



**Continuous Improvement
Annual Report for
Park Elementary
November 14, 2011**

Principal: Monica Schommer	Grades Served: K-5
Continuous Improvement Team Members:	
Monica Schommer – Principal	George Mavroulis – Ed Services Liaison
Amy Callies – Kindergarten Teacher	Wendy Matthews – First Grade Teacher
Caroline Estabrook – Second Grade Teacher	Jodi Klare – Third Grade Teacher
Deb Conway – Guidance/Psychologist	Sarah Newcomb – LMC Director
Amy Ewy – Math Specialist	Kate Verri – Reading Specialist
MaryJo Nelson – Gifted and Talented Resource Teacher	
School Mission:	
<p><i>To educate all students to be contributing members of a global society by <u>inspiring</u> them with a lifelong love of learning, <u>challenging</u> them with rigorous, relevant curriculum, and <u>empowering</u> them with skills and strategies necessary for the future.</i></p> <p><i>Adopted by Park Staff: October, 2010</i></p>	
Core Values and Beliefs:	
<p>We envision a Park School Community that produces responsible and respectful citizens. Park School staff and community believe all students can learn and as a result...</p> <ul style="list-style-type: none"> ➤ Park School students, supported by dedicated staff and parents, will realize that learning is a life-long commitment. ➤ Park School students will become responsible for their learning and will be confident in working to the best of their ability. ➤ Park School students will be educated in a safe and caring environment that promotes respect, manners, self-esteem and communication. ➤ Park School will be the connecting link between home and community. Parent and community participation will be vital to this process. ➤ Park School will be an engaging environment of innovative teaching and learning that utilizes up-to-date resources. ➤ Park School will foster a strong home/school/community connection with parental involvement, in each child’s education. 	
<p><i>Adopted by Park Staff: October, 2010</i></p>	

Student Demographics			
Demographic Area:	2011-12 Data (Current Data)	2010-11 Data (1 Year change)	2006-07 Data (5 Year Change)
Overall Enrollment (3 rd Friday Count)	348	333	318
Average Class Size (3 rd Friday Count)	21.8	22.2	19.9
% Free/Reduced Lunch (Title I Count)	18.07%	17.42%	11.59%
% Students of Color (3 rd Friday Count)	6.29%	7.51%	3.34%
% Students with Disabilities (3 rd Friday Count)	10.29%	9.01%	17.63%
% English Language Learners (3 rd Friday Count ELP 1-5)	2.57%	2.10%	0.91%

Analysis of Demographic Situation and Significant Changes:

11-12

We saw an increase of 15 students and added one fifth grade classroom this year. Currently we have three sections of grades K, 1, 2, and 5. Third and Fourth grades have two sections each.

Our demographic percentages are very similar to last year. The percentages for our Free and Reduced Lunch, Students with Disabilities, and our ELL populations have all seen a slight increase while our percentage of Students of Color has decreased.

10-11

With the exclusion of % Students with Disabilities, all other demographic areas have increased. Our decrease in this population is a reflection of the continuous intervention strategies provided by the Park Staff to assist students with behavioral and academic needs.

There is an increase of 22 students for our current school year, with one fewer grade level classroom.

Park is becoming a more culturally diverse school.

Continuous Improvement Goals and Results

Goal 1:

By the end of the 2012-2013 school year, at least

74% of students in grades 2,

72% of students in grade 3, and

71% of students in grades 4 and

75% of students in grade 5

will meet their one year growth target as measured from fall to spring on the Measures of Academic Progress Test (MAP) for Math. This will place Park students at the 80th percentile nationally for all four grade levels.

Prior Reality:

WKCE Mathematics average scale score by cohort group demonstrates growth. However, beyond the WKCE as a measurement tool we want to ensure all students are maintaining growth targets in mathematics. Therefore, with the implementation of the Measures of Academic Progress in January 2012, we will begin measuring student progress and setting individual growth targets for students.

Year End Reality:

Brief Summary of Progress on Goal 1:

Our School Improvement Team met twice this fall to re-align our school goals with our new assessment framework. Because we want to ensure the growth of all students, we want to use the new Measures of Academic Progress to monitor growth and align our instructional strategies to best meet the needs of all learners. Teachers will continue to utilize the progress checks embedded within the Everyday Math curriculum.

Goal 2:

To successfully begin implementation of Positive Behavior Interventions and Supports (PBIS). After this year of initial implementation and data gathering, we will determine our success indicators.

Prior Reality:

The decision to focus on Positive Behavior Intervention Supports (PBIS) was made at the end of the 10-11 school year. The purposes of PBIS at Park school are to:

- Create a common language to support common behavioral expectations among adults and students in the all settings.
- Explicitly teach all students appropriate behavior expectations
- Promote positive behavior because academic and social successes and failures are related
- Create an emotionally and physically safe environment for all students
- Identify all students in need of support
- Collect data

Year End Reality :

Brief Summary of Progress on Goal 2:

“...Caprara and colleagues found that social skills of third graders, as assessed by teachers, were better predictors of eighth-grade academic achievement than achievement test results in third grade. Even stronger findings ...showed that social skills correlated approximately .70 with end-of-year academic achievement as measured by high-stakes tests.”

-Taken from *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RTI* - National Association of School Psychologists

This quote indicates that social skills and academic achievement are inextricably linked. We cannot assume behavioral fluency in students. Our expectations must be clear and we must have a common language to both teach and reinforce our positive expectations. When social skills are positive, there is a direct impact on student achievement.

The PBIS team met during the summer to ensure a smooth roll-out to students, staff, and parents. Staff introduced six ‘environments’ (classroom, hallway, bathroom, lunch room, playground, and bus) to students, staff, and parents at the beginning of the 2011-2012 school year. Common expectations were explicitly taught in all classrooms and are being reinforced for each of the environments throughout the year. Our team continues to meet monthly to re-evaluate student behavior, identify those areas to be re-taught or reinforced in the classroom as well as the building, and to create structures around our school-wide process and procedures.

With our new focus on positive behaviors, we will gather baseline data during the 11-12 school year to determine where both interventions and positive supports are needed at Park.

Goal 3:

By the end of the 2012-2013 school year, at least

81% of students in grades 2,

74% of students in grade 3, and

71% of students in grades 4 and 5

will meet their one year growth target as measured from fall to spring on the Measures of Academic Progress Test (MAP) for Language Arts. This will place Park students at the 80th percentile nationally for all four grade levels.

Prior Reality:

4th grade WKCE Language Arts average scale scores over the past few years have been inconsistent. In 2010 we saw a jump above the state average from 2009 which was below the state average. However, beyond the WKCE as a measurement tool we want to ensure students are meeting their growth targets in Language Arts. With the implementation of the Measures of Academic Progress in January 2012, we will begin measuring student progress & setting individual growth targets for students.

Year End Reality:

Brief Summary of Progress on Goal 3:

The Measures of Academic Progress assessment that we will begin utilizing this winter will focus on reading and math. There is an optional language arts section that Park will be utilizing to monitor this goal. Through this assessment, not only will we be able to monitor individual student growth targets and provide appropriate instruction at their level of need, we will also get a more complete picture of our literacy practices by having both the reading and language arts assessments to analyze.

Summary of Literacy Performance Data:

2010-2011 School Year:

Kindergarten is at or above the district average in all areas of assessment (phonemic awareness, letter identification and letter sounds).

Our trend data for our cohort classes show Park students at or above the district average. The cohort class of 2021 (current 3rd graders) dropped below the district average for the first time in three years in the spring of 2011.

WKCE Scale Score Progression data for Reading shows an upward trend which mimics both district and state growth. While Park students are consistently above the state average, we are consistently below the district average.

2009-10 School Year:

Student Achievement Data – Kindergarten: Our students have mastered rhyming, syllables and 1st sound ID. The areas that were below benchmark may include Blending (mystery word C-A-T) and Segmenting (opposite of blending: teacher says the word and student breaks it up by sounds). These are developmental skills and take longer to accomplish.

Class of 2017: The students in this class made gains from just below the district average to above the district average over the course of the three years indicated. While last years' % of students below benchmark (7.02%) was higher than the previous year, it was still less than what the district's average would have been (8%).

Class of 2018: Data shows that this population of students has been low academically since kindergarten. Several of these students continue to receive support from our math and literacy intervention specialists.

Class of 2019: From Spring 2009 to Spring 2010, a group of 2nd and 3rd grade students received reading interventions and support. They bolstered their scores and skill achievement levels and were dismissed from receiving these supports. The percentage of students below benchmark went down 11%.

Class of 2020: This is a high achieving group of students – all three years indicating above the district average.

WKCE Data Analysis: We are scoring above the state average but below our district average in reading. Our district assessments indicate proper skill attainment. Classroom interventions are geared toward instructional methods (Rigby) vs. WKCE. Rigby assessments are teacher directed, done 1:1 and the students can be redirected during the course of the assessment. The WKCE test is student directed, little oral directions given, the attention and focus of the student is key and other extraneous factors could play a role in the outcomes.

Park School is currently investigating the Fountas and Pinnell Leveled Literacy Intervention Program, which aligns with the district's Literacy Program. It is an expensive program, however, it has been proven beneficial (Research based) for student growth. This program provides intensive support to achieve grade-level competencies for below benchmark students. It is designed to serve the lowest achieving children in a classroom. At the kindergarten level, it also serves as an important prevention system for literacy difficulties.

Summary of Mathematics Performance Data:

2010-11 School Year:

WKCE Scale Score Progression data for Math shows an upward trend which mimics both district and state growth. While Park students are consistently above the state average, we consistently score below the district average.

2009-10 School Year:

Math AddVantage Data: The students receiving the Math AddVantage intervention made considerable gains to close the gap with the students not receiving this support.

WKCE Mathematics Data: Once again, Park's scores are consistently above the state average but below our district's average in scale scores. This is an area for continued monitoring and establishing specific strategies to close this gap. (See Continuous Improvement Goal #2). The district provided Math Intervention Specialists during the 2007-2008 school year. Universal assessments in the math curricular area began last year- 2009-2010.

Summary of WKCE Science, Social Studies, and Language Arts Data:

2010-11 School Year:

Fourth grade Science Average Scale Scores show a similar trend as the Reading and Math data. The Social Studies and Language Arts Average Scale Scores both recovered nicely from a low year in 2009. Our 2010 scores were above state average, however, still below district average.

2009-10 School Year:

While the district remained fairly consistent, Park's scores had sharp peaks and valleys. National Geographic, Delta and Leveled Readers were ordered to support this curricular area. Teachers often incorporate Social Studies and Science into their Literacy Block of time to utilize these non-fiction texts. They will facilitate building a stronger foundation for these two areas. Lack of appropriate texts/curricular materials in the area of social studies may hinder academic success. Pilots are currently being implemented within our elementary schools to determine appropriate instructional materials.

Our Language Arts scores are concerning. Teacher reflection, on this area at our recent assessment meetings, indicates the need for a change in focus of our literacy block of time. Again, staff express the lack of a foundational (research based) program to utilize for this area. Suggestions include a CAFÉ Menu (Comprehension, Accuracy, Fluency and Expanded Vocabulary) for our 4th & 5th grade classrooms. This would be a menu specific to individual needs of students. The teacher would conference with the students about their individual writing goal – i.e. punctuation, spelling, grammar, complex sentences. Our literacy block of time would include more writing, grammar, word usage and vocabulary. Donna Landsman has obtained a Grammar Book that has been utilized by the Elm Lawn Staff for us to review. Another book to incorporate in our daily writing is the "Guided Writing" book, which allows staff to model good writing for the students.

Summary of School Value Added Data:

2010-2011 School Year:

84% of our students were proficient or advanced in Reading for the 09-10 school year.

85% of our students were proficient or advanced in Math for the 09-10 school year.

Our Value Added scores were positive for the first time since 2006-2007. We want continue this positive trend!

