

**Continuous Improvement
Annual Report for
Sauk Trail Elementary
October 24, 2011**

Principal: Chris Dahlk	Grades Served: K-5
Continuous Improvement Team Members:	
Chris Dahlk – Principal	MaryBeth Paulisse – Ed Services Liaison
Christa Anderson, Reading Specialist	Jacki Greene, GT Resource Teacher
Heidi Notbohm, Speech & Language Clinician	Jeanette Wiederhoeft, 2 nd Grade Teacher
Angela Guzman, ELL Resource Teacher	Paige Bessick, 1 st Grade Teacher
<p>School Mission:</p> <p style="text-align: center;"><i>Empower Students, Value Community, Embrace Diversity</i></p>	
<p>Core Values and Beliefs:</p> <p style="text-align: center;">At Sauk Trail Elementary we believe:</p> <ul style="list-style-type: none"> • Teachers, administration, parents, students and the community share the responsibility for advancing the school's mission. • Our school is committed to a shared vision for purposeful, continuous improvement to enable students to become confident, self-directed, lifelong learners. • Every student is a valued individual with unique physical, social, emotional and intellectual needs. • A student's self-esteem is enhanced by positive relationships and mutual respect among students and staff. • Every student deserves a safe and physically comfortable environment in which to learn. • Students learn in different ways and should be provided with a variety of instructional approaches to support their learning needs. • Student's learning needs should be the primary focus of all decisions impacting the work of the school. • All students can learn when they are engaged in the learning process and given appropriate opportunities for success. 	

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)	389	404	318
Average Class Size (3 rd Friday Count)	16.2	17.6	17.7
% Free/Reduced Lunch (Title I Count)	46.31%	47.3%	50.3%
% Students of Color (3 rd Friday Count)	44.02%	45.3%	45.59%
% Students with Disabilities (3 rd Friday Count)	12.47%	14.1%	16.98%
% English Language Learners (3 rd Friday Count ELP 1-5)	17.7%	17.1%	25.16%

Analysis of Demographic Situation and Significant Changes:

We feel fortunate to have the SAGE funding and Title 1 funding which helps keep our class sizes under 18 in grades K-3. Although we have not seen a significant change in the percentage of free and reduced or students of color, we are beginning to see a reduction in students with disabilities. Our biggest change has come in the area of English Language Learners. The 2011-12 school year marks the first year that all Spanish speaking students needing bilingual services can receive those services in their home schools as each school has a certified Spanish Bilingual Resource Teacher.

Continuous Improvement Goals and Results

Goal 1:

Beginning in Spring 2010, increase by 5% the percentage of full academic year students at or above each grade level benchmark as measured by the Spring QRI/RIGBY each consecutive year up to 90% or greater by Spring 2013 for each cohort.

Prior Reality:

The following table shows the number of students at or above grade level for the Rigby Benchmark for the Spring assessment period for the years 2008-2010.

	Spring 2008	Spring 2009	Spring 2010
Kindergarten	87.72%	80.28%	83.56%
First Grade	68.75%	77.78%	72.46%
Second Grade	77.55%	74.55%	83.61%
Third Grade	61.82%	79.63%	77.05%
Fourth Grade	80.77%	72.22%	82.98%
Fifth Grade	70.18%	90.38%	72.22%

Year End Reality:

	Spring 2011
Kindergarten	89.47%
First Grade	72.37%
Second Grade	70.27%
Third Grade	77.27%
Fourth Grade	67.74%
Fifth Grade	89.36%

Brief Summary of Progress on Goal 1:

We changed our goal in the area of literacy a bit to reflect our district literacy assessments as we found those to be more rigorous. The change also reflects a goal that we can monitor at each grade level. Using district literacy assessments means we work under the premise that students grow reading levels over the summer. We understand that we not only need to provide quality instruction during the school year, but also provide opportunities during the summer months for our students to learn and grow. Although we have made great gains in this area, we realize there is much work to be done.

2009-10 School Year:

In the area of Literacy we continue to build upon the Balanced Literacy approach already implemented in the building. We have made it a priority to build the resources for teachers to use, especially in the area of non-fiction as well as Spanish resources.

We continue to offer and study the effectiveness of additional opportunities for students. This summer we offered Title 1 Summer School, ELL Summer School and a Jump Start to Kindergarten. We have linked their attendance into IC. We continue to study the best way to use our resources to reduce the amount of regression over the summer for these students.

