

Germantown High School

School Improvement Goals Update for February 2011

Goal #1: Continue academic improvement and success for all students based on a variety of data including: WKCE-CRT, ACT and SAT scores, AP Test scores, attendance and discipline reports, and graduate feedback.	
SMART Objective	Action Plan Progress
Objectives 1-4 (WKCE)	<ul style="list-style-type: none"> ✓ Administration visited classrooms to discuss test taking tips, attendance, and exam exemptions. Upon receiving results, data analysis by staff will take place.
Objective 5 (AdvancED Accreditation)	<ul style="list-style-type: none"> ✓ In the fall of 2010, Germantown High School instituted a Building Leadership Team (BLT). The team consisted of parents and staff working together for the improvement of the school as a whole. Some of the major items addressed by the BLT included: adopting a mission and purpose statement, creating a parent survey, discussing post-secondary plans and career goals for students, evaluating exam exemptions, and, creating a BLT link on the GTown web site.
Objectives 6-9 (AP Exams)	<ul style="list-style-type: none"> ✓ Departments reviewed current curricular offerings, identified key course learning targets, and ensured vertical articulation.
Objective 10 (Expand assessment opportunities)	<ul style="list-style-type: none"> ✓ Upon receiving results, data analysis by staff will take place. AP Biology and AP Anatomy and Physiology have been added for next year.
Objective 11 (Obtain post-graduate data)	<ul style="list-style-type: none"> ✓ Continue use of WISCareers and explore the use of new assessments such as PSAT, PLAN, and EXPLORE test. ✓ Data is in process from the National Clearinghouse and should be available soon.

Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.	
SMART Objective	Action Plan Progress
Objective 1	<ul style="list-style-type: none"> ✓ Staff members have chosen to participate in one or more committees
Objective 2	<ul style="list-style-type: none"> ✓ Revised annual school/student climate survey; will be administered in the spring of 2011
Objective 3	<ul style="list-style-type: none"> ✓ A district-wide staff climate survey will be administered in the spring of 2011. Based on the content of the questions of that survey, GHS may conduct an additional site survey.

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Objective 4	✓ A new, 19-question freshman survey was administered in the fall; data is being analyzed for future planning. (See attached results.)
Objective 5	✓ See attachment regarding referrals for tardiness.
Objective 6	✓ See the attachment regarding habitual truancy.
Objective 7	✓ See the attachment regarding juvenile citations.
Objective 8	✓ Back to school night: 595 participants; parent-teacher conferences: 2441 conferences with 536 sets of parents participating; Skyward Family Access Message Center Messages and email use continues to grow. GHS daily announcements are posted on Family Access, on the GHS web site, and sent to parents who request them. Press releases from district office; improved content on GHS web site.
Objective 9	✓ Student advisory committee in progress; re-establishment of GHS building leadership team (see Goal 1 Objective 5).
Objective 10	✓ See goal 1 Objective 11.
Objective 11	✓ Significant decrease in report of student disciplinary issues in the cafeteria.
Objective 12	✓ See the attachment regarding cell phone violations.
Objective 13	✓ Continue drug and alcohol awareness programming; including presentations by the administrative team and SRO to health classes. Meeting with Washington Co. District Attorney and Sheriff regarding underage drinking. Continued administration of PBT's at school events (238 at homecoming dance).
Objective 14	✓ Increased student participation in co-curricular activities; 1026 total students, a 3% increase over last year. High School 101 held on Feb 17 at KMS; Co-Curricular Fair to be held in May at KMS; increase in student participation in homecoming dance and charity powder puff game.
Objective 15A	✓ Sixteen total activities code violations during semester 1; 28 total for 2009-2010. Continued education regarding activities code provisions, including fall sports presentation and PowerPoint available on the GHS web site. Continued administrative follow-through on reports of student violations.

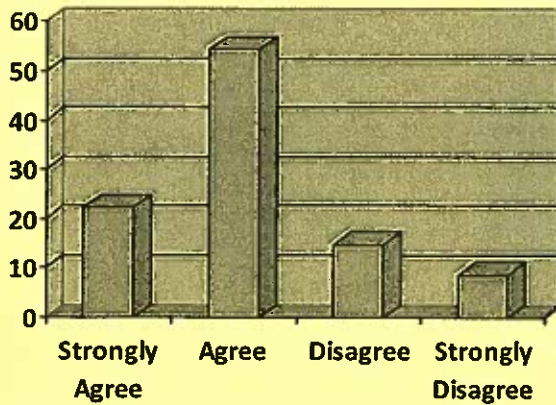
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Objective 15B	✓ NSC Sportsmanship Summit held on 11/2; spirit weeks held prior to homecoming, winter wish week, and prior to turnabout; sportsmanship group met three times during first semester. Two formal or informal reports of poor sportsmanship during first semester; in 2009-2010, there were 10 reports for the year.
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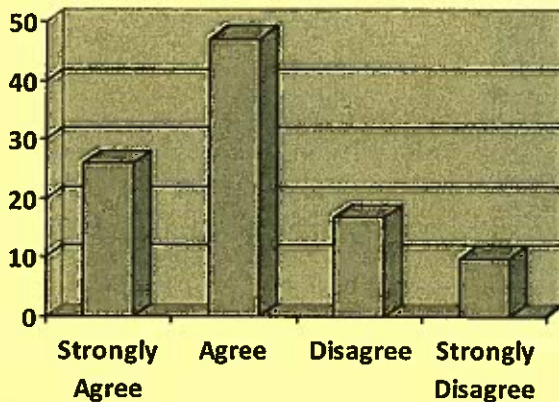
Freshman Survey

Question 1 - The orientation meeting I attended with my parents this past January helped me learn about and prepare for freshman year at Germantown High School.