2009 – 2010 School Year:

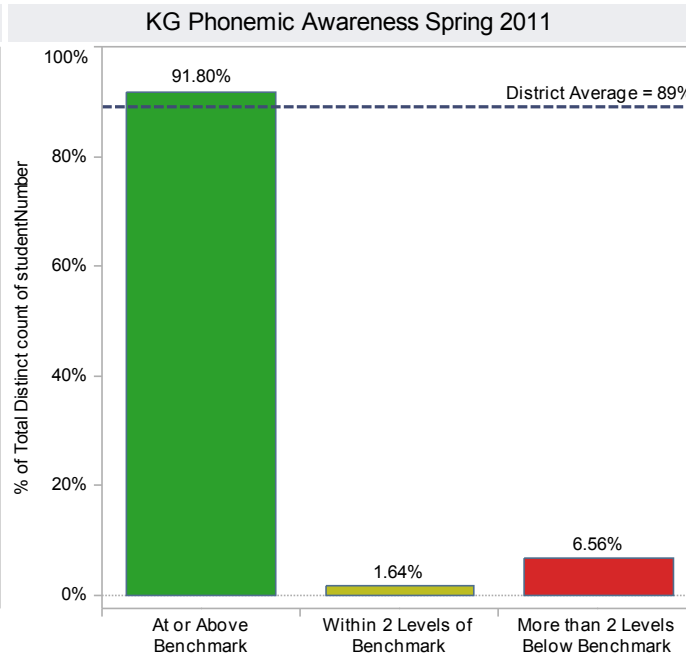
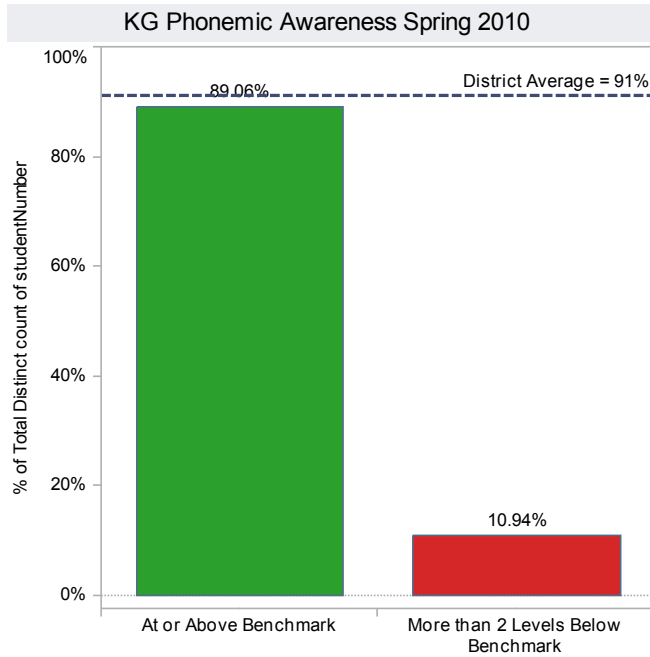
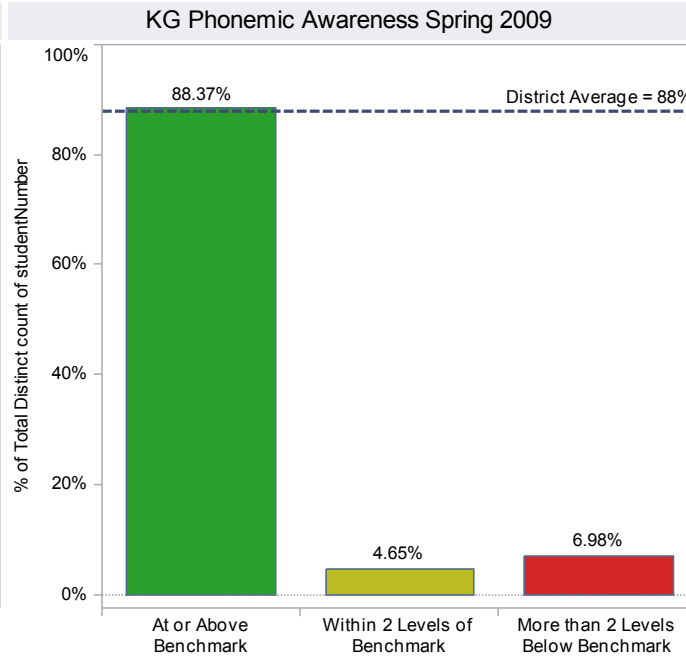
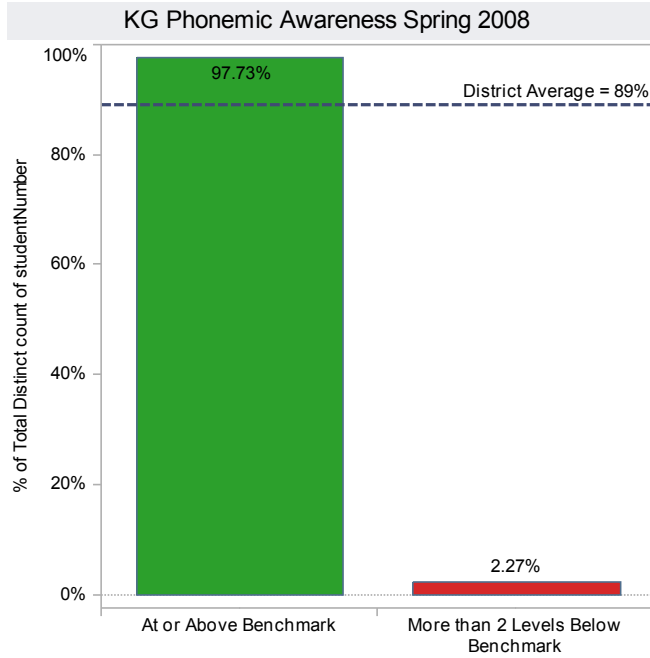
Value-Added Data: Our school performance/assessment data is not matching that of WKCE. Strategies we have implemented for WKCE testing this year include: practice tests, test-taking video, small group with quiet setting for students with attention needs, tests completed during that content area block of time.

Behavioral Data Summary 2010-11			
Average Daily Attendance: 96.30%		Average Days Absent per Student: 1.03	
# of Behavioral Events: 66		# of Students with a Behavioral Event: 37	
<u>Suspensions</u>			
<u>Type of Behavior Event</u>	<u># In-School</u>	<u># Out of School</u>	<u>Average Number of Days</u>
Disrespect	1	0	1.00
Physical Agression	0	1	2.00
Theft	1	0	1.00
Threatening Behavior	1	0	1.00
<u>Expulsions</u>			
<u>Type of Behavior Event</u>	<u>Number of Events</u>		<u>Average Number of Days</u>
n/a	n/a		n/a
Implications When Intersected with Other Data:			

Phonemic Awareness for Kindergarten

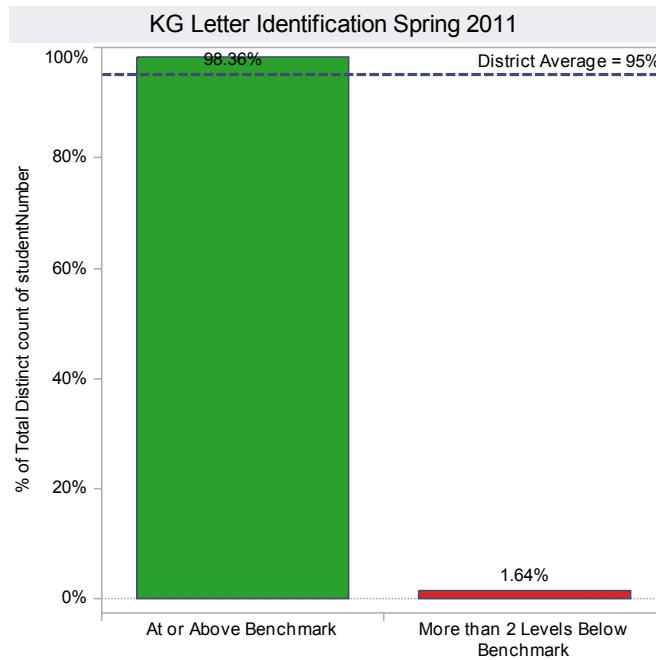
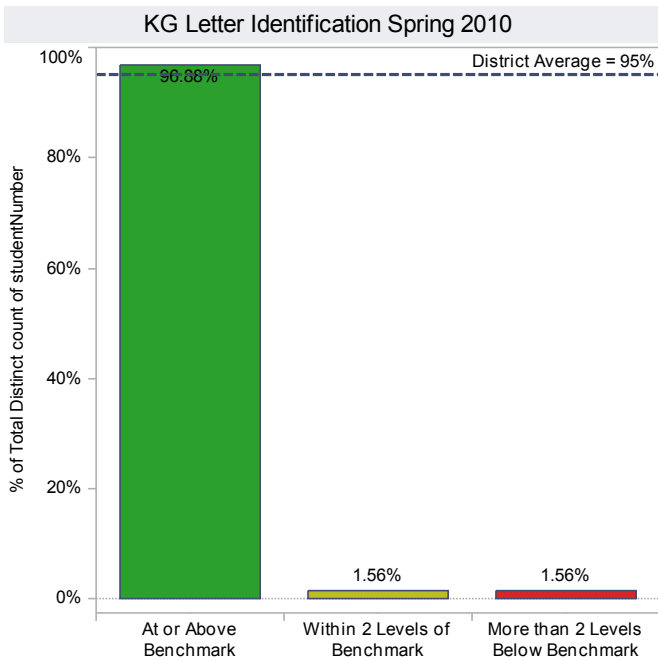
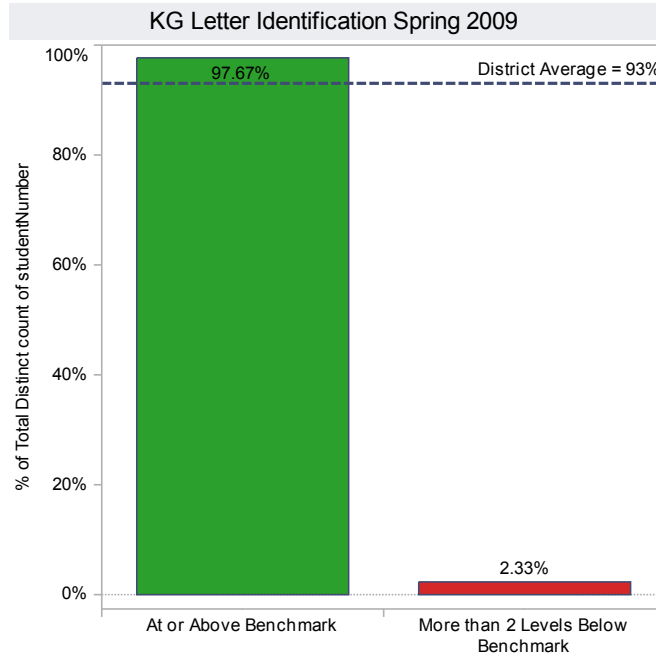
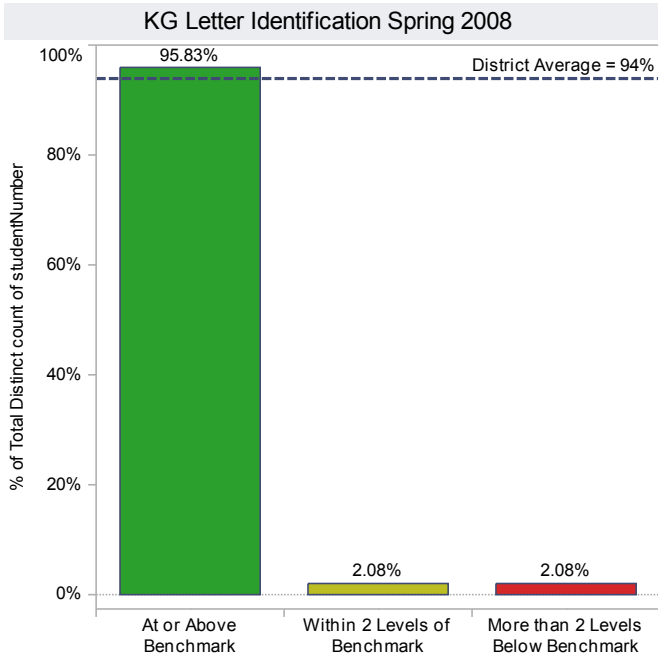
Phonemic Awareness Scale Score Group

- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark

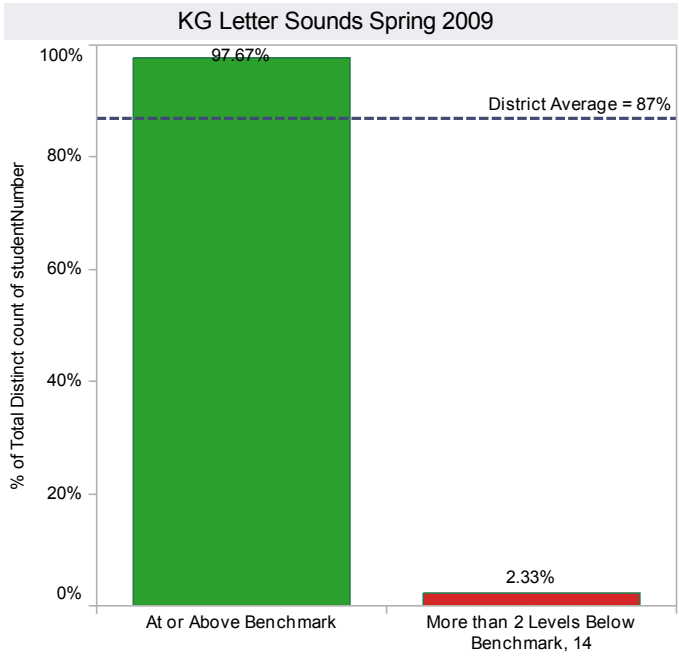
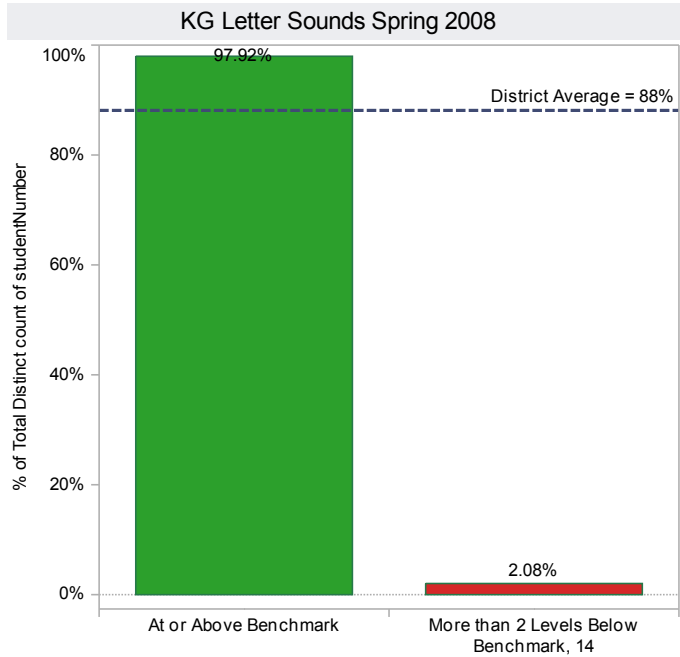


Letter Identification for Kindergarten

Letter ID Scale Score Group
■ At or Above Benchmark
■ More than 2 Levels Below Benchmark

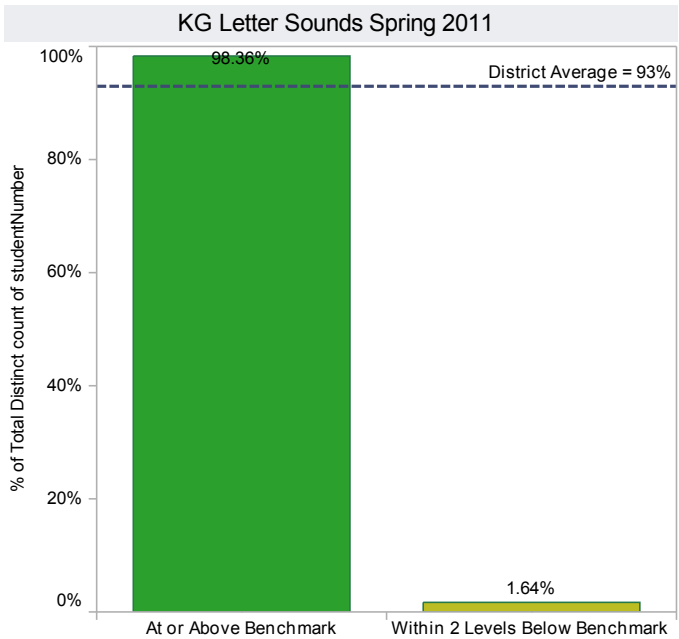
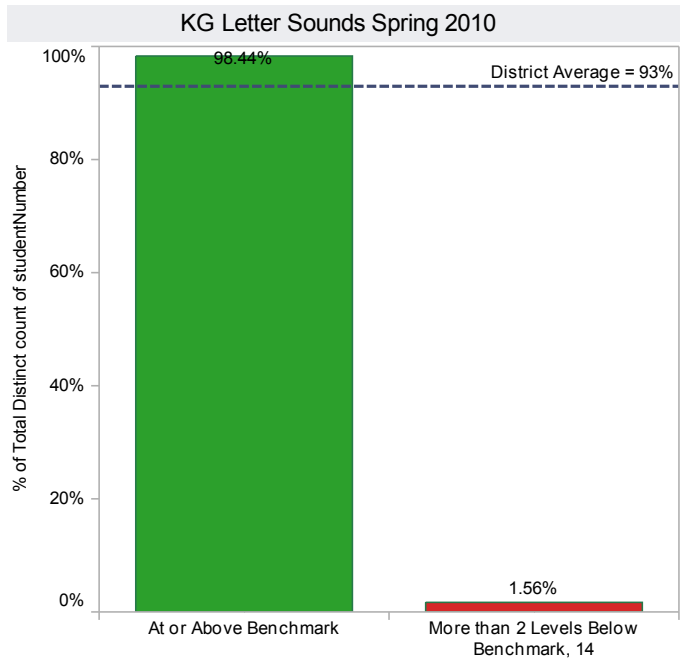


Letter Sounds for Kindergarten



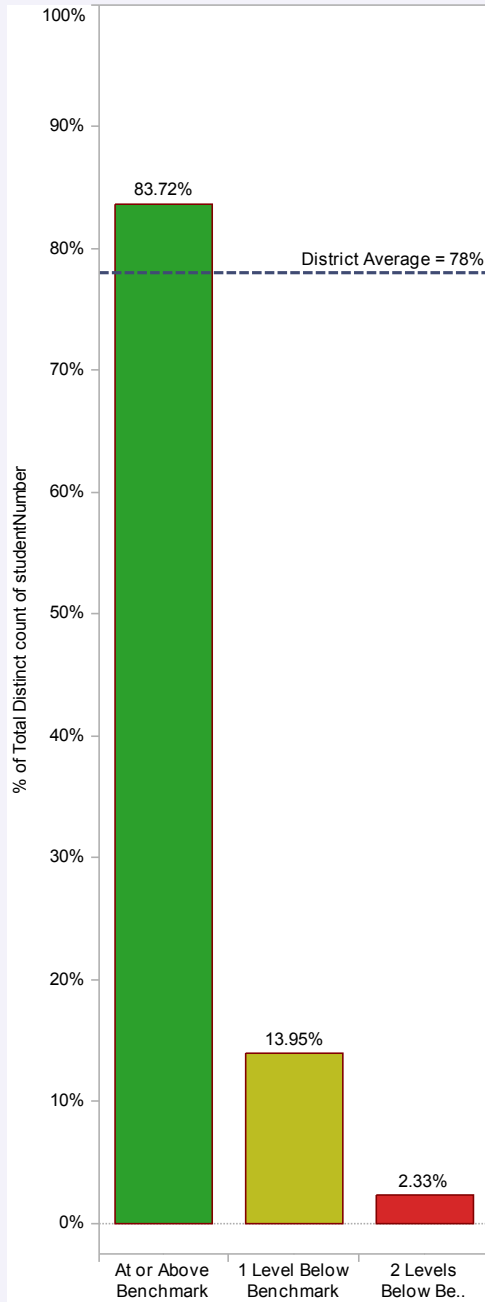
Letter Sounds Scale Score Group

- At or Above Benchmark
- More than 2 Levels Below Benchmark
- Within 2 Levels Below Benchmark

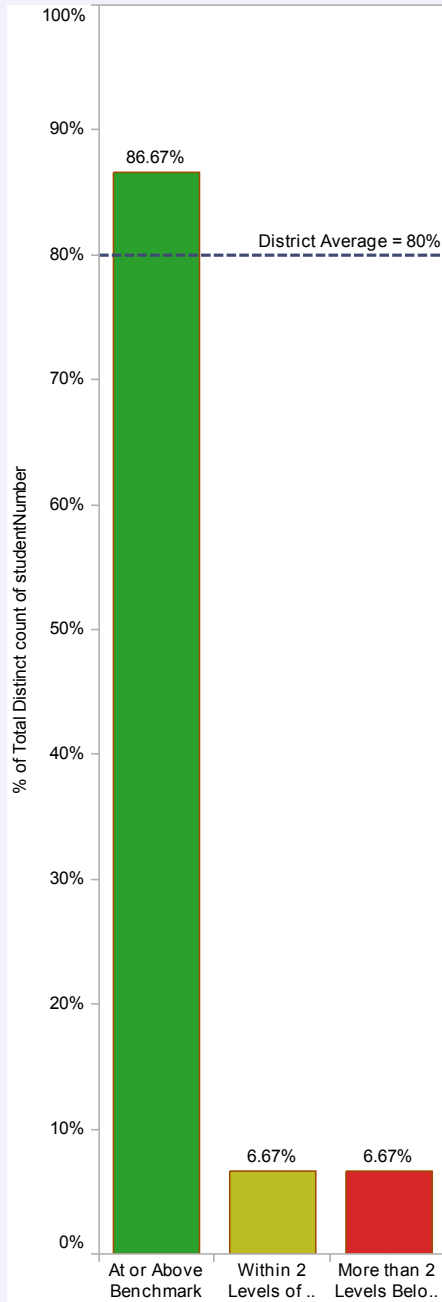


Class of 2021 Longitudinal District Literacy Performance

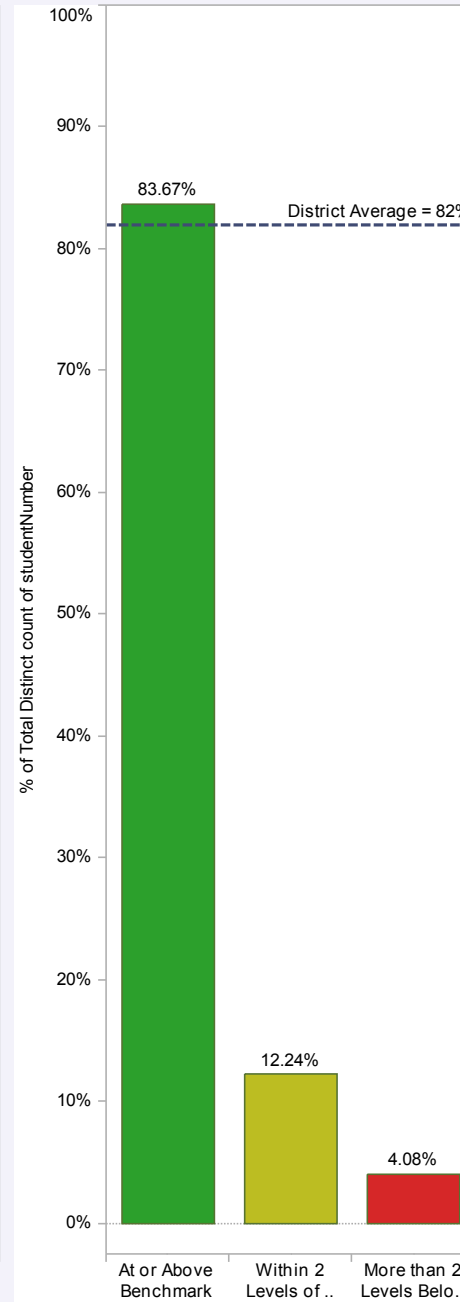
KG Rigby Benchmark Spring 2009



1st Grade Rigby Benchmark Spring 2010



2nd Grade Rigby Benchmark Spring 2011

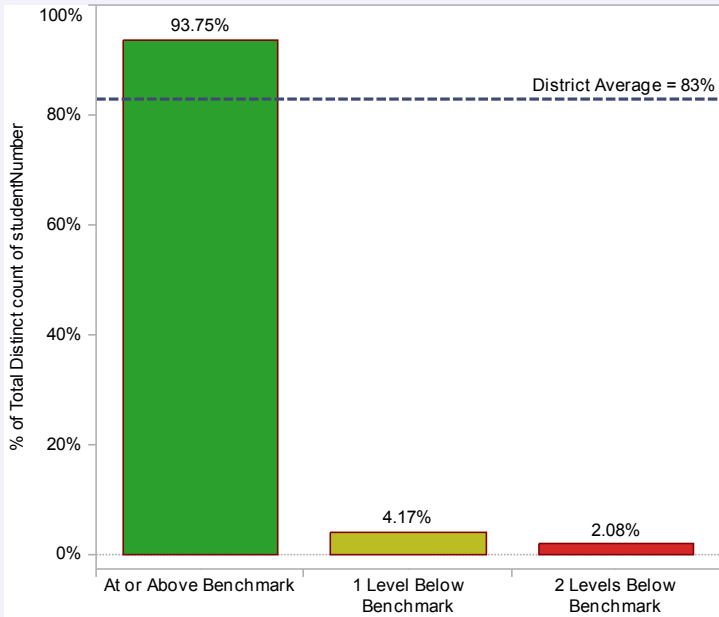


Rigby Benchmark KG
■ At or Above Benchmark
■ 1 Level Below Benchmark
■ 2 Levels Below Benchmark

