly feel safe at our school.

Most students feel discipline, to include bullying, is handled quickly and fairly manner.

Students indicated most that teaching was the best strategy to eliminate bullying.

96% of students responded that our school openly invites parent(s) to take part in school related events and most indicate knowledge of weekly or monthly school to p[aren't communications.

##### *Implications for Student Performance Goals*

The survey was not designed to provide feedback directly related to our student performance goals. However, the results do indicate that we are being successful in our initiatives to provide a learning, caring, safe, and inviting school culture; necessary for school improvement.

#### Parent Surveys (graphs on Page 15)

##### *Analysis of Data*

The approved DoDEA student surveys were administered in May of 2007, with a return rate of almost 65 percent.

Results of the grade level surveys were extremely similar.

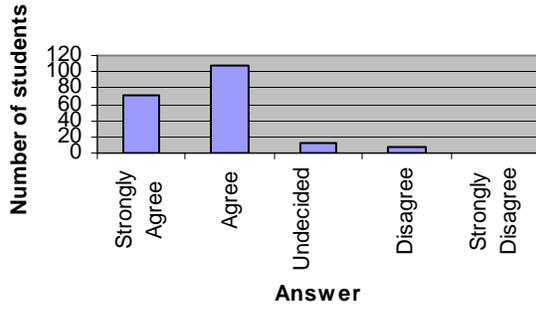
Parents generally feel the school provides assistance for their children and is preparing them well for the next level. They are also pleased with discipline at the school and overwhelmingly feel the school is a safe place for their children. They feel very invited, welcomed, and valued in the school.

Perceptions of frequency of communications between parent and school might indicate we need to provide more often and valuable information and feedback to students and their parents

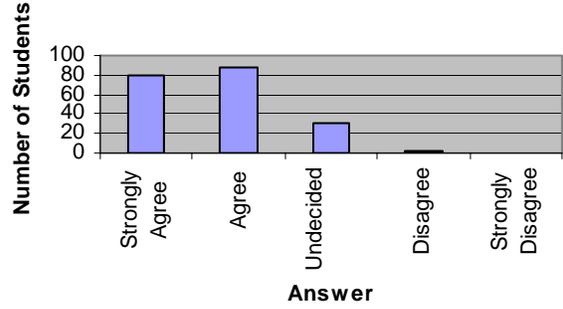
##### *Implications for Student Performance Goals*

The top three areas parents thought the school should be placing emphasis were problem solving (78 % of these responses were mathematical reasoning and problem solving), reading, and writing in order of greatest to least. This provides additional rationale for choosing our two student improvement goals of reading and mathematics.

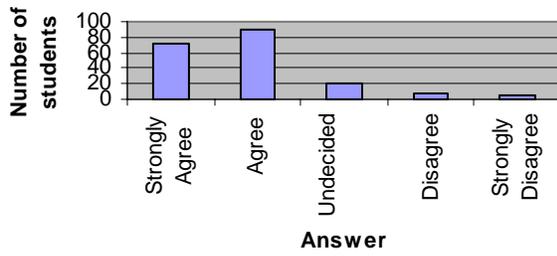
1. When I need help with my school work, someone at school is available to help me.



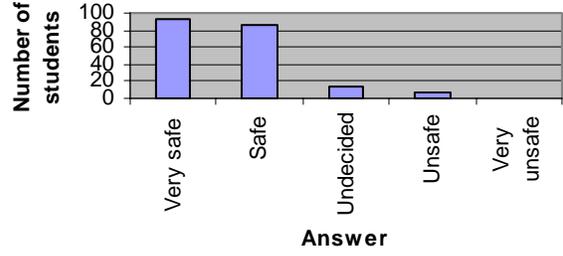
2. This school is preparing me well for the next grade.



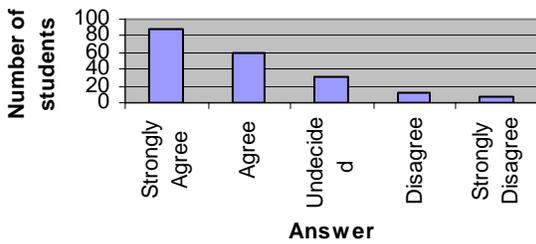
5. My school maintains good discipline.



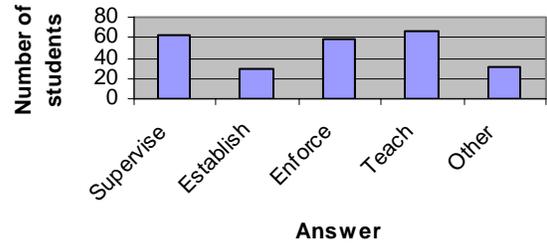
6. How safe do you feel at school?



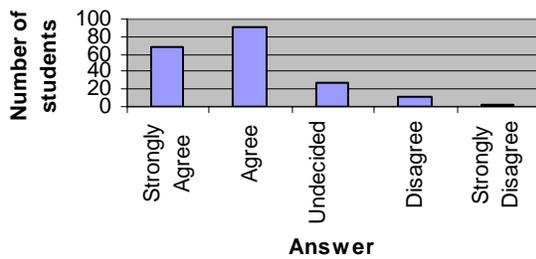
9. My school deals appropriately with students who bully other students.