The addition of our Schools of Hope Volunteer Coordinator is directly related to helping build Literacy skills in identified students. The SAGE funding has been instrumental in providing lower classroom teacher: student ratio and help in the delivery of more individualized instruction.

The Literacy Action Team continues to focus their efforts on the correlation between non-fiction reading/writing and high literacy skills. We have non-fiction writing as the focus for several CRTs this school year.

Learning Teams, consisting of grade level teachers and resource teachers have also created team goals specific to each grade level in this area.

2010-11 School Year:

During the 2010-11 school year we spent the bulk of our professional development and collaboration time on improving non fiction writing. Time was spent discussing grade level ELOs in the area of literacy and identifying current practices. Baseline data was taken on time spent explicitly teaching non fiction writing and time spent with students actually writing.

Goal 2: Beginning Fall 2010 increase by 5% each year the percentage of full academic year students in combined grades 3-5 to the proficient or advanced range as measured by the Wisconsin Knowledge and Concepts Examination for Mathematics so that by Fall 2013 at least 90% of students will be at proficient or advanced levels.

Prior Reality:

During the 2009-10 school year, the number of students in grades 3, 4, and 5 combined, who scored proficient or advanced on the Wisconsin Knowledge and Concepts Examination for Mathematics was 75%.

Year End Reality:

During the 2010-11 school year, the number of students in grades 3, 4, and 5 combined who scored proficient or advanced on the Wisconsin Knowledge and Concepts Examination for Mathematics was 81.9%.

Brief Summary of Progress on Goal 2:

2009-10 School Year:

If we break out the data from 2009-10, our 3rd grade was at 83%, 4th grade at 88.1% and 5th grade at 58.3%. We feel like we are making good progress in this area. Much of our efforts are focused on early intervention as well as finding ways to bridge the vocabulary gap across all grade levels.

Early intervention-All ST Kindergarten students were assessed using SNAP (Student Numeracy Assessment Progression). Teachers are utilizing the strategies from the training offered by the district to develop stronger numeracy skills. All 1st graders at ST were assessed using Math Advantage. Needs based groups were created to address delays in particular numeracy skills. Looking at data from this fall, students who had received intervention as first graders scored much higher on Secure skills tests than students in the past who had not received the intervention as well as students who moved into the district.

Each grade level uses the secure skill tests designed from Everyday math to inform instruction. Targeted, flexible groupings are created and team taught with resource teachers.

A focus of the Math Action team is looking at crucial vocabulary in the area of math and common language in teaching that vocabulary across grade levels. We include the families by adding a math night for the entire school community and have added additional bilingual resources in this area as well.

Another focus of the action team is integrating non-fiction writing in the area of math. Teachers will work on explicitly teaching students how to write about the thinking that takes place when problem solving.

As mentioned in Goal 1, the work with our Schools of Hope Volunteer Coordinator, SAGE funding and Learning Team Goals applies to the area of math as well.

2010-11 School Year:

The knowledge staff acquired through district trainings and initiatives and then applied directly into the classroom was amazing. Kindergarten staff was trained in SNAP (Student Numeracy Assessment Progressions) and first grade teachers trained in Math Advantage. These assessments provided insights into early numeracy that we hadn't ever had before. Staff changed their instruction to develop the early numeracy skills crucial to student success. Professional development/book groups were held on helping students develop early numeracy skills.

Goal 3: Beginning Fall 2011, increase the number of students without behavioral reports by 2% every year for 3 years so that at least 85% of students have no behavioral reports by Spring 2014.

Prior Reality:

During the 2009-10 school year there were 154 behavioral referrals turned into the school office. These were for a range of behaviors related to our Code of Conduct.

Year End Reality:

During the 2010-11 school year, there were 342 behavior referrals turned into the school office. These were for behaviors identified as a Level 1 or above according to our Positive Behavior Intervention Supports (PBIS) implementation program. These referrals involved 104 students, which was 25.7% of our student population.

Brief Summary of Progress on Goal 3:

2009-10 School Year:

We are currently working on a more sophisticated data collection system that can help us disaggregate data for more specific interventions. In the spring of 2010 a team from Sauk Trail attended PBIS Tier 1 training. At

this training we began developing behavioral systems to execute for the 2010-11 school year. We created a Sauk Trail Success Matrix (attached as a separate file). This matrix created a common language for all of the teachers, students and families at ST to use. We also created visual aids to use with this matrix. We trained the entire staff in August and have had ongoing teaching, training and review of the matrix with students since the start of the year.