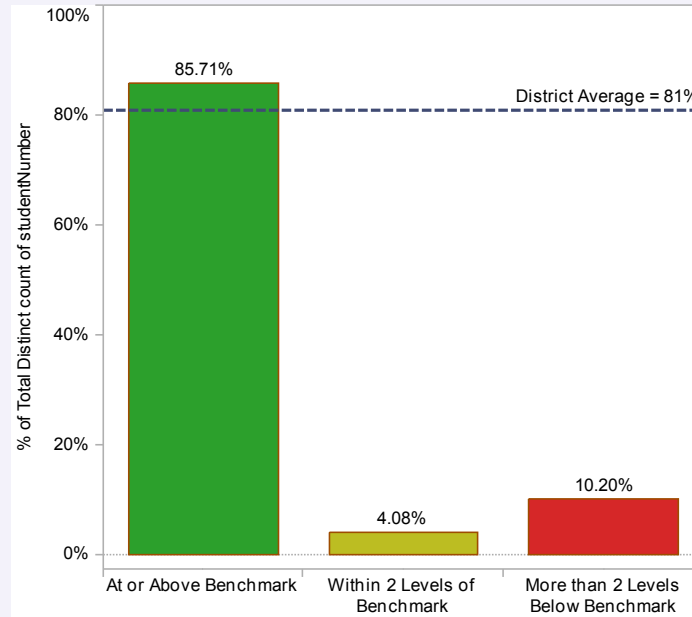
Class of 2020 Longitudinal District Literacy Performance

Rigby Benchmark 3rd
■ At or Above Benchmark

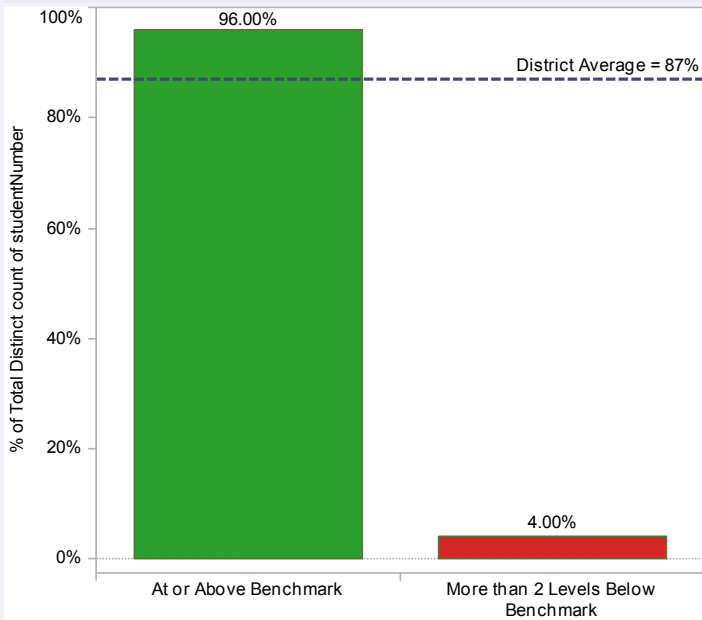
KG Rigby Benchmark Spring 2008



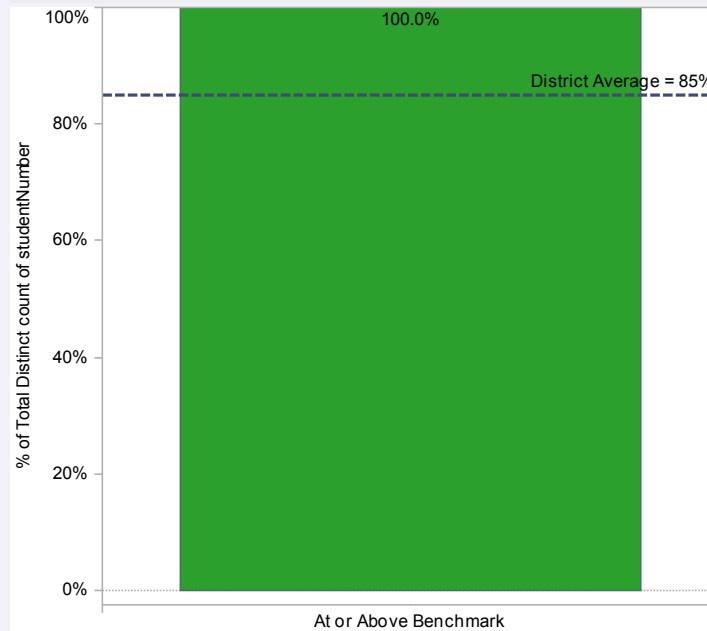
1st Grade Rigby Benchmark Spring 2009



2nd Grade Rigby Benchmark Spring 2010



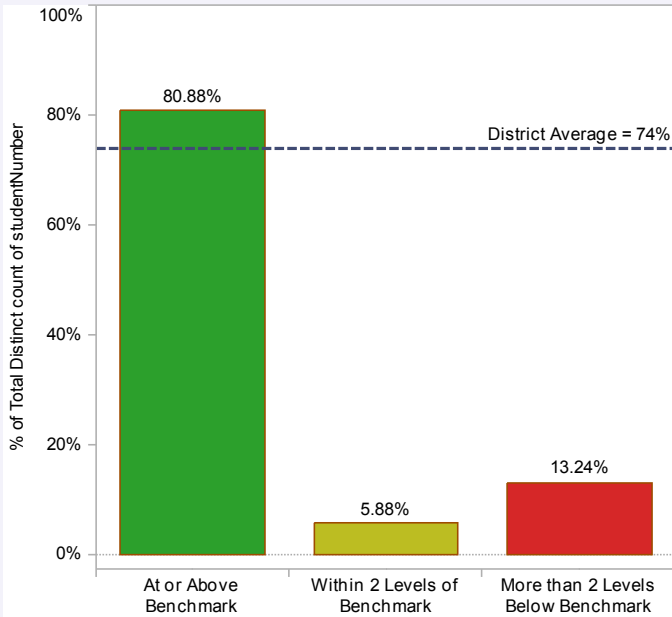
3rd Grade Rigby Benchmark Spring 2011



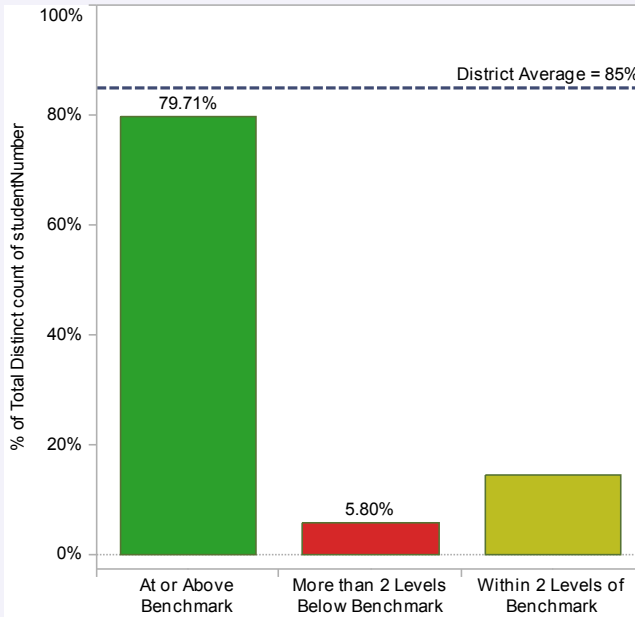
Class of 2019 Longitudinal District Literacy Performance

Rigby Benchmark 4th
■ At or Above Benchmark
■ Within 2 Levels of Benchmark
■ More than 2 Levels Below Benchmark