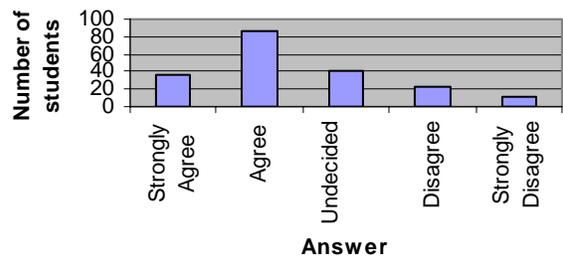
10. What can teachers and administrators do to help stop bullying?



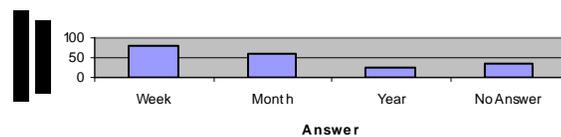
11. Discipline problems are handled quickly at my school.

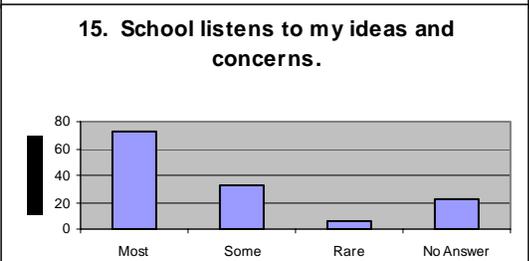
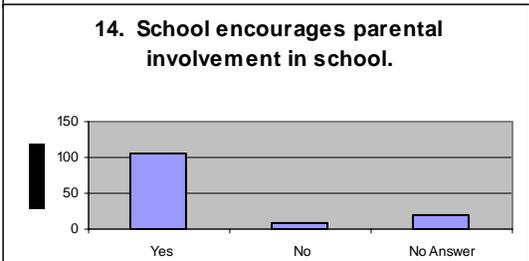
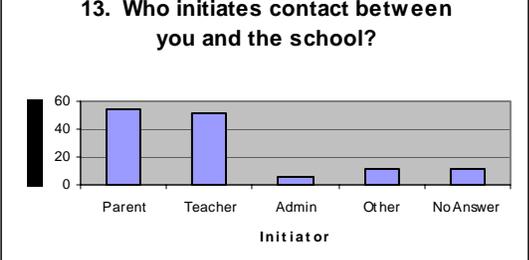
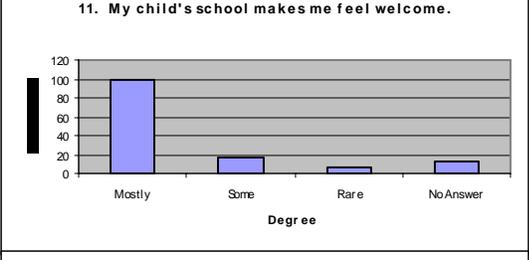
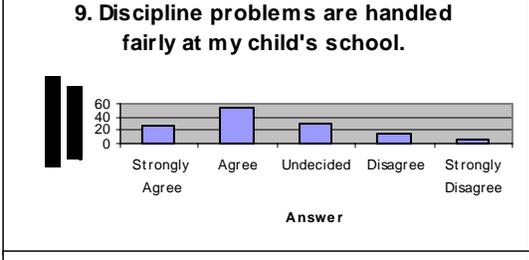
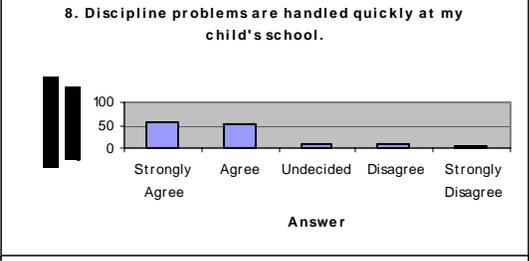
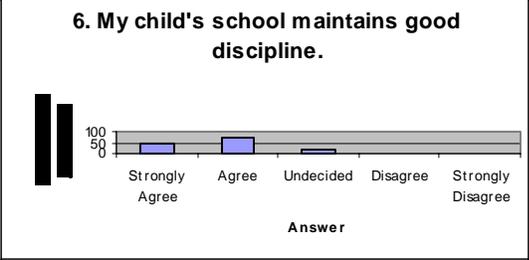
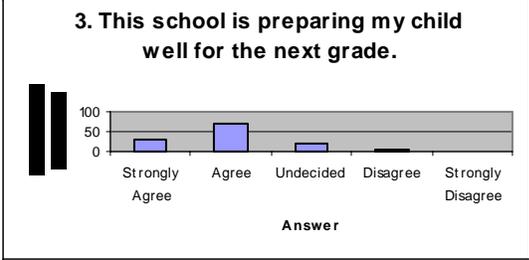
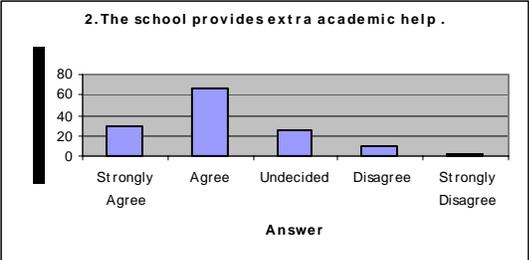
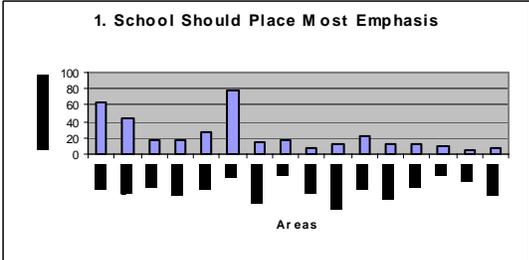