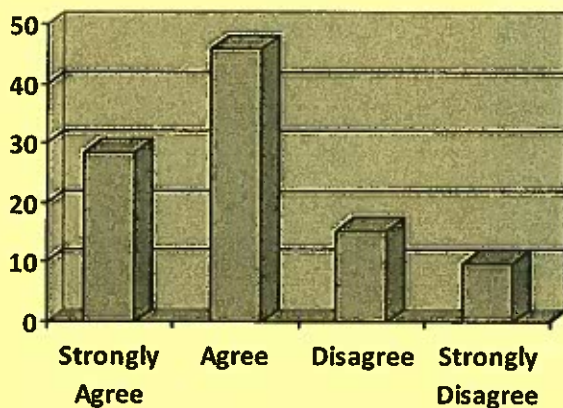
Strongly Agree –	22.27 %
Agree -	54.30 %
Disagree -	14.84 %
Strongly Disagree –	8.59 %
Percent SA/A –	76.56 %
# of Respondents -	256

Question 2 - The "High School 101" program that took place in February—in which GHS students came to KMS to talk about high school—answered my questions about freshman year of high school and helped me feel more comfortable about attending GHS.



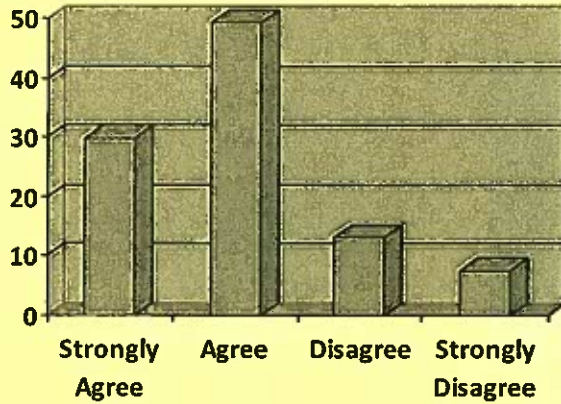
Strongly Agree –	25.97 %
Agree -	47.19 %
Disagree -	16.88 %
Strongly Disagree –	9.96 %
Percent SA/A –	73.16 %
# of Respondents -	231

Question 3 - The co-curricular fair that was held at KMS this past spring helped me learn about all of the various opportunities at GHS.



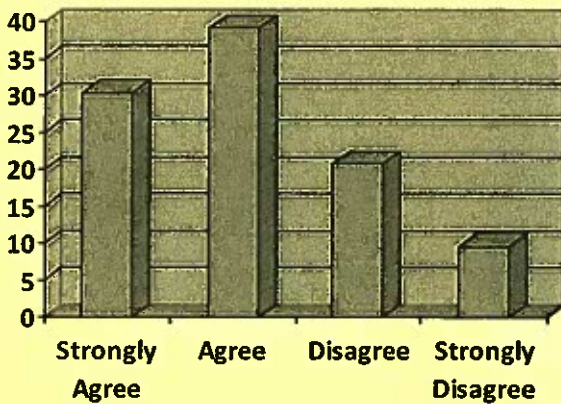
Strongly Agree –	28.63 %
Agree -	46.06 %
Disagree -	15.35 %
Strongly Disagree –	9.96 %
Percent SA/A –	74.69 %
# of Respondents -	241

Question 4 - The presentation in the gym on the first day of school helped me learn about and understand the rules at Germantown High School.



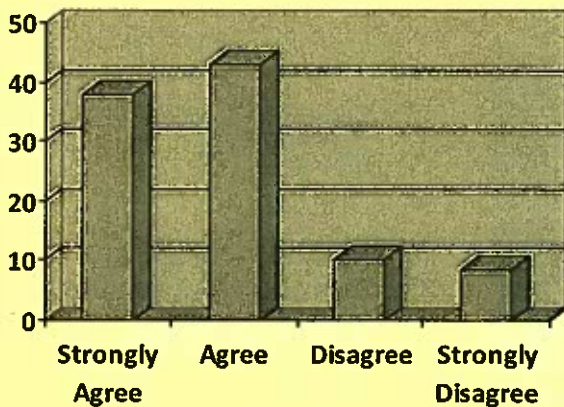
Strongly Agree –	29.90 %
Agree -	49.48 %
Disagree -	13.06 %
Strongly Disagree --	7.56 %
Percent SA/A –	79.38 %
# of Respondents -	291

Question 5 - The "Passport" tour that I participated in on the first day of school helped me learn where my classes are and become comfortable with the building.



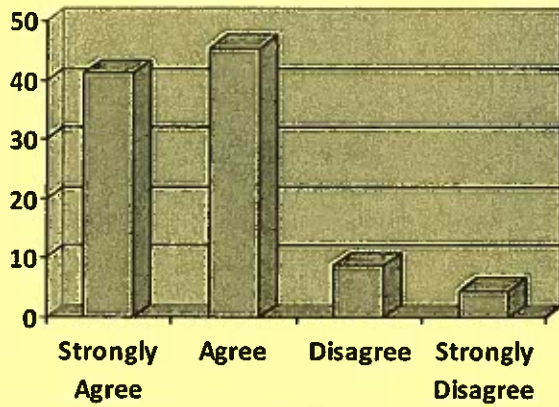
Strongly Agree –	30.38 %
Agree -	39.25 %
Disagree -	20.82 %
Strongly Disagree –	9.56 %
Percent SA/A –	69.63 %
# of Respondents -	293

Question 6 - I enjoyed the Freshman Tailgate activity.



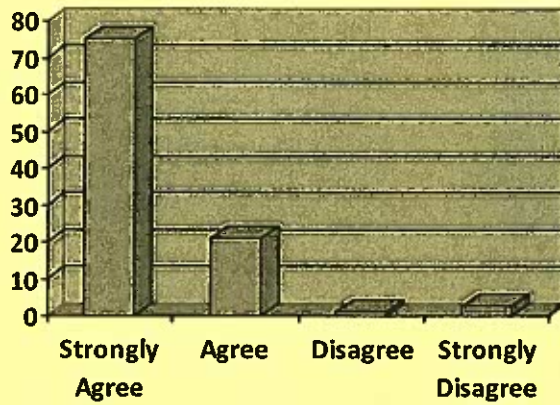
Strongly Agree –	38.04 %
Agree -	43.14 %
Disagree -	10.20 %
Strongly Disagree –	8.63 %
Percent SA/A –	81.18 %
# of Respondents -	255

Question 7 - The high school counselors' presentation to my history class in November helped me understand graduation requirements, credits, GPAs, and transcripts and why they are important.