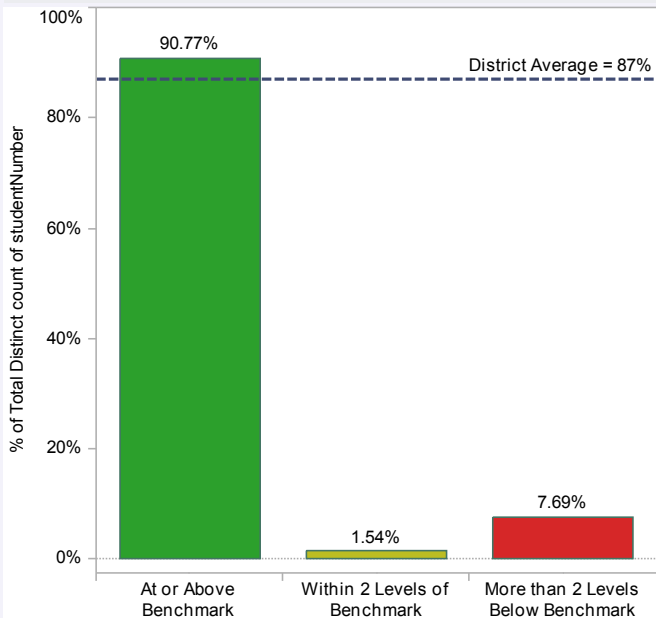
1st Grade Rigby Benchmark Spring 2008



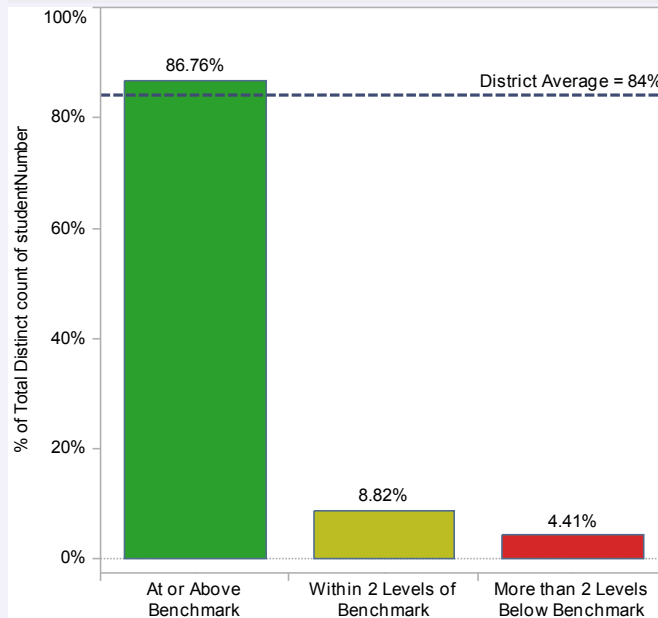
2nd Grade Rigby Benchmark Spring 2009



3rd Grade Rigby Benchmark Spring 2010

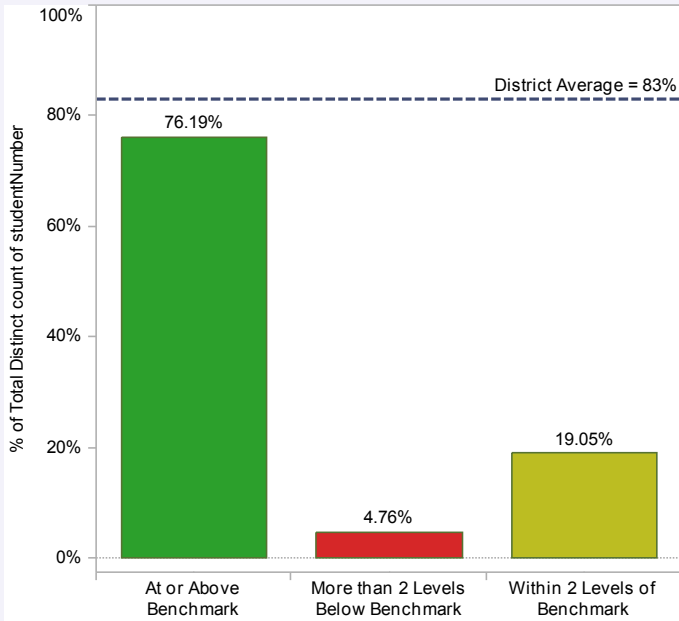


4th Grade Rigby Benchmark Spring 2011

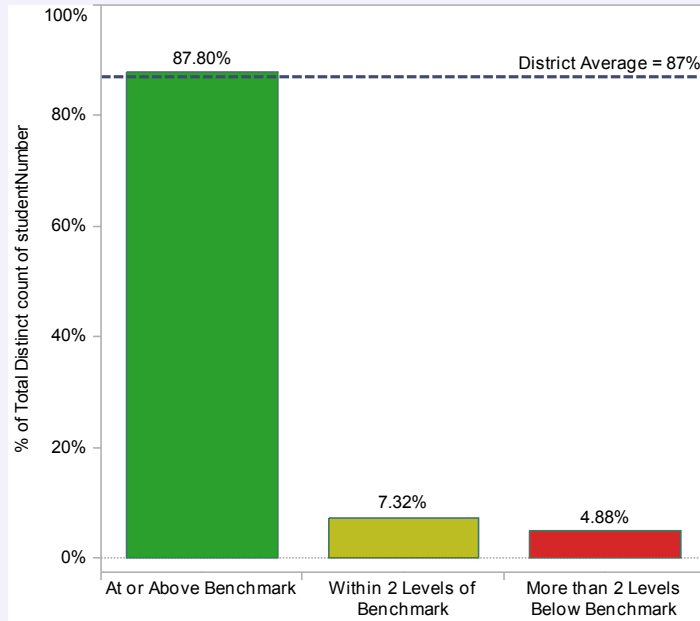


Class of 2018 Longitudinal District Literacy Performance

2nd Grade Rigby Benchmark Spring 2008

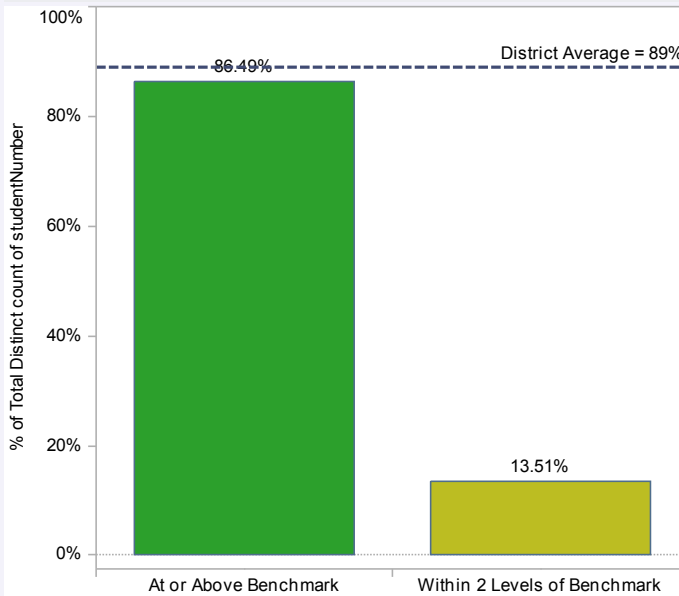


3rd Grade Rigby Benchmark Spring 2009

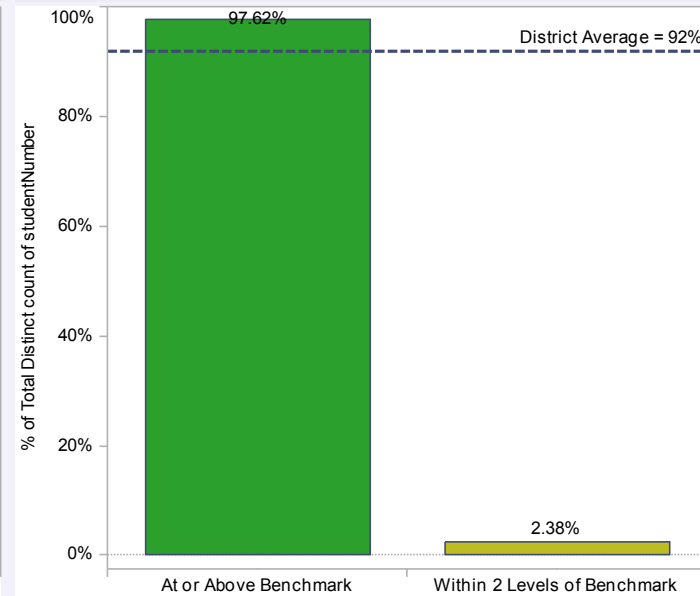


Rigby Benchmark 5th
■ At or Above Benchmark
■ Within 2 Levels of Benchmark

4th Grade Rigby Benchmark Spring 2010

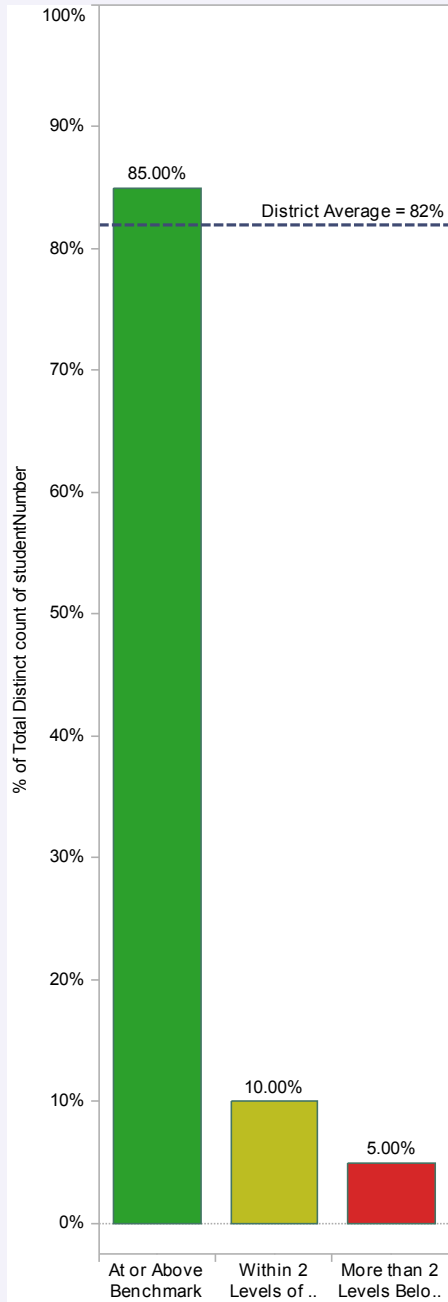


5th Grade Rigby Benchmark Spring 2011

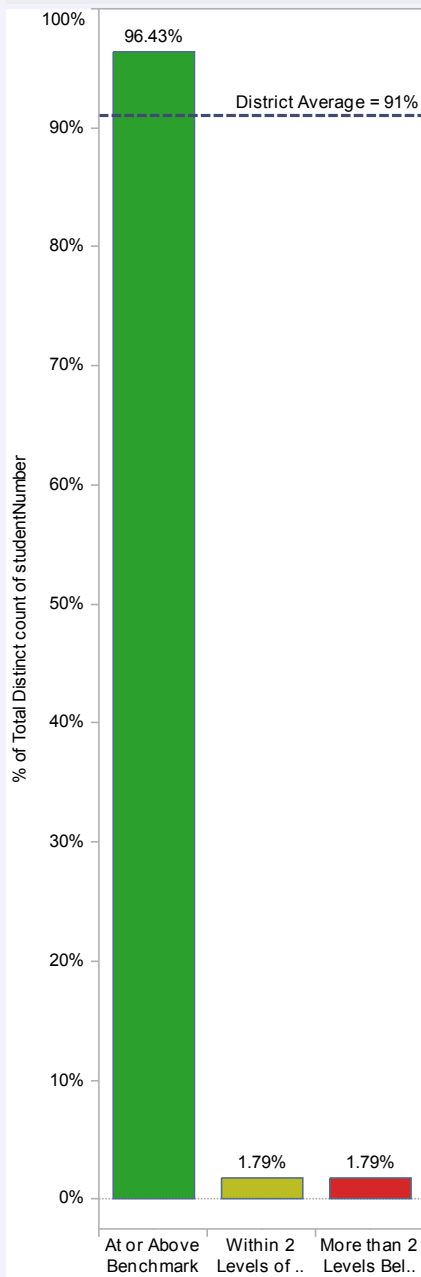


Class of 2017 Longitudinal District Literacy Performance

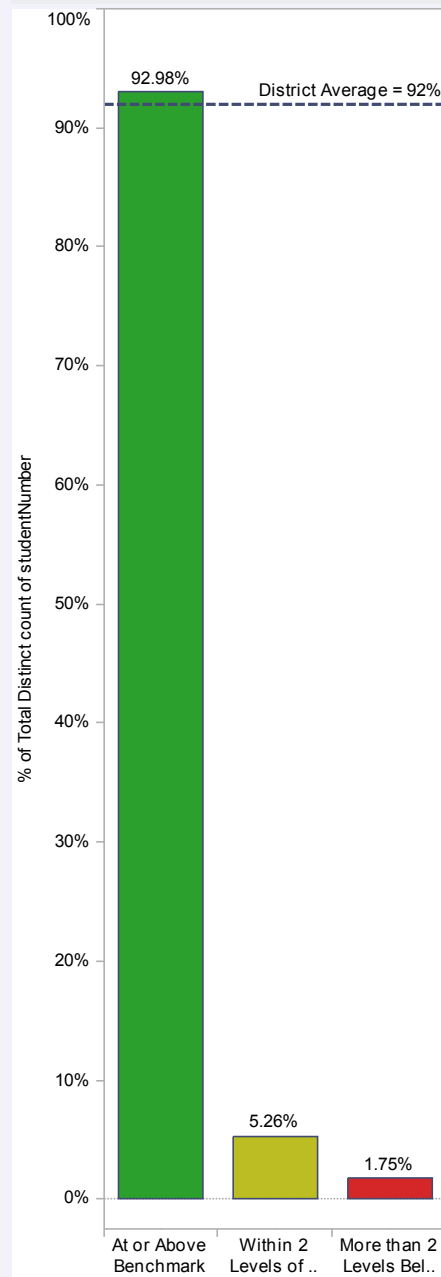
3rd Grade Rigby Benchmark Spring 2008



4th Grade Rigby Benchmark Spring 2009



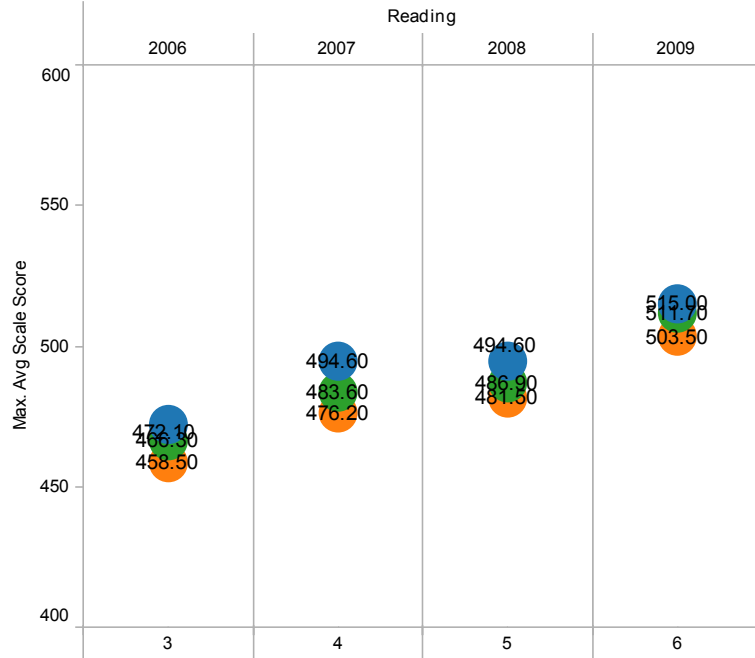
5th Grade Rigby Benchmark Spring 2010