12. Discipline problems are handled fairly at my school.



14. How often does the school communicate with your parent(s)/guardian(s)?





## **Student Data (Reading and Language Arts)**

### **Communication Arts**

#### **Terra Nova**

##### **Analysis of Data**

SY0607 only 8<sup>th</sup> graders scored 75% or higher in either total reading or total language arts with 76.3% in reading.

At all grade levels students scored higher in total reading than in total language arts (for 8<sup>th</sup> grade - 76.3/65.5; 7<sup>th</sup> grade - 60/53.3; 6<sup>th</sup> grade - 76 and 66.3). The least disparity is at grade six.

In reading there are four subcategories and students were mostly lower in two, identifying reading strategies and evaluating/extending meaning, than basic understanding and analyzing text except at grade eight where students were lower in analyzing the text than in evaluating/extending meaning. (Identifying reading strategies was a weakness at all grade levels.)

In language arts there are three subcategories and students were uniformly lowest in editing skills as opposed to writing strategies and sentence structure.

The only subcategories with scores at 75% were in basic understanding in last year's 8<sup>th</sup> and 6<sup>th</sup> grade classes and analyzing text at the 7<sup>th</sup> grade level.

In language arts there are three subcategories and students were uniformly lowest in editing skills as opposed to writing strategies and sentence structure.

Students were almost equally low in the lowest subcategory of language arts (editing skills) as in the two average lowest subcategories of reading.

<b>Grade</b>	<b>Language Arts</b>	<b>Reading Strategies</b>	<b>Reading (Evaluate/Extend)</b>
<b>6/7</b>	<b>61.5</b>	<b>61</b>	<b>61</b>
<b>6/7/8</b>	<b>61</b>	<b>62</b>	<b>66</b>

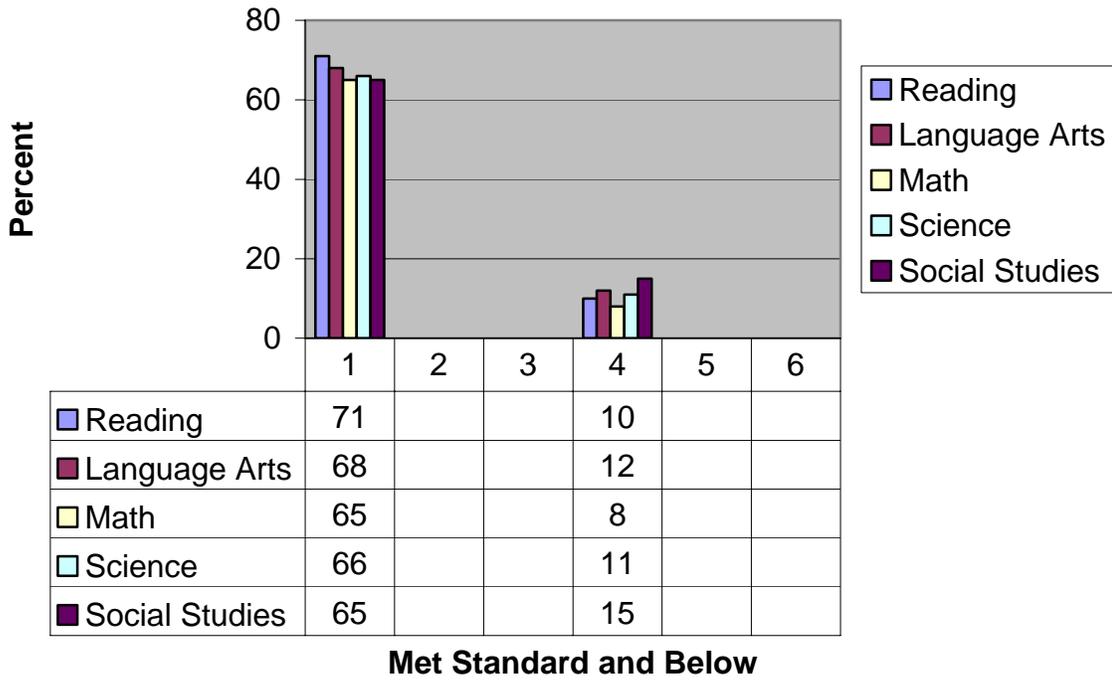
Results from the 2006 Communication Arts Criterion-Referenced Test given only at the 8<sup>th</sup> grade level were compared to 8<sup>th</sup> grade Terra Nova results. At each subtest level except one, the scores were either identical or extremely close. The exception was in the subcategory of writing fluently/editing and the disparity was 14.5% (78% v. 64.5 respectively). An explanation for this difference may be that students had ample time to complete the writing assignment for the CA test while many students did not have sufficient time to complete the writing and editing on the Terra Nova.