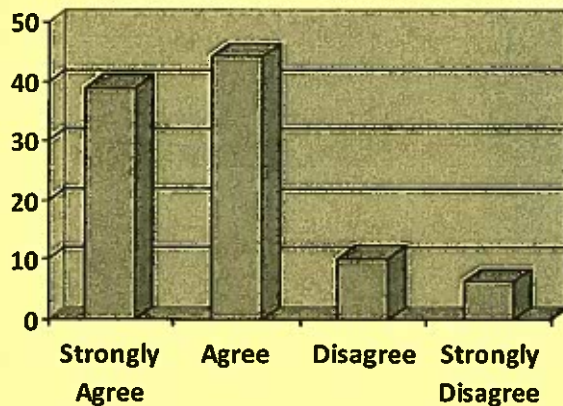
Strongly Agree – 41.32 %
 Agree - 45.49 %
 Disagree - 8.68 %
 Strongly Disagree – 4.51 %
Percent SA/A – 86.81 %
 # of Respondents - 288

Question 8 - I know I will graduate from high school.



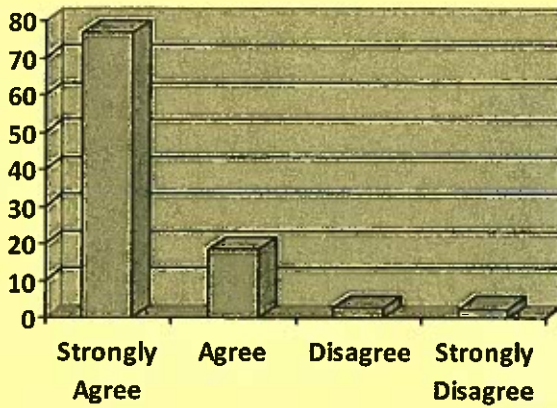
Strongly Agree – 75.25 %
 Agree - 21.02 %
 Disagree - 1.02 %
 Strongly Disagree – 2.71 %
Percent SA/A – 96.27 %
 # of Respondents - 295

Question 9 - There is an adult at school who cares about me and my future.



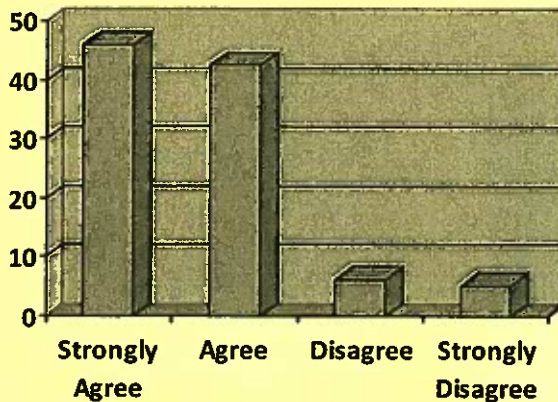
Strongly Agree – 39.00 %
 Agree - 44.33 %
 Disagree - 10.33 %
 Strongly Disagree – 6.33 %
Percent SA/A – 83.33 %
 # of Respondents - 300

Question 10 - I have a best friend at school.



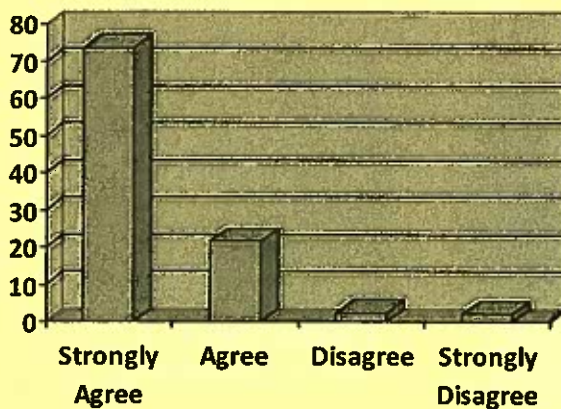
Strongly Agree – 76.77 %
 Agree - 18.18 %
 Disagree - 2.69 %
 Strongly Disagree – 2.36 %
Percent SA/A – 94.95 %
 # of Respondents - 297

Question 11 - I feel safe in this school.



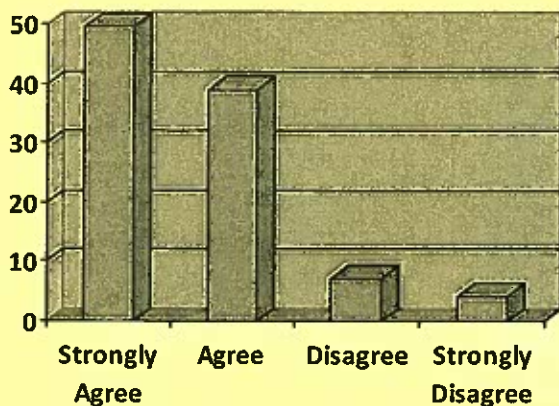
Strongly Agree – 46.08 %
 Agree - 42.66 %
 Disagree - 6.14 %
 Strongly Disagree – 5.12 %
Percent SA/A – 88.74 %
 # of Respondents - 293

Question 12 - I want to do well my freshman year.



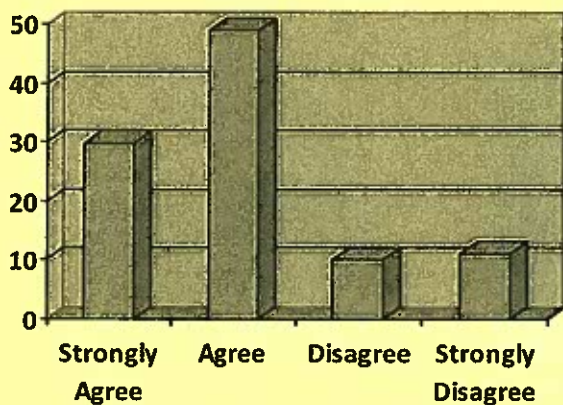
Strongly Agree – 73.90 %
 Agree - 21.69 %
 Disagree - 2.37 %
 Strongly Disagree – 2.03 %
Percent SA/A – 95.59 %
 # of Respondents - 295

Question 13 - I am happy at GHS and enjoy being a student at GHS.