An action team was established to work on this goal. One subcommittee of this action teams is more data and systems focused and the other subcommittee works directly with student activities such as assemblies and other programs that reinforce the Sauk Trail Success Matrix.

Learning Teams also have a specific goal working toward this behavioral goal.

Securing funding to provide continued training in Tier 2 and Tier 3 of PBIS will be crucial to continue the work in this area.

2010-11 School Year:

The 2010-11 school year marked the first complete year that we implemented Tier 1 of Positive Behavior Intervention and Supports (PBIS). Creating these systems of supports as a staff made a remarkable difference in staff relationships and student behavior. We changed our goal to reflect the Response to Intervention Model on Behavior which identifies 85% of the students in the Tier 1 or Universal Level. If we are implementing with fidelity, 85% of our students should not have a referral.

At the end of October 2010 we had already had 47 office referrals. As of October 20, 2011 we are at 12. This is a significant decrease.

Throughout the year the systems were developed and refined. Students were explicitly taught expectations and booster activities were done school wide for reteaching.

Developing these systems sent a clear messages to the students of their expected behavior in all locations, and brought about staff cohesiveness.

Student Achievement Data

Summary of Literacy Performance Data:2009-10 School Year:

As written in the goal section, we continue to work on solid initial instruction and providing the best interventions we can. Many of our students that come to us with delays lack the experience with language and print. We are optimistic that a 4K experience will help fill some of this void.

After mid November we will know what funds remain from our SAGE funding to create additional programming for our students. We will prioritize those funds to provide additional programming that increases the vocabulary and experiences of our students.

2010-11 School Year:

On the WKCE combined grades, 93.9% of our Not Economically Disadvantaged students scored proficient or advanced compared to 75.4% of our Economically Disadvantaged students. The number of students scoring in the advanced range that were Not Economically Disadvantaged was almost 2.5 times that of our Disadvantaged Students. In addition to improving instruction we changed the format of our summer school opportunities. Through a combination of Title 1 funds and SAGE funding we were able to offer a summer school that provided more experience and opportunities outside of the classroom and extend the day from prior years. We are in the process of collecting data based on the attendance of summer school and the student performance from the spring of 2011 to the fall of 2011.

Summary of Mathematics Performance Data:2009-10 School Year:

We feel we have some great early interventions in place that began during the 2009-10 school year that will really benefit our students in the years to come. With the preliminary data we collected and reviewed last spring and this fall, we are optimistic that we are narrowing the achievement gaps we have been experiencing.

2010-11 School Year:

On the Fall 2010 WKCE we had 73.7% of our economically disadvantaged students score in the proficient or advanced range. This is an increase over the past five year average of 65.92%. With the new assessment systems and early interventions, we are optimistic this trend will continue.

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

We will continue to bridge the experience/vocabulary gap that exists between our subgroups of students.

2010-11 School Year:

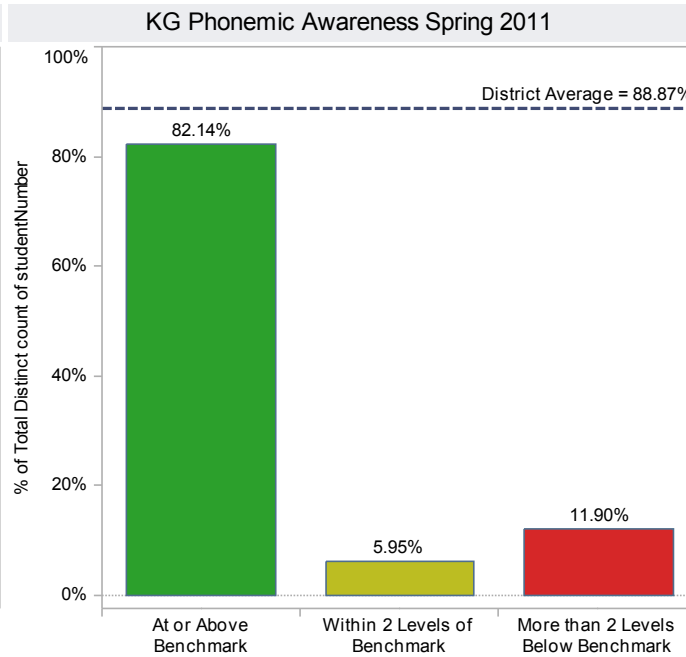
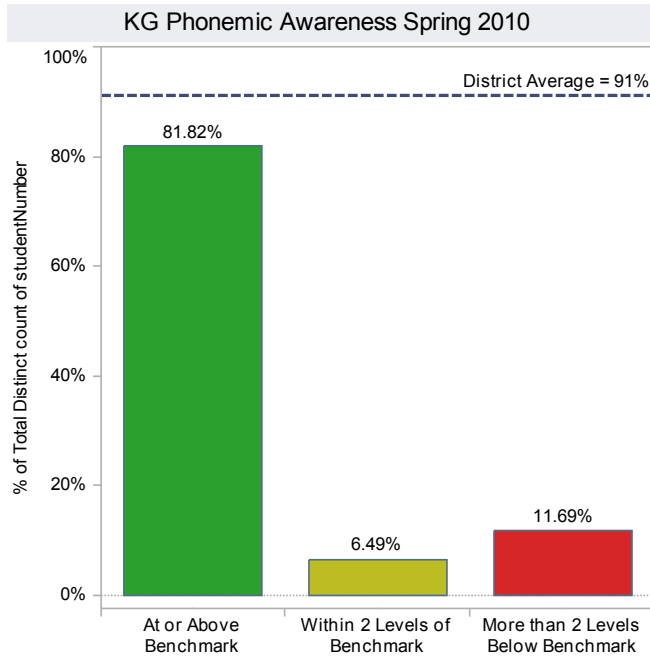
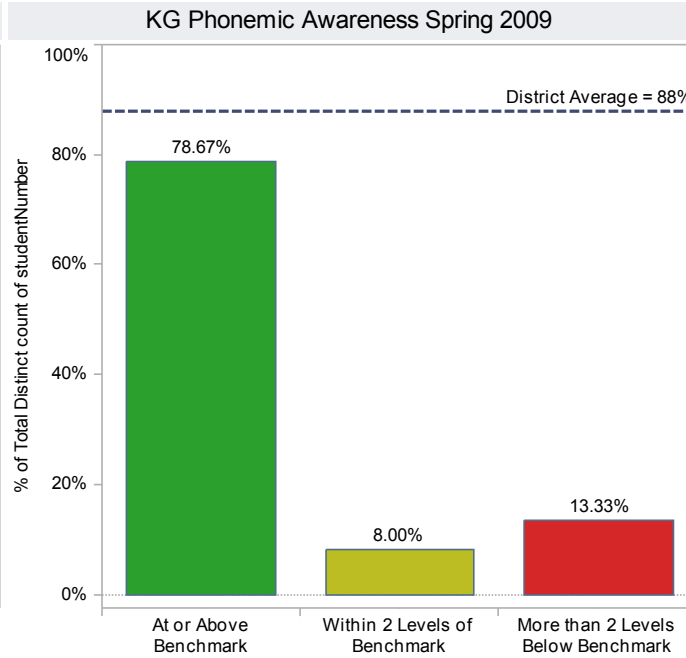
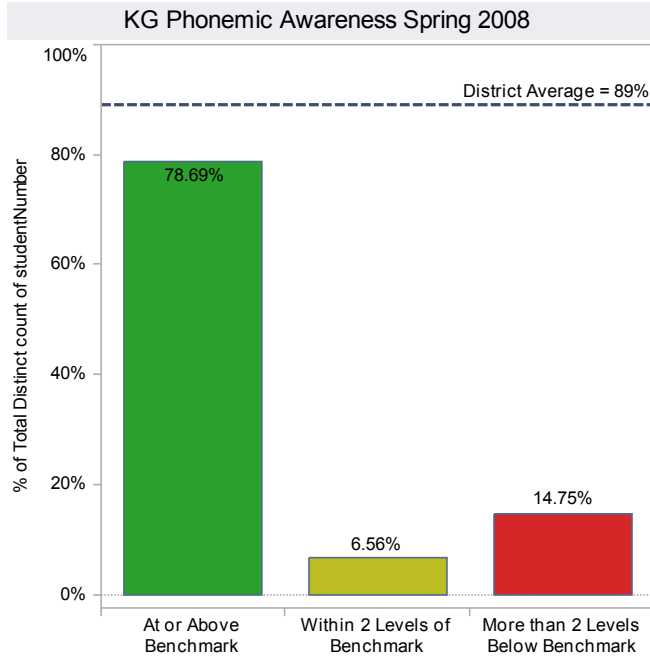
In these areas the achievement gap wasn't as prevalent as in math and science. In Language arts the percentages were fairly close across the board with minimal, basic, proficient and advanced. In Science and Social Studies, although the overall percentage of students combined was similar, the number of students scoring in the advanced range that were not economically disadvantaged was close to double the percentage scoring advanced as economically disadvantaged students.