### **Implications for Student Performance Goals**

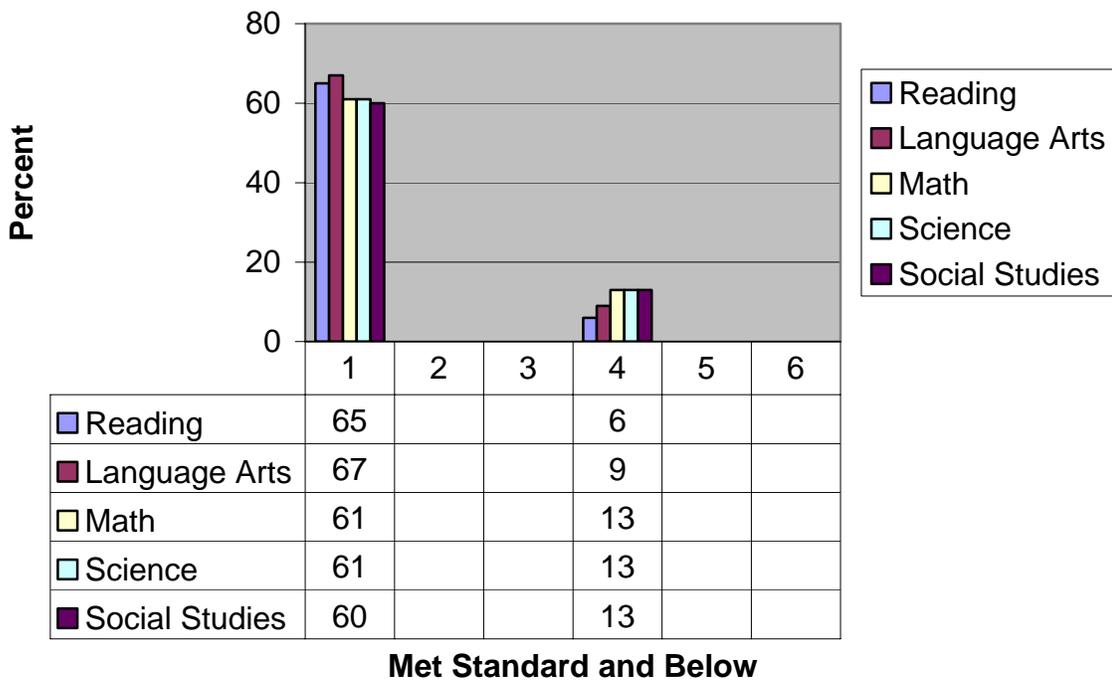
Because of the perceived reason for the lower Terra Nova scores and CSP goal not consistently achieved at all grade levels, it is recommended that reading improvement be selected as a student performance goal.

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### CSP Goals 2004



### CSP Goals 2005



Terra Nova – Reading – SY 05 – 06

Performance Level	Quartile	GRADE 6	GRADE 7	GRADE 8	Total
<b>Above the Standard</b>	(76-99)	27	14	18	59
At the Standard	(51-75)	25	22	24	71
Partially Met the Standard	(26-50)	22	13	6	41
Below the Standard	(1-25)	3	11	7	21
		77	60	55	192

Percentage for Grades 6 – 8 Total

% Above the Standard =	30.7
% At the Standard =	37.0
% Partially Met the Standard =	21.4
% Below the Standard =	10.9

% At or Above the Standard	67.7
<b>CSP Goal</b>	75%

**Terra Nova – Language Arts – SY 05 - 06**

Performance Level	Quartile	GRADE 6	GRADE 7	GRADE 8	Total
<b>Above the Standard</b>	(76-99)	18	18	16	52
At the Standard	(51-75)	33	14	20	67
Partially Met the Standard	(26-50)	22	21	14	57
Below the Standard	(1-25)	4	7	5	16
		77	60	55	192