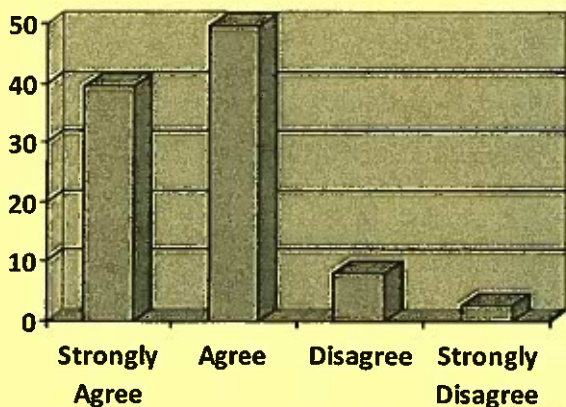
Strongly Agree – 49.66 %
 Agree - 39.12 %
 Disagree - 7.14 %
 Strongly Disagree – 4.08 %
Percent SA/A – 88.78 %
 # of Respondents - 294

Question 14 - The older students at Germantown High School have accepted me and treated me with respect.



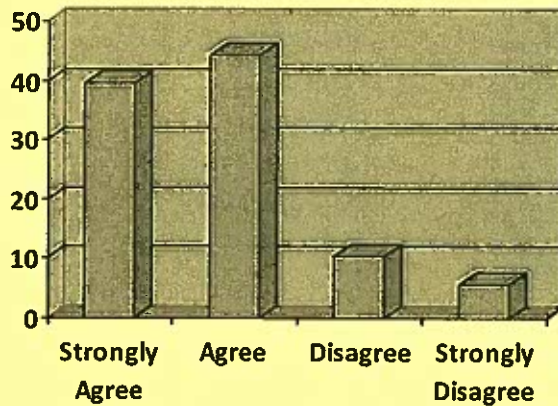
Strongly Agree – 29.87 %
 Agree - 48.99 %
 Disagree - 10.07 %
 Strongly Disagree – 11.07 %
Percent SA/A – 78.86 %
 # of Respondents - 298

Question 15 - The teachers and other staff at Germantown High School have high expectations for me.



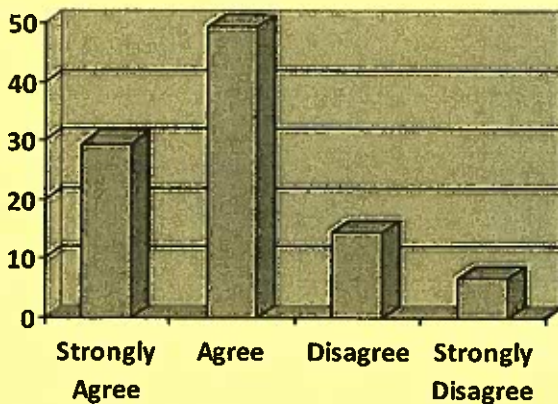
Strongly Agree – 39.53 %
 Agree - 49.66 %
 Disagree - 8.11 %
 Strongly Disagree – 2.70 %
Percent SA/A – 89.19 %
 # of Respondents - 296

Question 16 - I know what to do and where to go for additional academic support.



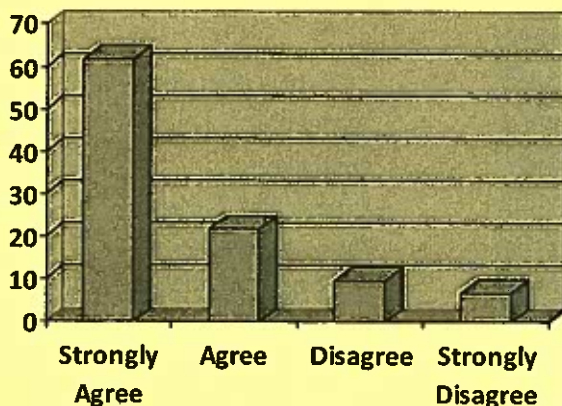
Strongly Agree – 39.53 %
 Agree - 44.26 %
 Disagree - 10.47 %
 Strongly Disagree – 5.74 %
Percent SA/A – 83.78 %
 # of Respondents - 296

Question 17 - I feel that the rules at Germantown High School are enforced in a fair and effective manner.



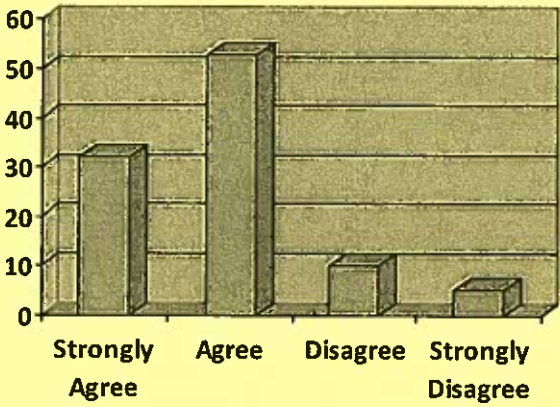
Strongly Agree – 29.53 %
 Agree - 49.33 %
 Disagree - 14.43 %
 Strongly Disagree – 6.71 %
Percent SA/A – 78.86 %
 # of Respondents - 298

Question 18 - I have participated in at least one extracurricular activity so far freshman year.



Strongly Agree – 61.90 %
 Agree - 21.77 %
 Disagree - 9.52 %
 Strongly Disagree – 6.80 %
Percent SA/A – 83.67 %
 # of Respondents - 294

Question 19 - I feel that my teachers are helpful and approachable when I have a problem.



Strongly Agree -	31.94 %
Agree -	52.78 %
Disagree -	10.07 %
Strongly Disagree -	5.21 %
Percent SA/A -	84.72 %
# of Respondents -	288

**GHS School Improvement Goal #2 Data Update
Semester I: 2010-2011**

(*Statistics for the 10-11 school year are for 1st semester only.)