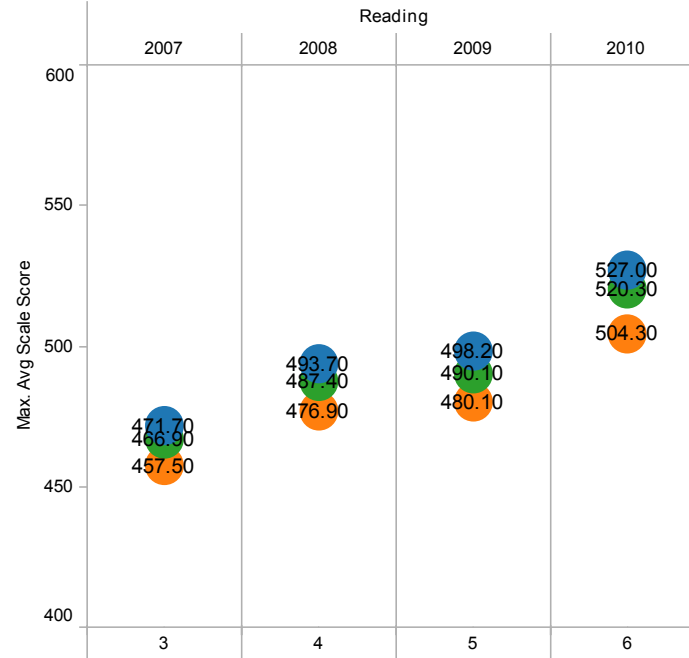
Rigby Benchmark 3rd

- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark

Class of 2016 WKCE Reading Average Scale Score Progression

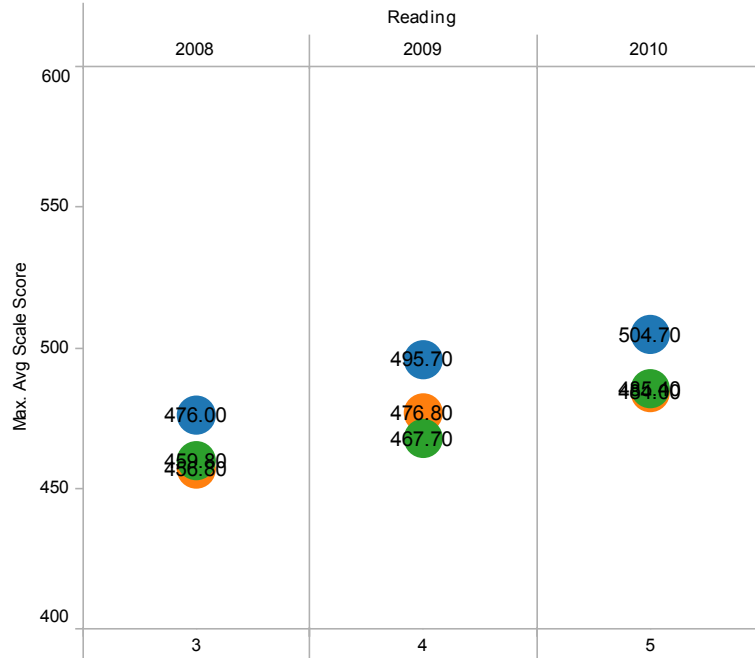


Class of 2017 WKCE Reading Average Scale Score Progression

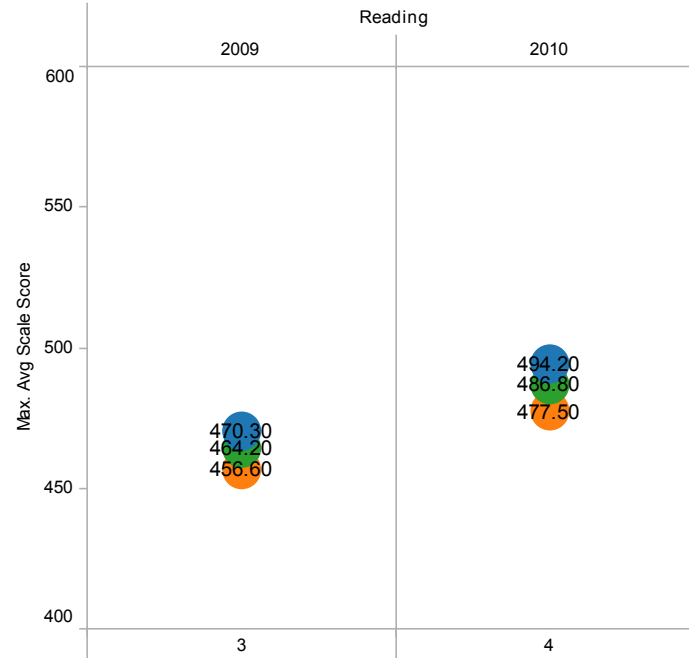


School
■ District
■ Park
■ State

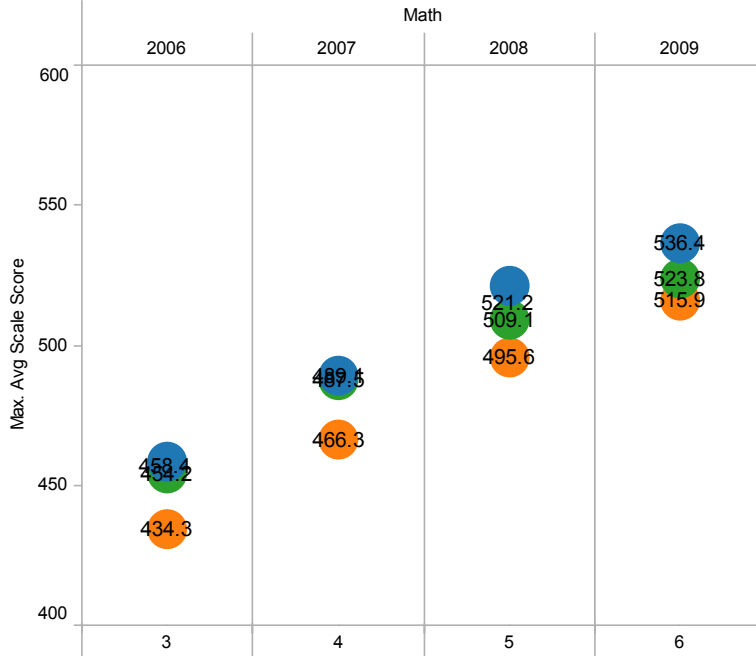
Class of 2018 WKCE Reading Average Scale Score Progression



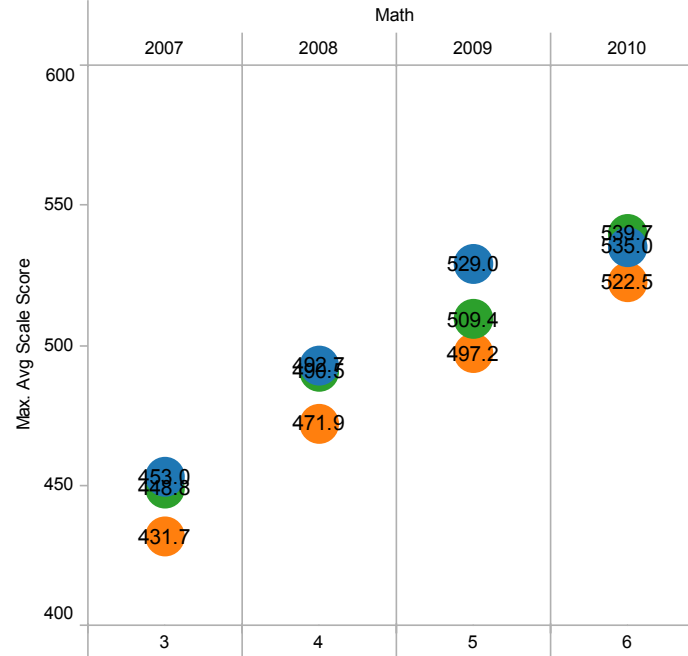
Class of 2019 WKCE Reading Average Scale Score Progression



Class of 2016 WKCE Math Average Scale Score Progression

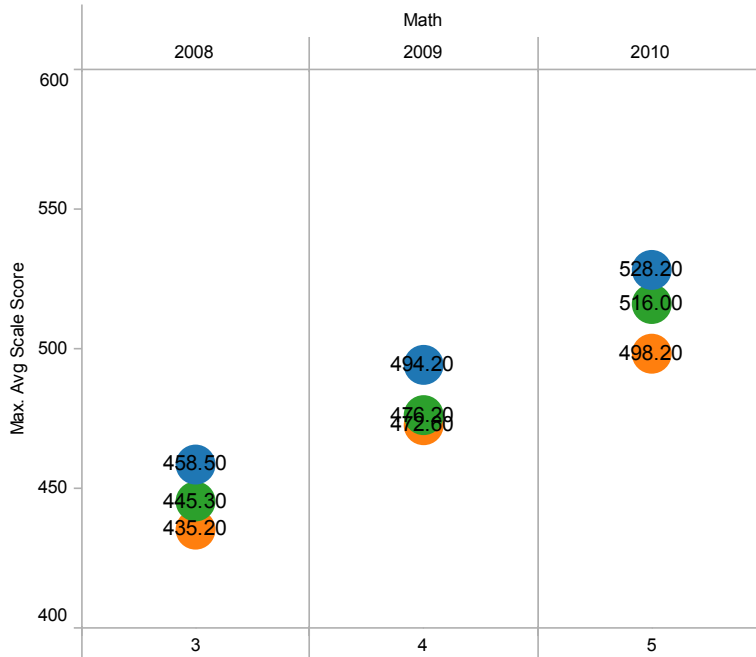


Class of 2017 WKCE Math Average Scale Score Progression

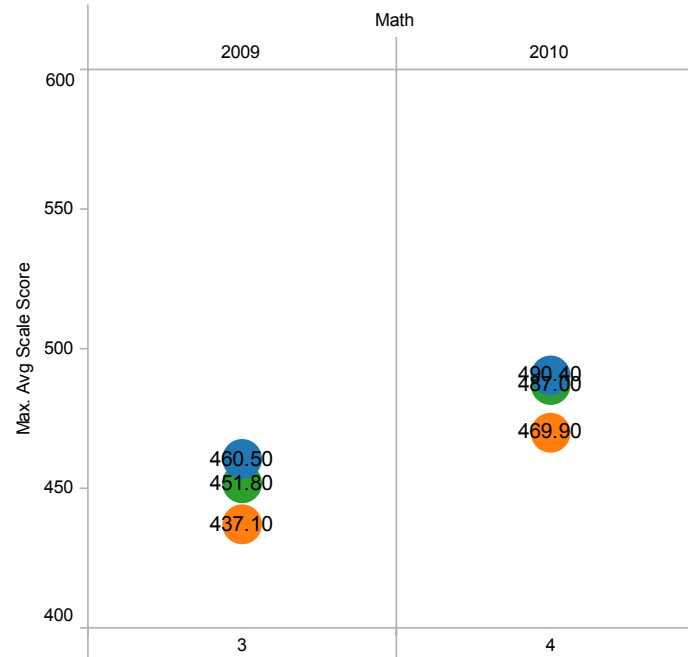


School
■ District
■ Park
■ State

Class of 2018 WKCE Math Average Scale Score Progression



Class of 2019 WKCE Math Average Scale Score Progression





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

School Value Added

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

School:

Test:

Year:

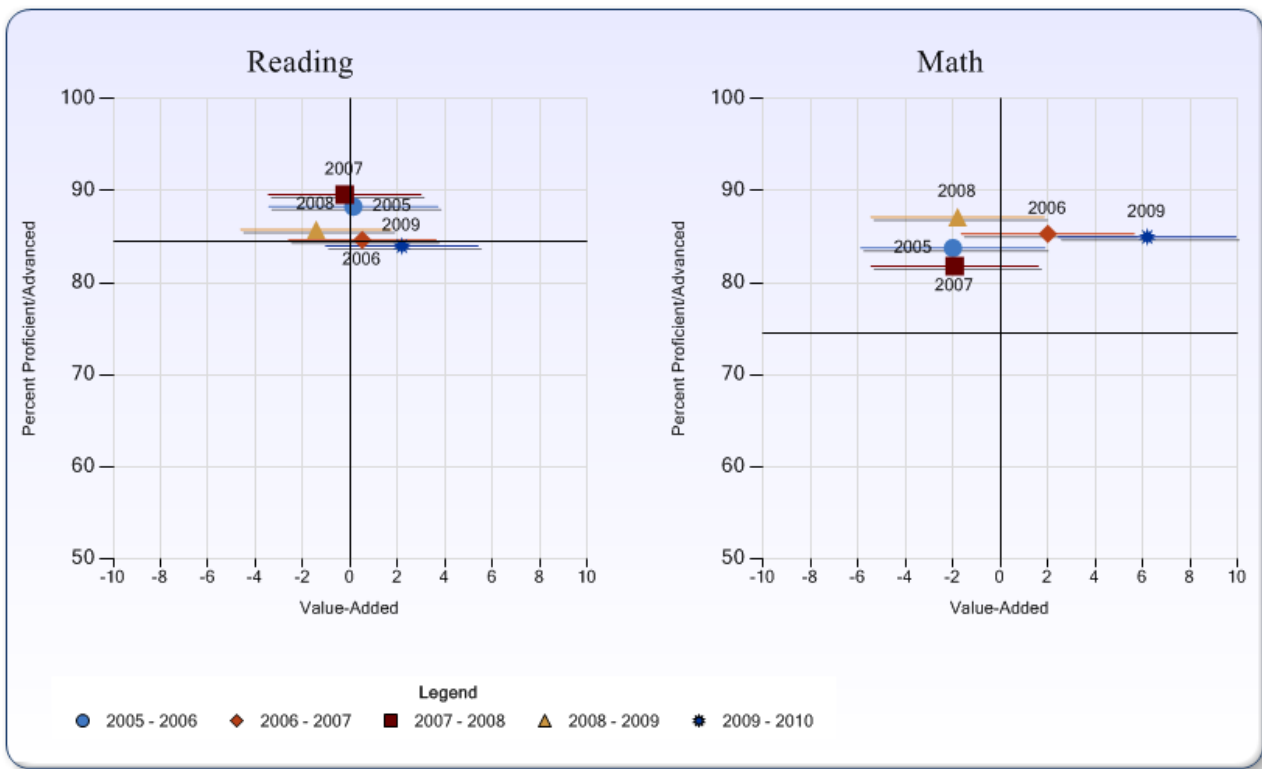
Grade Level:

Park Elementary

WKCE

All Years

School Avg

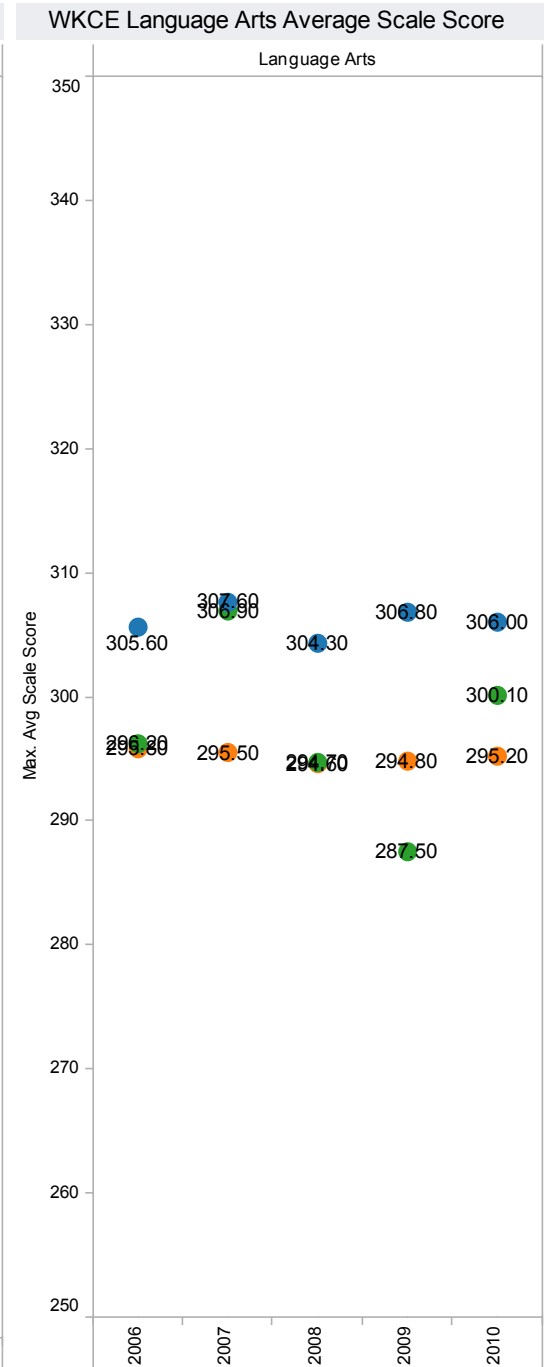
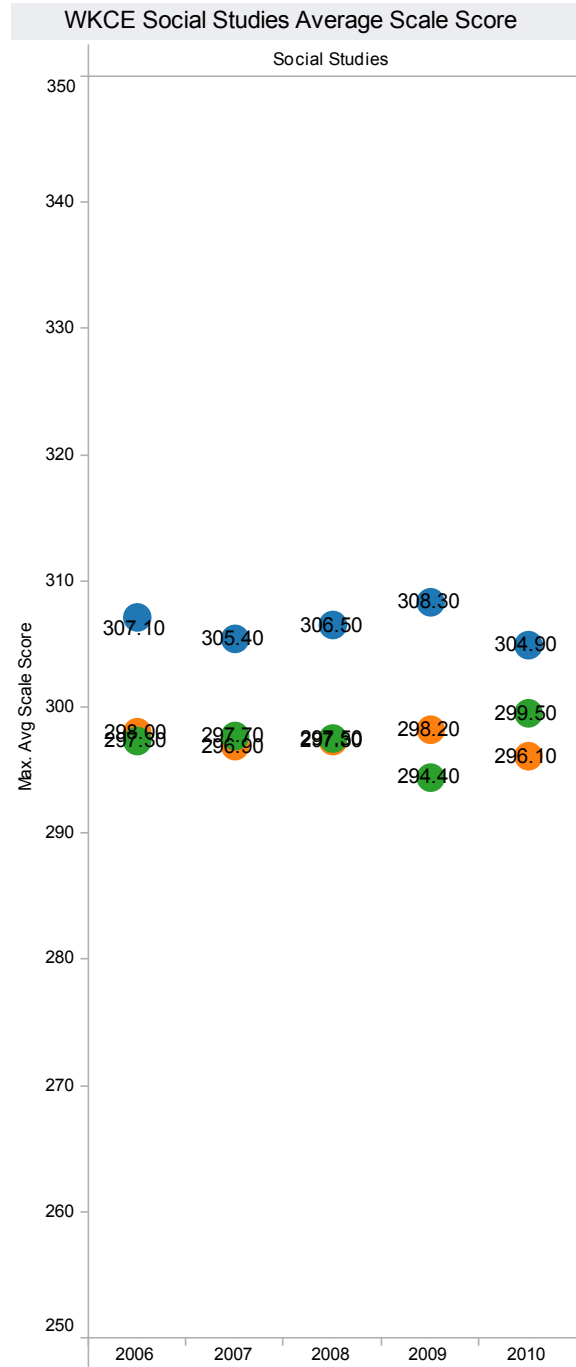
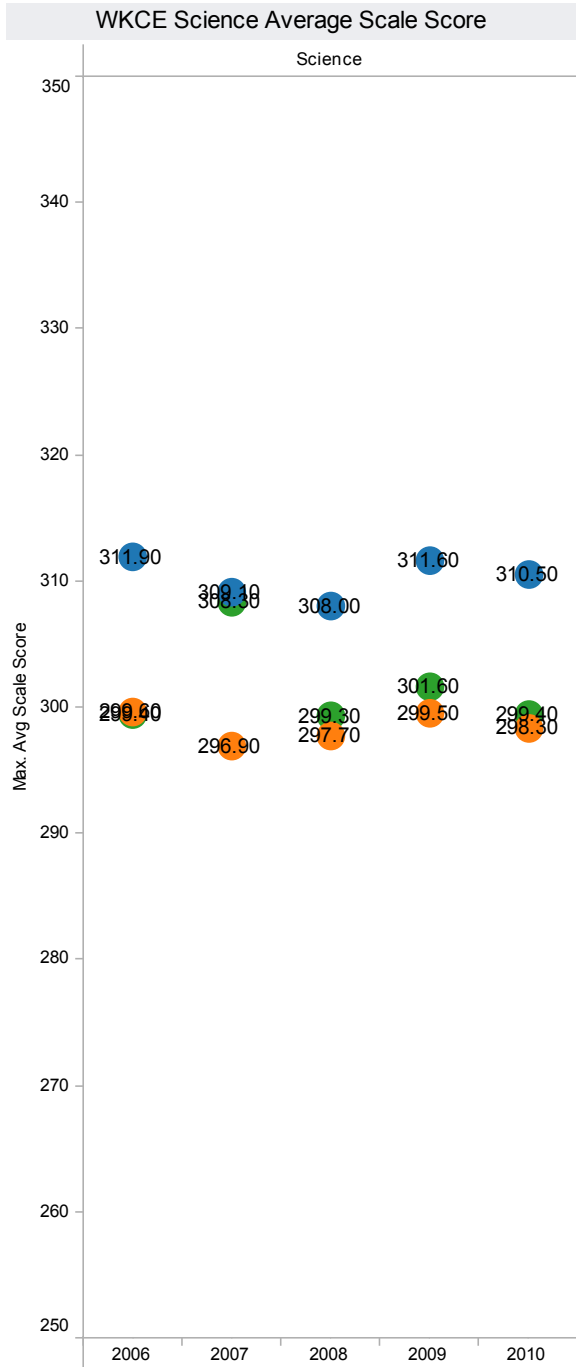


Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2005 - 2006	School Avg	0.13	88.29	-3.44 - 3.69
Math	2005 - 2006	School Avg	-2.00	83.78	-5.88 - 1.88
Reading	2006 - 2007	School Avg	0.50	84.67	-2.61 - 3.62
Math	2006 - 2007	School Avg	2.00	85.33	-1.64 - 5.65
Reading	2007 - 2008	School Avg	-0.24	89.61	-3.46 - 2.98
Math	2007 - 2008	School Avg	-1.92	81.82	-5.45 - 1.60
Reading	2008 - 2009	School Avg	-1.44	85.81	-4.62 - 1.75
Math	2008 - 2009	School Avg	-1.80	87.16	-5.46 - 1.85

Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2009 - 2010	School Avg	2.18	84.00	-1.04 - 5.39
Math	2009 - 2010	School Avg	6.20	85.00	2.45 - 9.94