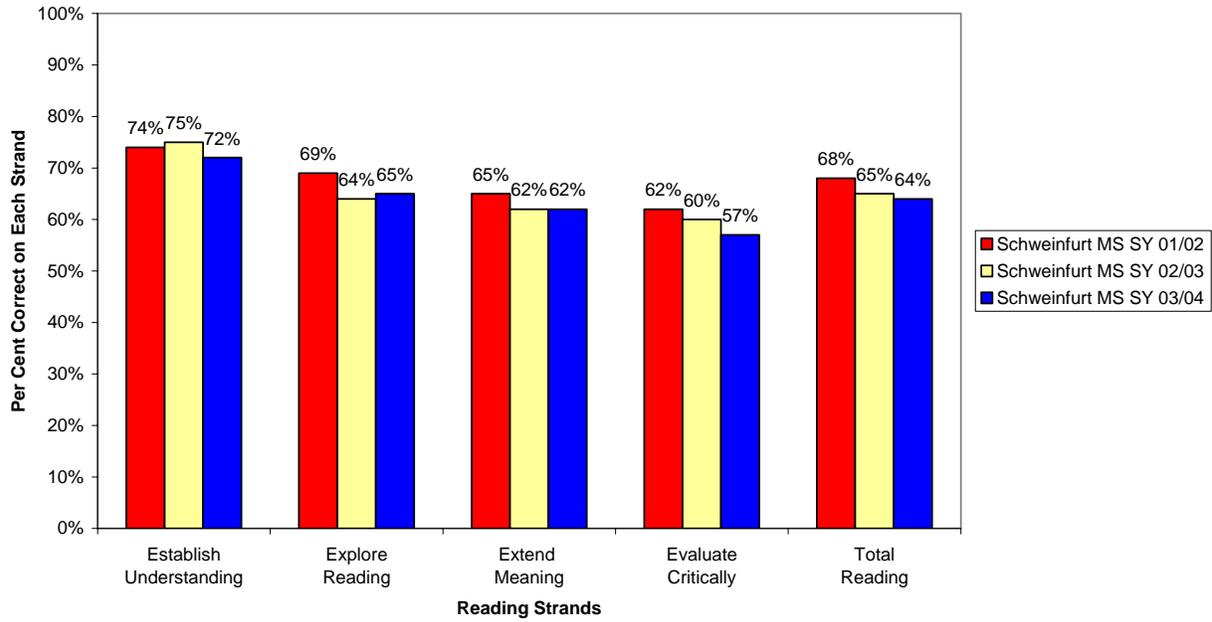
Percentage for Grade 6 – 8 Total

% Above the Standard =	27.1
% At the Standard =	34.9
% Partially Met the Standard =	29.7
% Below the Standard =	8.3

% At or Above the Standard	62.0
<b>CSP Goal</b>	75%

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**Schweinfurt Middle School  
 Communication Arts Performance Assessment  
 SY 01/02 - SY 03/04  
 Reading Strands  
 Grade 8**



## Local Test Data

### Reading SRI (Graph below)

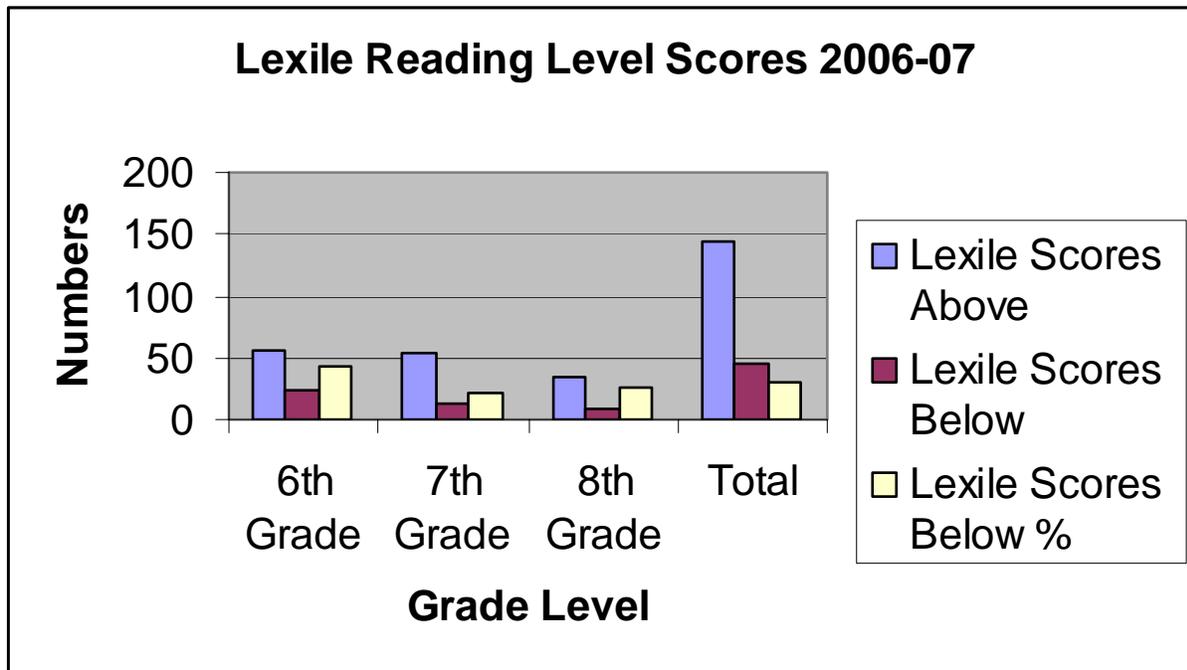
#### Data Analysis

The Scholastic Reading Inventory (SRI) is used in the Read180 program to help match students to appropriate text levels (Lexile). Reading a leveled text helps foster confidence, competency and allows the student control over his/her reading process. The SRI is used in the assessment of students' skills and growth. On average, students are expected to grow approximately 75-100 Lexiles per year.

Students were tested for SRI at varying times this year to determine reading levels and provide reading suggestions in support of the Language Arts and Reading standards. All students will be tested early in year 2007-08 to establish baseline scores for measuring improvement.