Enrollment 2009-2010: 1424

Enrollment 2010-2011: 1446

Out of School Suspensions

Grade	Students 09-10/10-11*	Incidents 09-10/10-11*	Days 10-11*
9	19/5	25/7	39
10	12/5	16/10	26
11	15/5	23/7	24
12	12/7	14/7	21
Totals	58/22	78/31	110

In School Suspensions

Grade	Students 09-10/10-11*	Incidents 09-10/10-11*	Days 09-10/10-11*
9	14	24	18.5
10	8	10	7.5
11	13	16	13
12	11	11	8
Totals	46	61	47

Cell Phone Violations

Grade	Students 09-10/10-11*	Violations 09-10/10-11*
9	15/2	16/2
10	47/7	47/7
11	43/9	43/11
**12	42/8	42/8
Totals	147/26	148/28

Citations issued 2009-2010- 27 students /31 citations

Citations issued 2010-2011- 5 students/5 citations

Expulsions

Grade	Students
9	3
10	0
11	1
12	1
Totals 2009-2010/2010-2011*	4/5

Pre-Expulsions 2009-2010: 11

Pre-Expulsions 2010-2011*: 4

Referrals

Grade	Students 09-10/10-11*	Discipline 09-10/10-11*	Tardy 09-10/10-11*	Cell Phone 09-10/10-11*	Bus 09-10/10-11*
9	111/47	100/86	71/17	15/2	1/0
10	161/35	136/52	75/24	42/7	4/0
11	162/49	106/56	97/35	36/11	0/0
12	157/52	104/51	138/26	46/8	0/1
Totals	594/183	446/245	381/102	139/28	5/1

SRO Citations

Reason	Citations 09-10/10-11*
Truancy	20/13
Disorderly Conduct	25/7
Alcohol	0/0
Tobacco	17/9
Theft	1/0
Controlled Substance	1/2
Marijuana	1/4
Intent to Deliver	1/2
Battery	0/1
Weapon	1/2
Drug Paraphernalia	2/1
Contributing-Truancy	3/1
Obstructing-Resisting	0/1
Electronic Communications	31/5
Graffiti	1/1

**Citations total: 103 citations/90 students (09-10)
51 citations/26 students (10-11*)**

ELEMENTARY SCHOOL IMPROVEMENT PLANS 2010-11

Goal #1: To improve students' abilities to read and write, and to interpret, analyze, and respond to a variety of texts.

Sources: The following sources of data were utilized in the development of this goal:

- D** Achievement Data:
 - WKCE – CRT Wisconsin Knowledge and Concept Examination
 - Proficiency Level Summaries
 - Scale Score Summary
 - Standards Performance Summary
 - Item Analysis Summary (selected response and Constructed Response)
 - District Criterion Assessments
- T**
- A**

- A** Demographic Data:
 - WKCE – CRT
 - Economically Disadvantaged
 - Students with Disabilities
 - Ethnicity
 - Individual Student Records

Findings:
In the area of reading, District Reading Results indicated the following:

WKCE-CRT: 3rd Grade Reading Proficiency Summary

% Advanced and Proficient	District	Amy Belle	County Line	MacArthur	Rockfield
2005-06	97%	98%	99%	93%	97%
2006-07	99%	100%	98%	98%	100%
2007-08	98%	100%	100%	93%	100%
2008-09	96%	99%	97%	95%	95%
2009-10	97%	98%	98%	97%	95%

WKCE-CRT: 4th Grade Reading Proficiency Summary

% Advanced and Proficient	District	Amy Belle	County Line	MacArthur	Rockfield
2005-06	96%	94%	96%	94%	100%
2006-07	97%	95%	100%	93%	97%
2007-08	99%	97%	99%	99%	100%
2008-09	98%	98%	99%	95%	100%
2009-10	96%	99%	96%	92%	98%

WKCE-CRT: 5th Grade Reading Proficiency Summary

% Advanced and Proficient	District	Amy Belle	County Line	MacArthur	Rockfield
2005-06	99%	99%	100%	97%	100%
2006-07	98%	98%	99%	96%	100%
2007-08	99%	97%	100%	100%	97%
2008-09	96%	94%	100%	91%	96%
2009-10	96%	95%	96%	95%	96%

D

Sources: The following sources of data were utilized in the development of this goal:

- Program Data:
 - Gates MacGinitie Assessment Data
 - Kindergarten Assessments
 - Harcourt Brace Assessments
 - Running Records
 - Lexile Scores

A

Perception Data:

- Informal Teacher Observations
- Schools Climate Data
- BLT Analysis/Observations
- Reading Specialist Analysis

WKCE-CRT: 4th Grade LANGUAGE ARTS Proficiency Summary

% Advanced and Proficient	District	Amy Belle	County Line	MacArthur	Rockfield
2005-06	97%	94%	97%	99%	100%
2006-07	95%	98%	98%	87%	94%
2007-08	96%	95%	98%	96%	95%
2008-09	95%	97%	97%	92%	96%
2009-10	96%	97%	95%	93%	98%

Standards Performance Summary

Projected Number of Questions Correct/100

Third Grade

Standards Performance Summary: Reading (State/Local/Difference)

Projected # Questions Correct/100	Determines Meaning	Diff. State Ave.	Understands Text	Diff. State Ave.	Analyzes Text	Diff. State Ave.	Evaluates/Extends Text	Diff. State Ave.				
2005-06*	64.0	77.2	13.2	70.4	83.9	13.5	63.5	76.5	13.0	54.8	66.6	11.8
2006-07	63.4	75.0	11.6	75.8	88.7	12.4	67.9	80.5	12.6	61.7	72.2	10.5
2007-08	65.4	78.0	12.6	74.2	86.5	12.3	65.5	77.9	12.4	48.5	59.1	10.6
2008-09	69.7	81.7	12.0	70.7	82.9	12.2	62.6	74.8	12.2	52.7	63.2	10.5
2009-10	69.6	80.7	11.1	74.5	86.4	11.9	66.5	78.7	12.2	46.1	55.6	9.5

Fourth Grade

Standards Performance Summary: Reading (State/Local/Difference)