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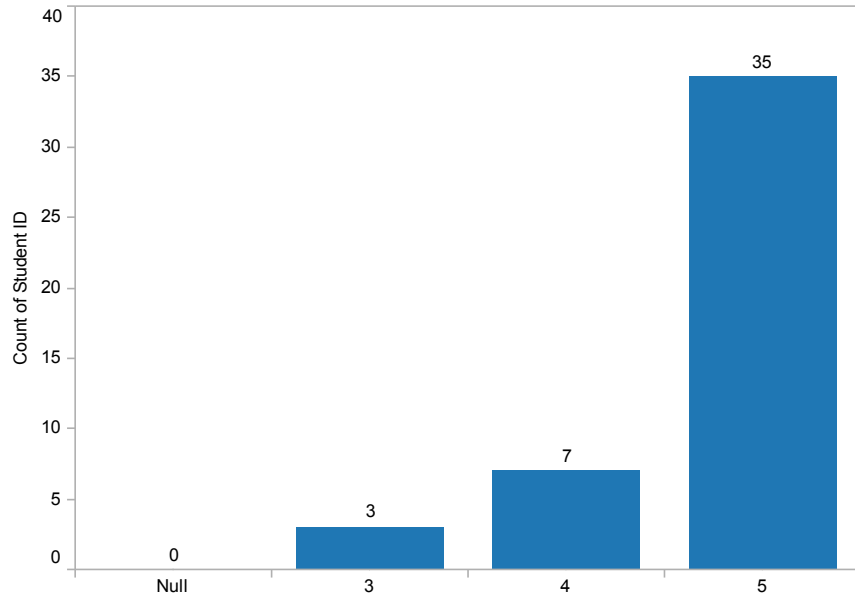
School ■ District ■ State ■ Park



Math AddVantage Data Grade 1 Spring 2010

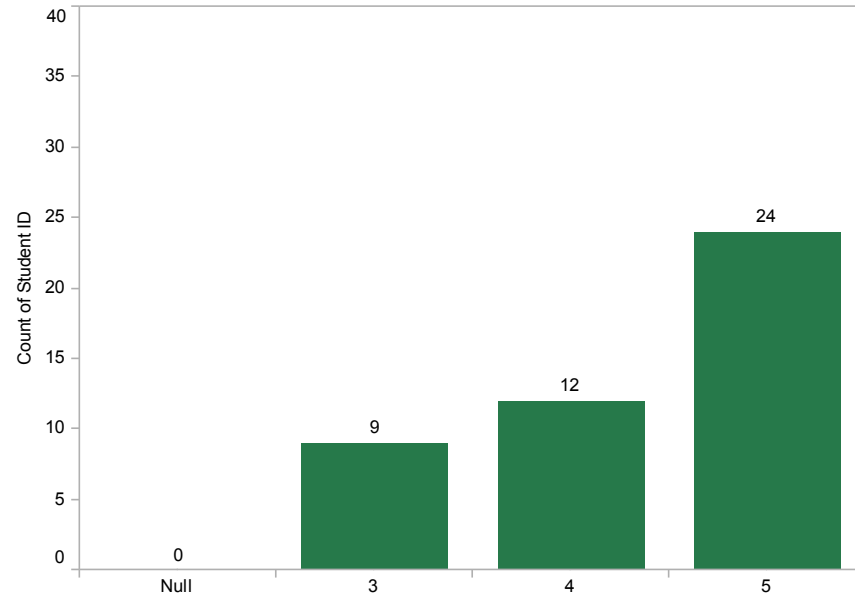
Number of Students at Each Level FNWS Spring 2010

FNWS - SPRING



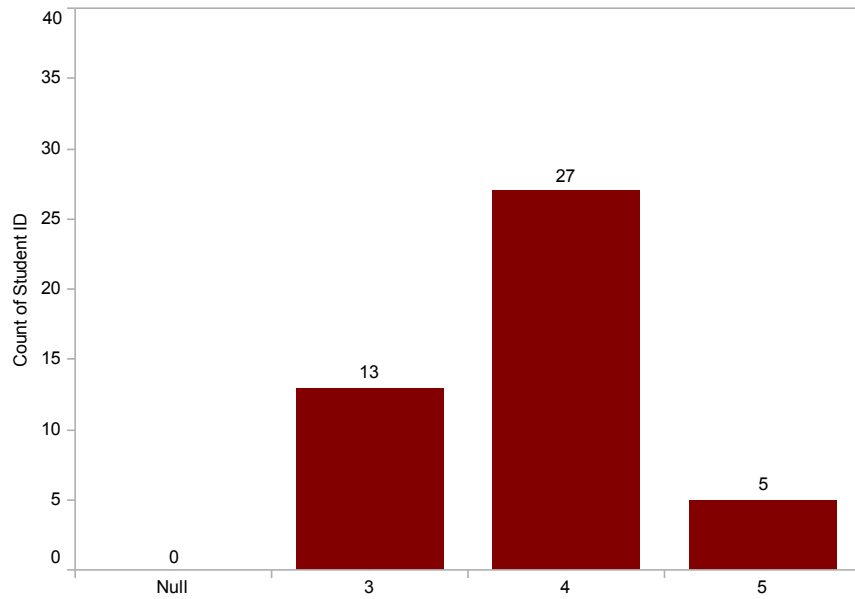
Number of Students at Each Level BNWS Spring 2010

BNWS - SPRING



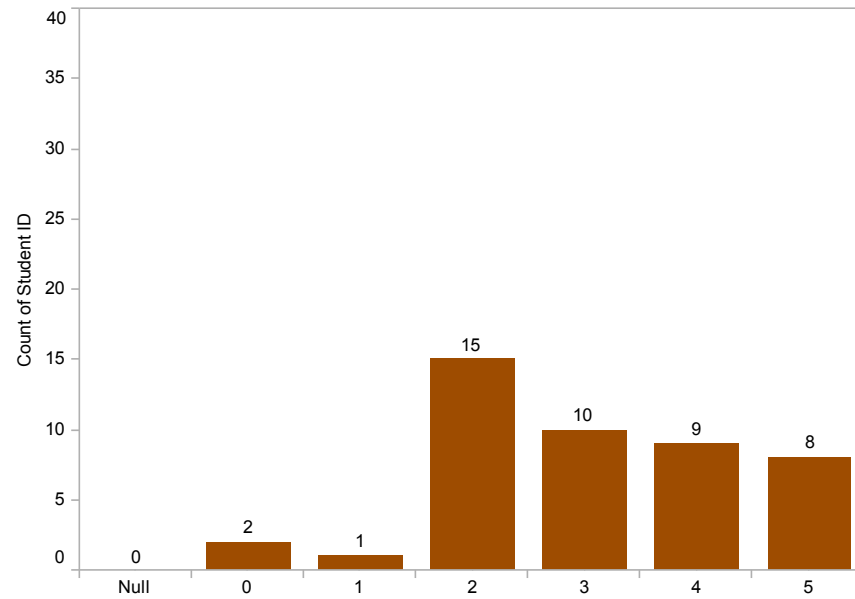
Number of Students at Each Level Number ID Spring 2010

NUM ID - SPRING



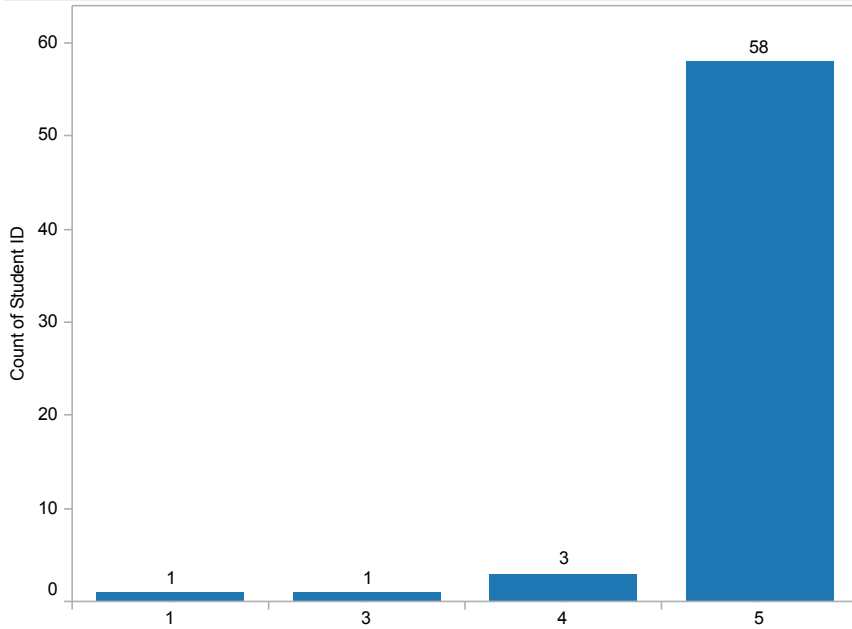
Number of Students at Each Level Structuring Spring 2010

STRUCT - SPRING

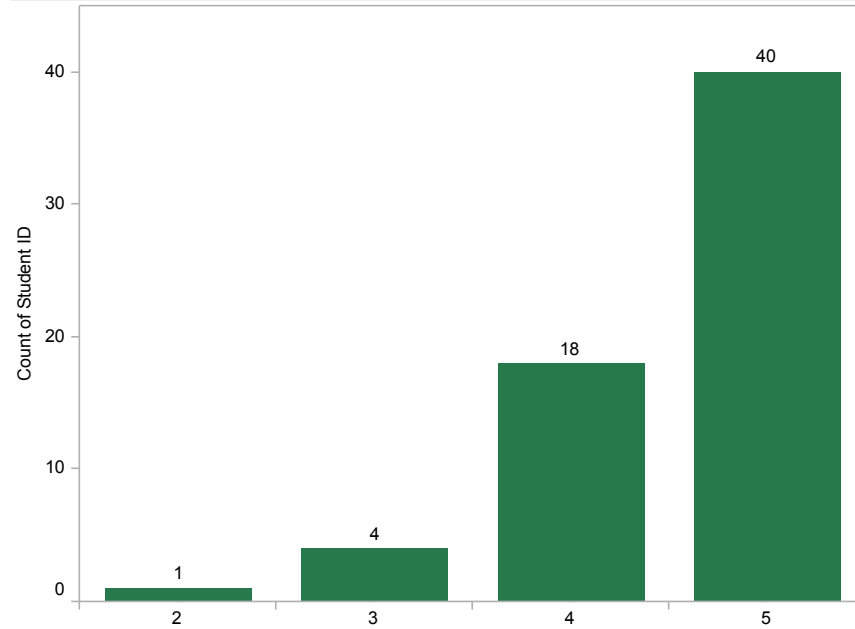


Math AddVantage Data Grade 1 Spring 2011

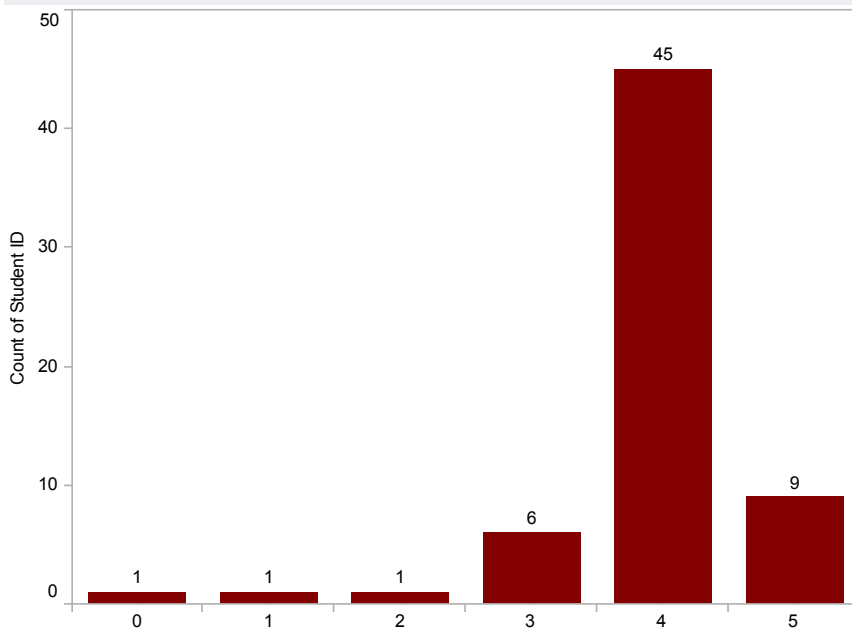
Number of Students at Each Level FNWS Spring 2011



Number of Students at Each Level BNWS Spring 2011



Number of Students at Each Level Number ID Spring 2011



Number of Students at Each Level Structuring Spring 2011