#### Implications for Student Performance Goals

SRI Lexiles indicating 43 % 6<sup>th</sup> graders, 22 % 7<sup>th</sup> graders 22%, 8<sup>th</sup> graders 26 %, total school 31% is a strong justification to select improvement in reading comprehension as a student performance goal.



## Student Data (Mathematics)

### Analysis of Data

We have not achieved CSP goals in the area of mathematics.

The three lowest subtest scores are:

6<sup>th</sup> grade- Measurement, Geometry and Spatial, and Problem Solving

7<sup>th</sup> grade- Geometry and Spatial, Problem Solving and Reasoning, Algebra Patterns

8<sup>th</sup> grade-Communication, Problem Solving, and Algebra Patterns/Number & Number Relations

### Implications for Student Performance Goals

Though our scores are above national average, we are not meeting our CSP goals and need to emphasize problem solving across grade levels, with additional focus on measurement, spatial relations, and number sense. It is recommended that we select improvement in mathematics as a student performance goal. ([2003-04 and 2004-05](#))

#### Terra Nova – Math – SY 05 - 06

Performance Level	Quartile	GRADE 6	GRADE 7	GRADE 8	Total
<b>Above the Standard</b>	(76-99)	22	10	22	54
At the Standard	(51-75)	30	23	15	68
Partially Met the Standard	(26-50)	21	14	14	49
Below the Standard	(1-25)	4	13	4	21
Totals		77	60	55	192

#### Percentage for Grade 6 – 8 Total

% Above the Standard =	28.1
% At the Standard =	35.4
% Partially Met the Standard =	25.5
% Below the Standard =	10.9

% At or Above the Standard	63.5
<b>CSP Goal</b>	75%

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## **Local Test Data**

### **Math Glencoe Diagnostic (graphs on page 22)**

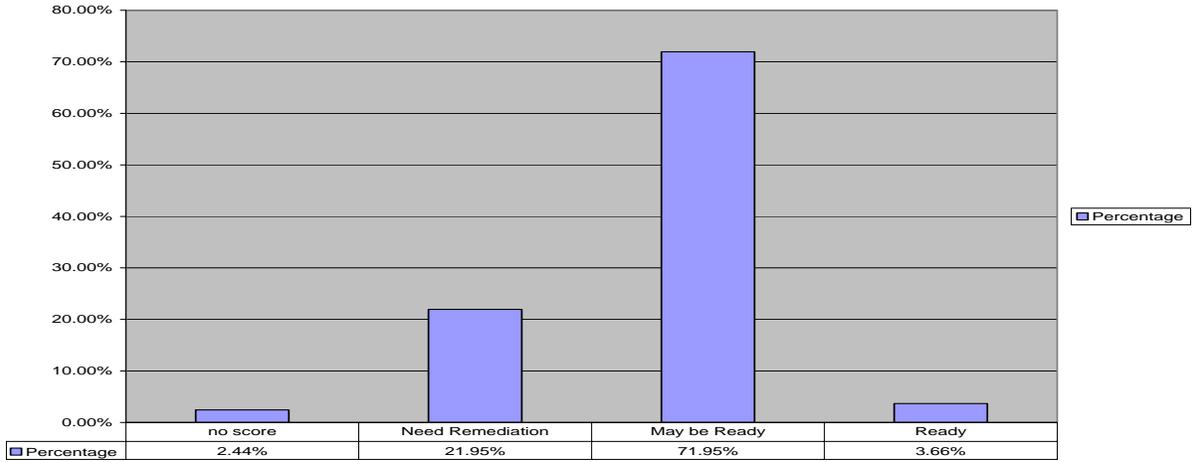
#### **Data Analysis**

Glencoe Publications provides a grade appropriate diagnostics test. Testing early this year indicated that in over 20 percent in each grade level need remediation. The majority in each grade may be ready for the next level and few are definitely ready.

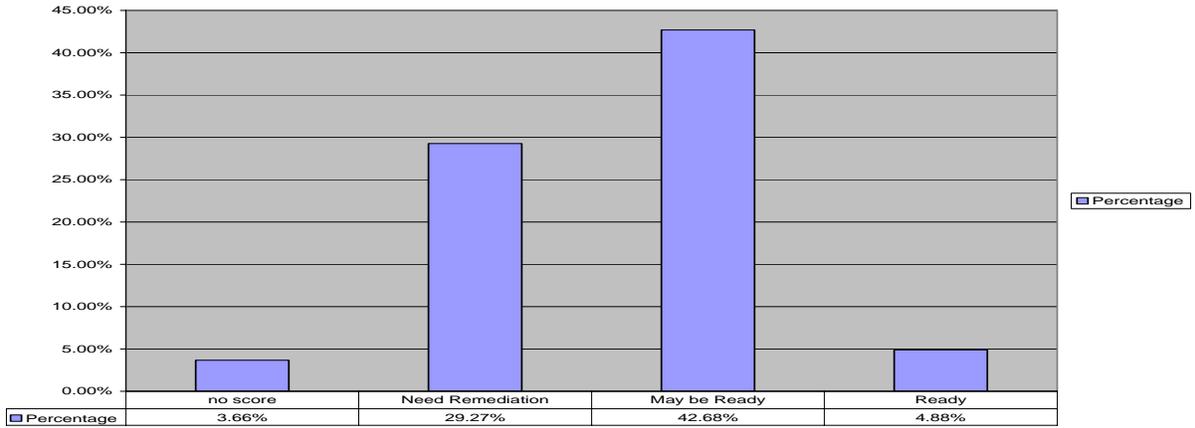
#### **Implications for Student Performance Goals**

With proper placement and support, students should be more challenged and successful. These diagnostic tests can be used also as a pre/post test and diagnose specific areas of weaknesses to target. Data supports selection of math improvement as a student performance goal.