Projected # Questions Correct/100	Determines Meaning	Diff. State Ave.	Understands Text	Diff. State Ave.	Analyzes Text	Diff. State Ave.	Evaluates/Extends Text	Diff. State Ave.				
2005-06*	67.3	78.2	10.9	65.0	77.1	12.1	58.2	69.1	10.9	52.9	63.6	9.7
2006-07	73.5	84.8	11.3	71.7	82.9	11.2	59.0	70.8	11.8	49.5	60.3	10.8
2007-08	71.7	83.4	11.7	69.3	80.3	11.0	62.6	73.6	11.0	56.5	65.9	9.4
2008-09	68.2	80.3	12.1	69.4	80.7	11.3	61.1	73.0	11.9	58.2	68.9	10.7
2009-10	66.0	75.8	9.8	68.3	78.2	9.9	61.7	72.0	10.3	58.8	68.8	10.0

Standards Performance Summary: Language (State/Local/Difference)

Projected # Questions Correct/100	Writing	Diff. State Ave.	Language	Diff. State Ave.	Research and Inquiry	Diff. State Ave.			
2005-06*	71.7	83.1	11.4	70.8	80.8	10.0	56.4	70.7	14.3
2006-07	70.8	82.1	11.3	67.5	76.6	9.1	57.4	70.3	12.9
2007-08	72.4	83.6	11.2	54.8	64.4	9.6	53.4	62.3	8.8
2008-09	63.4	74.7	11.3	65.8	76.4	10.6	59.9	73.0	13.1
2009-10	65.7	75.3	9.6	59.3	68.0	8.7	56.7	69.0	12.3

Fifth Grade

Standards Performance Summary: Reading (State/Local/Difference)											
Projected # Questions Correct/100	Determines Meaning	Diff. State Ave.	Understands Text	Diff. State Ave.	Analyzes Text	Diff. State Ave.	Evaluates/Extends Text	Diff. State Ave.	Projected # Questions Correct/100	Determines Meaning	Diff. State Ave.
2005-06*	70.9	81.0	12.1	76.8	88.6	11.8	56.3	68.9	12.6	66.1	78.9
2006-07	67.9	79.8	11.9	76.3	88.1	11.8	58.6	70.3	11.7	59.0	72.8
2007-08	68.3	81.4	13.1	77.8	88.2	10.4	61.0	71.3	10.3	57.1	68.1
2008-09	73.4	84.3	10.9	70.6	81.4	10.8	62.6	73.8	11.2	59.6	69.9
2009-10	73.6	84.8	11.2	70.4	81.5	11.1	61.0	71.9	10.9	61.1	73.4

Sixth Grade

Standards Performance Summary: Reading (State/Local/Difference)											
Projected # Questions Correct/100	Determines Meaning	Diff. State Ave.	Understands Text	Diff. State Ave.	Analyzes Text	Diff. State Ave.	Evaluates/Extends Text	Diff. State Ave.	Projected # Questions Correct/100	Determines Meaning	Diff. State Ave.
2005-06*	68.5	73.4	4.9	74.2	79.3	5.1	59.7	64.6	4.9	56.3	61.7
2006-07	70.4	77.8	7.4	73.7	80.2	6.5	60.9	67.7	6.8	62.0	69.0
2007-08	68.3	74.3	6.0	64.0	69.5	5.5	62.1	67.5	5.4	64.7	70.1
2008-09	61.6	68.4	6.8	69.0	75.4	6.4	70.0	75.8	5.8	57.7	64.2
2009-10	66.7	73.2	6.5	75.5	80.9	5.4	70.1	75.8	5.7	64.8	71.1

2009-20 District-Wide Writing Assessment

2009-20 District-Wide Writing Assessment											
Grade 3											
	I	O	V	WC	SF	C	Avg.		I	O	V
Fall	2.34	2.08	2.38	2.29	2.24	2.34	2.28				
Spring	2.86	2.63	2.91	2.82	2.80	2.90	2.82				
Change	0.52	0.56	0.54	0.53	0.56	0.56	0.54				
Grade 4											
	I	O	V	WC	SF	C	Avg.		I	O	V
Fall	2.38	2.28	2.49	2.41	2.56	2.98	2.52				
Spring	3.17	2.80	3.11	2.97	2.95	2.98	3.00				
Change	0.79	0.52	0.61	0.56	0.39	0.01	0.48				
Grade 5											
	I	O	V	WC	SF	C	Avg.		I	O	V
Fall	2.72	2.54	2.98	2.72	2.72	3.01	2.78				
Spring	3.17	2.97	3.18	2.98	3.17	3.27	3.12				
Change	0.44	0.42	0.21	0.25	0.45	0.26	0.34				

Goal #1: To improve students' abilities to read and write, and to interpret, analyze, and respond to a variety of texts.