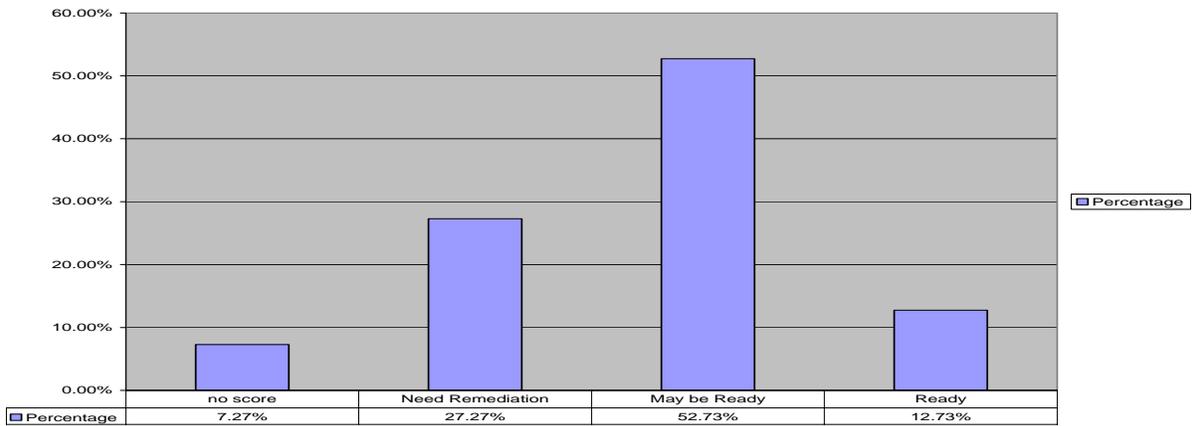
6th Grade Begin Year Math Readiness



7th Grade Math Readiness Beginning 06-07



8th Grade Begin Year 07



## Local Data

### Math Grades (Graph below)

Review of the D and F list from quarter 4 and semester 2 of 2005-06.

### Data Analysis

Twenty-two students earned a D or F second semester in mathematics. This is an indication that they have not met the standards and are not ready to move to a higher level.

### Student Performance Goals

Data indicates a need to select improvement in mathematics as a student performance goal.

<b>D and F List for Math End of Year 2005-06</b>							
<b>6<sup>th</sup> Grade Math</b>		<b>7<sup>th</sup> Grade Math</b>		<b>8<sup>th</sup> Grade Math</b>		<b>Algebra</b>	
<b>QT</b>	<b>SEM</b>	<b>QT</b>	<b>SEM</b>	<b>QT</b>	<b>SEM</b>	<b>QT</b>	<b>SEM</b>
<b>12</b>	<b>7</b>	<b>16</b>	<b>6</b>	<b>14</b>	<b>10</b>	<b>5</b>	<b>4</b>

## **Existing School Data: Community**

### **Environmental Scan (21<sup>st</sup> Century Skills)**

This year there is a high rate of sponsor deployment from this community to a war zone. Programs to proactively address student behaviors: guide students toward consistent positive self-direction, character development, awareness of drug and substance abuse, anti-bullying prevention, and positive academic growth are implemented by the principal and staff.

Requirements for online processing are increasing for military sponsors and families. Parents must register dependents using DoDEA websites. Family members aged 14 and older must complete anti-terrorism training online before change-of-duty-station travel is authorized. E-mail accounts for use by sponsor and family members during the overseas tour and deployment are facilitated by the military. Military and community websites disseminate information.

Use of technology is increasing at Schweinfurt MS as well. DoDDS-E area, district and Schweinfurt MS websites, DoDEA Headquarters websites provide information about policy, service and events. E-mail is used to share information between school staff and parents, between teachers and students and community resources. Internet-based materials and students email communication are used for classroom activities and homework assignments, newsletter and parent-teacher communications. Students need access to computers at school and at home or somewhere in the community.

Wellness education is provided through health classes. Nutrition, weight control and physical activity receive focused attention.

Eight percent of the student body requires special education services. In military communities this population is increasing for reasons not yet known.

Students who excel need access to opportunities that will challenge their creative and problem solving abilities. Emphasis is on technology to enable high-achieving students to access remote resources.

Thirty percent of our students could be described as bilingual. This presents both a problem and an opportunity. Some students will need to improve their English language proficiency to succeed in the classroom and in the American workplace. Other students, with established proficiency in English, and family background or classroom practice in another language need encouragement to develop their multi-lingual skills.

Our Europe-district has a plan to increase teaching resources in schools; however, the allocation of new technical resources is based on a preferential hierarchy. Durability, longevity of a school, is one of the measures that place a school on the hierarchy. This will adversely affect SMS if we are scheduled for closure or if our status within a downsizing region remains uncertain.

The workplace, jobs and skill demands are changing. Whether a student plans to go on to a 4-year college, trade school or entry-level job, requires 21<sup>st</sup> century skills to success. DoDEA is asking junior high students to look ahead six years and to consider job skills and careers they will need in the work world. Career awareness and reflection on their individual interests and aptitudes will help students make appropriate choices of classes they will take in high school.

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Schweinfurt Middle School is investigating skills and attributes which will allow young people to succeed as citizens and workers in the 21<sup>st</sup> century. Teachers are involved in study and discussion of how to deliver a 21<sup>st</sup> century education. Schweinfurt MS's goal is to bridge the gap between the knowledge and skills students are acquiring in schools and those needed to succeed in the increasingly global, technology-infused world.

The DoDDS-Europe Area technology initiatives for SY 2006-2007 mandate a high level of the technology infusion, specifically training and integration of the six strands of the National Education Technology Standards (N.E.T.S.): •Basic Operations and Concepts; •Social, Ethical, and Human Issues; •Technology Productivity Tools; •Technology Communications Tools; •Technology Research Tools; •Technology Problem-solving and Decision-making Tools.

The DoDDS-Europe initiatives reference the Partnership for 21<sup>st</sup> Century Skills (<http://www.21stcenturyskills.org>), (aka the Partnership). The Partnership, a coalition of corporations and organizations focusing on US K-12 education has identified five focus areas for 21<sup>st</sup> century skills: Core subjects as defined by No Child Left Behind; 2) 21<sup>st</sup> century content to include global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy and health and wellness awareness; 3) Learning and thinking skills to include critical thinking and problem solving skills, communications skills, creativity and innovation skills, collaboration skills, contextual learning skills and information and media literacy skills; 4) Information and communications technology literacy; and 5) Life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction and social responsibility.

Our staff is working to understand the intersections between N.E.T.S. and the 21st Century Skills framework. Our studies and reflections are focusing on finding ways to imbed technology literacy in the core subjects (math, English, science, social sciences). Internet safety is integrated with curriculum standards. Our staff is infusing the elements of 21<sup>st</sup> century Life skills with our ongoing implementation of "Character Counts".

## **Interpretation/Triangulation of Data and Goal Selection Rationale**

**Student Performance Goal 1:** All students will improve in reading comprehension across the curriculum.

Essence: Students will be appropriately challenged according to their needs. Students will improve their reading comprehension skills through a variety of strategies. Schweinfurt Middle School defines reading comprehension as the interpretation of printed text into a meaningful message. Comprehension depends on a reader's decoding abilities, prior knowledge, cultural and social background, and use of reading strategies. Comprehension is also a strategic process in which readers adjust their reading to suit the purpose, level, and type of reading material.

Data Point 1 - Terra Nova Multiple Assessment and CSP Goals, [pages 16-17](#)

Data Point 2 - Communication Arts, [page 18](#)

Data Point 3 - Reading SRI, [page 20](#)

### Rationale for Student Performance Goal

Though we have made reading comprehension our goals the last cycle, we do not feel we have achieved the level of success desired. While our 8<sup>th</sup> grader's reached the CSP goals of 75% or better in the top two quartiles of the Terra Nova reading Test 3 out of the five years, no other grade level achieved this. We are not consistently meeting the CSP goals to reduce the numbers in the lower quartiles either. Communication Arts tests scores indicate similar rationale.

SRI scores indicate there is a need for reading interventions other than the currently offered Reading 180, required reading for 6<sup>th</sup> graders, and after school reading program.

21<sup>st</sup> Century Skills Environmental Scan indicates reading comprehension as one of the three most important academic skills needed.

**Student Performance Goal 2:** All students will improve in mathematics across the curriculum.

Essence: Students will be appropriately challenged according to their needs. Students will apply the 4-step problem solving approach to real and engaging problems, with emphasis on measurement and computation. Schweinfurt Middle School defines the 4-Step Problem Solving Approach as Explore, Plan, Solve, and Examine (EPSE). Students will practice standardized test type questions based upon the math standards.

Data Point 1 - Terra Nova Multiple Assessment and CSP Goals, pages [17](#) and [21](#)

Data Point 2 - Local Glencoe Assessment, [pages 22-23](#)

Data Point 3 - D and F List for Math End of Year 2005-06, [page 24](#)

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### Rationale for Student Performance Goal

Much research and resources are being funneled in the area of mathematics. Technology and new curricular resources focused on the standards have our math teachers excited. Terra Nova scores, while above the national average, could be much better. Math is an area we must be able to compete in globally. Research shows that students taking and performing in rigorous mathematics classes are more likely to do better in and graduate college.

Our local assessments demonstrate while some students are ready for more challenging math courses, others are in need of math support strategies. In both cases, we need to integrate mathematics into all areas of students and 21<sup>st</sup> Century Life Skills.

21<sup>st</sup> Century Skills Environmental Scan indicates mathematics as one of the three most important academic skills needed.

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