SMART OBJECTIVES (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound)	SPECIFIC STRATEGIES WITH TIMELINES	RESOURCES AND PERSONS RESPONSIBLE	EVALUATION STRATEGIES AND MEASURES																												
<p>A</p> <p>1.) All students will progress the equivalent of one year reading level as determined by the GATES, running records and Universal Screener.</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p> <p>2.) All students will meet or exceed grade level benchmarks as determined by local criterion assessments.</p>	<p>Develop a menu of strategies and resources, per grade level, to share that focus upon Author's Purpose/Text Organization (Sept. through January)</p> <p>* A packet of resources and tools related to Text Structure and Author's Purpose was created by the Reading Specialists to support these comprehension strategies</p> <p>* Reading Specialists informed staff through faculty meeting and grade level presentations and professional development related to Text Structure and Author's Purpose.</p> <p>* Elementary buildings have selected a professional reading resource in a book study design model to develop strategies to improve reading instruction; <i>Daily 5, CAFE, Strategies and Work, Teaching for Reading Comprehension K-2</i>. SEE ATTACHED Professional Development Plan for specific titles and buildings.</p> <p>Investigating and implementing "Best Practice in Reading" Interventions for Tier II RtI students.</p> <p>* SEE ATTACHED: Reading specialist created a toolkit resource list of appropriate best practice intervention and remediation tools, resources and instructional approaches.</p> <p>* Reading specialists provide small group Tier 2 and 3 Intervention in elementary buildings for identified students, based on multi-based data and criteria.</p> <p>* Tier 2 and 3 strategies are listed in a document – Best Practices in Reading Intervention</p> <p>Develop a menu of strategies and resource, per grade level to share that focus on Inferential Questioning (January through May)</p>	<ul style="list-style-type: none"> Classroom Teachers Principals Reading Specialists Support Staff Instructional Specialists Building Site Committees <p>RtI District Committees</p> <p>Benchmark Assessments, Gates MacGinitie Tests, observations and informal reading assessments</p>	<p>Completion of resources made available on district website</p> <p>Universal Screener Gates</p> <p>Local Criterion Assessment Records On The Mark Running Records</p> <table border="1" data-bbox="876 1543 1153 1963"> <thead> <tr> <th colspan="4">% of Students at Grade Level Reading end of 09-10 year</th> </tr> <tr> <th></th> <th>09-10</th> <th>10-11</th> <th>11-12</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>92%</td> <td></td> <td></td> </tr> <tr> <td>Grade 2</td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>Grade 3</td> <td>86%</td> <td></td> <td></td> </tr> <tr> <td>Grade 4</td> <td>84%</td> <td></td> <td></td> </tr> <tr> <td>Grade 5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Year-End Targeted Guided Reading Levels</p> <p>First Grade = Level J</p> <p>Second Grade = Level M</p> <p>Third Grade = Level P</p> <p>Fourth Grade = Levels Q/R</p> <p>Fifth Grade = Levels S/T</p>	% of Students at Grade Level Reading end of 09-10 year					09-10	10-11	11-12	Grade 1	92%			Grade 2	90%			Grade 3	86%			Grade 4	84%			Grade 5			
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Goal #1: To improve students' abilities to read and write, and to interpret, analyze, and respond to a variety of texts.

* Reading specialist are in the process of developing a continuing professional development opportunities and related tools and resources for Inferential Questioning and higher order thinking skill related to comprehension.

* Building instructional support time is allocated to reading for small group intervention, assessment and remediation.

↕ Involve and inform staff of identified students; use diagnostic assessments to design and implement intervention strategies for remediation.

↕ Train and use the following assessments to identify and monitor performance of identified students

- Gates MacGinitie
- District Criterion Assessments
- Running Records (Kindergarten, Grade 1, and students in Grade 2 who are below 2.5)
- Local WKCE 20th percentile and below

* Building data retreat process includes identification of students for intervention utilizing multiple tools and measurements.

* Running Record tools are supplemented and revised to include questioning, retelling, and fluency components.

* All kindergarten and second grade teachers receive additional training to utilize running records for progress monitoring of instructional and independent reading levels.

District-wide writing assessments; traits of voice and organization (Spring Assessment)

DW WA Voice	2009-10	2010-11	2011-12 Target
1 st grade	NA		
2 nd grade	NA		
3 rd grade	2.91		
4 th grade	3.11		
5 th grade	3.18		
DW WA Organization	2009-10	2010-11	2011-12 Target
1 st grade	NA		
2 nd grade	NA		
3 rd grade	2.63		
4 th grade	2.8		
5 th grade	2.97		

SPI Compared To State 11-12			
Analyzing Text			
Grade 3	09-10	10-11	11-12
Grade 3	12.2		12
Grade 4	10.3		12
Grade 5	10.9		12
SPI Compared To State 11-12			
Evaluates/Extends Text			
	09-10	10-11	11-12
Grade 3	9.5		12
Grade 4	10.0		12
Grade 5	12.3		12

Advanced and Proficient % - Same

Students			
WKCE - CRT	2009-10	2010-11	2011-12 Target
3 rd graders	97%		
4 th graders	2009-10		
2010-11			
4 th graders	96%		
2009-10			
5 th graders	2010-11		
5 th graders	96%		
2009-10			
6 th graders	2010-11		

- 3.) Teachers will focus on inferential thinking, author's purpose, and text organization so that student's achievement in reading standards of Analyzing Text and Evaluates/Extends text will exceed the state average by at least 12 points on the 2011-12 WKCE.
- 4.) To maintain or increase the percentage of students who score in the proficient and advanced ranges in Reading on the WKCE - CRT, comparing same groups of students in Grades 4, 5, and 6.

<p>5.) To increase the performance of identified students who ranked in the local 20%tile on the Reading WKCE-CRT, comparing same groups of students after one year of intervention.</p> <p><i>(Increased scale scores targets were determined by using the average WKCE Proficient cut-off scale score from one grade to the next, plus 5 points.)</i></p>	<ul style="list-style-type: none"> ✦ Incorporate writing strategies and instructional resources that support voice and text organization in writing; applying connections to reading strategies. * Faculty meeting professional development PowerPoint and resource tools related to text organization and voice are incorporated to demonstrate connections between the reading and writing process. 	<p style="text-align: center;"><u>Scale Score Average Targets for 2011-12</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">WKCE – CRT</td> <td style="text-align: center;">2009-10</td> <td style="text-align: center;">2010-11</td> <td style="text-align: center;">2011-12 Target</td> </tr> <tr> <td style="text-align: center;">3rd graders</td> <td style="text-align: center;">441</td> <td style="text-align: center;">456</td> <td style="text-align: center;">471</td> </tr> <tr> <td style="text-align: center;">4th graders</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2010-11</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4th graders</td> <td style="text-align: center;">448</td> <td style="text-align: center;">463</td> <td style="text-align: center;">478</td> </tr> <tr> <td style="text-align: center;">2009-10</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5th graders</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2010-11</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5th graders</td> <td style="text-align: center;">457</td> <td style="text-align: center;">472</td> <td style="text-align: center;">487</td> </tr> <tr> <td style="text-align: center;">2009-10</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">6th graders</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2010-11</td> <td></td> <td></td> <td></td> </tr> </table>	WKCE – CRT	2009-10	2010-11	2011-12 Target	3 rd graders	441	456	471	4 th graders				2010-11				4 th graders	448	463	478	2009-10				5 th graders				2010-11				5 th graders	457	472	487	2009-10				6 th graders				2010-11			
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Goal #1: To improve students' abilities to read and write, and to interpret, analyze, and respond to a variety of texts.

A C T I O N	SMART OBJECTIVES (Strategic, Measurable, Attainable, Results-Oriented, Time-Bound)	SPECIFIC STRATEGIES WITH TIMELINES	RESOURCES AND PERSONS RESPONSIBLE	EVALUATION STRATEGIES AND MEASURES															
District third, fourth and fifth grade students will improve their performance by two percentage points on Standards C (Analyzes text) and D (Evaluates/Extends text) as measured by the WKCE-CRT Reading Standards Performance Summary.	<table border="1"> <thead> <tr> <th></th> <th>Analyzes text</th> <th>Eval/Ext text</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>78.7</td> <td>55.6</td> </tr> <tr> <td>Grade 4</td> <td>72.0</td> <td>68.8</td> </tr> <tr> <td>Grade 5</td> <td>71.9</td> <td>73.4</td> </tr> <tr> <td>Grade 6</td> <td>75.8</td> <td>71.1</td> </tr> </tbody> </table>		Analyzes text	Eval/Ext text	Grade 3	78.7	55.6	Grade 4	72.0	68.8	Grade 5	71.9	73.4	Grade 6	75.8	71.1	<ul style="list-style-type: none"> ✚ Continue to identify, plan and implement intervention strategies for students demonstrating needs through the use of on-site resources and staff. * Reading specialist and instructional specialist review and identify specific items in an Item Analysis related to comprehension strategies for district Data Retreats. * Professional development related to review and understanding of instructional and test taking strategies related to these specific items in shared with classroom teachers ✚ Expand and enhance the implementation of the guided reading format through training and professional development. * Book study resources provide professional reading on developed guided reading process. * Modeling and guidance from reading and instructional specialists support development of skills for classroom teachers ✚ Provide <u>opportunities</u> for all students to demonstrate interpretation and analysis of texts through writing. * Continued revision of the District Criterion Reading Assessments provides expectation for written response related to interpretation and analysis of text. * Constructed response strategies are modeled and supported in classrooms, authentic to WKCE by reading and instructional specialists 	<ul style="list-style-type: none"> • Classroom Teachers • Media Specialist • Reading Specialists • Instructional Specialists • Site Committees • Support Staff 	<p>Analyzes text: From Grade 3 – 78.7 to 80.7 From Grade 4 – 72.0 to 74.0 From Grade 5 – 71.9 to 73.9 From Grade 6 – 75.8 to 77.8</p> <p>Evaluate/Extend text: From Grade 3 – 55.6 to 57.6 From Grade 4 – 68.8 to 70.8 From Grade 5 – 73.4to 75.4 From Grade 6 – 71.1to 73.1</p>
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	<p>Provide continued <u>instruction</u> in the writing process supported by traits to improve students' ability to interpret and analyze text through writing.</p> <ul style="list-style-type: none"> * Ongoing development and implementation of the district writing process and assessments. * Inservice training in the scoring rubric and process for the District Writing Assessment. * Faculty presentations demonstrated links and connections to identifying text structure, author purpose and other higher level comprehension through the writing process <p>Implement and utilize the technology tools available to share resources from school to school; grade level to grade level.</p> <ul style="list-style-type: none"> • Continued development of the District R Drive to house and maintain district resources to support reading practices and instruction; District Criterion Assessments, Assessment Scoring Rubrics, Intervention Strategies, Student Data and 	
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PROFESSIONAL DEVELOPMENT PLAN FOR 2010-11

Goal #1: To improve students' abilities to read and write, and to interpret, analyze, and respond to a variety of texts.

<p>1. Action Research</p> <ul style="list-style-type: none"> ▶ Implement findings and strategies from school data retreats for reading and writing ▶ Instructional/Reading Specialist presentation/in-service ▶ Application of building study groups findings/discussion ▶ Continued implementation of strategies to support skills development ▶ Review of current research for the development of readers and writers to support instructional practices ▶ Implement K - 5 District-wide Reading Plan, School Improvement Plan activities and network ▶ Implement progress monitoring system 	<p>2. Developmental Improvement Process</p> <ul style="list-style-type: none"> ▶ Representation on District Curriculum Committees ▶ Representation on District IIC ▶ Site Data Retreats ▶ Monthly Building Leadership Team ▶ Individual/Grade Level S.M.A.R.T. Goal development ▶ Implement K - 5 District-wide Reading Plan, School Improvement Plan activities and network
<p>3. Individually Guided Activities</p> <ul style="list-style-type: none"> ▶ Individual S.M.A.R.T. goals aligned to school plans ▶ Participation in curriculum committees or study groups ▶ Participation in professional growth classes, conferences, workshops 	<p>4. Mentoring</p> <ul style="list-style-type: none"> ▶ District Mentor Program ▶ Peer Coaching ▶ Modeling by Reading and Instructional Specialists
<p>5. Collegial Collaboration/Observation</p> <ul style="list-style-type: none"> ▶ Professional networking ▶ Grade Level meetings and collaboration ▶ Reciprocal classroom demonstrations ▶ Staff meeting instructional practices sharing 	<p>6. Study Groups</p> <ul style="list-style-type: none"> ▶ Reading and Writing Strategies to improve comprehension ▶ Early Progress Monitoring Assessments ▶ Ongoing Reading and Writing Intervention Techniques ▶ Book Studies including, but not limited to: <u>Reading with Meaning</u> (Mac), <u>Beyond Guided Reading</u> (Mac), <u>Strategies That Work</u> (Mac, CL), <u>Kindergarten Literacy: Matching Assessment and Instruction in Kindergarten</u> (CL), <u>Teaching for Comprehension in Reading – Grades K-2</u> (CL), <u>Daily Five, Café</u> (RK)
<p>7. Training</p> <ul style="list-style-type: none"> ▶ Reading and Instructional Specialist presentations/in-service ▶ Testing Strategies to support achievement ▶ Common Core Standards and Benchmarks for Reading and Language Arts ▶ Faculty Meetings - Vertical Grade Level Team Structure ▶ Running Records Training for fidelity – K-2 ▶ Guided Reading Components 	

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