Behavioral Data Summary 2010-11			
Average Daily Attendance: 95.22%		Average Days Absent per Student: 0.95	
# of Behavioral Events: 21		# of Students with a Behavioral Event: 21	
<u>Suspensions</u>			
<u>Type of Behavior Event</u>	<u># In-School</u>	<u># Out of School</u>	<u>Average Number of Days</u>
Disruptive Behavior	2	1	1.0
Physical Aggression	4	1	1.0
Property Damage		1	3.0
Threatening Behavior		1	3.0
Unsafe Behavior	1	1	1.5
<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:			
<p>This area is directly related to our work and efforts in the area of PBIS as mentioned in the goals section. We are also working as a district with the BLT (Behavior Literacy Team) to develop more consistency of reporting in IC among administrators.</p>			

Phonemic Awareness for Kindergarten

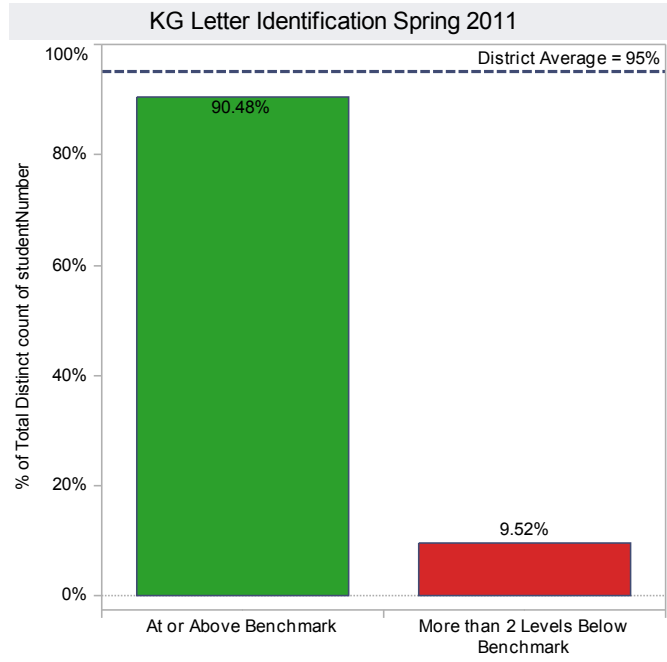
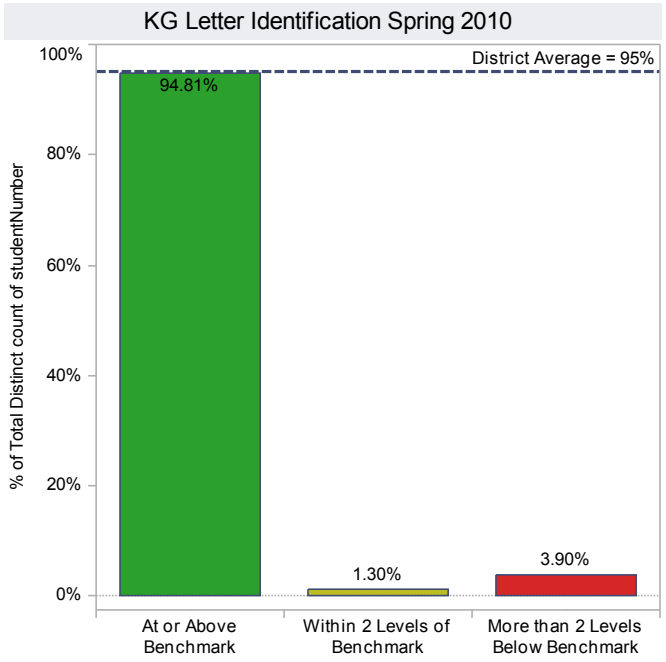
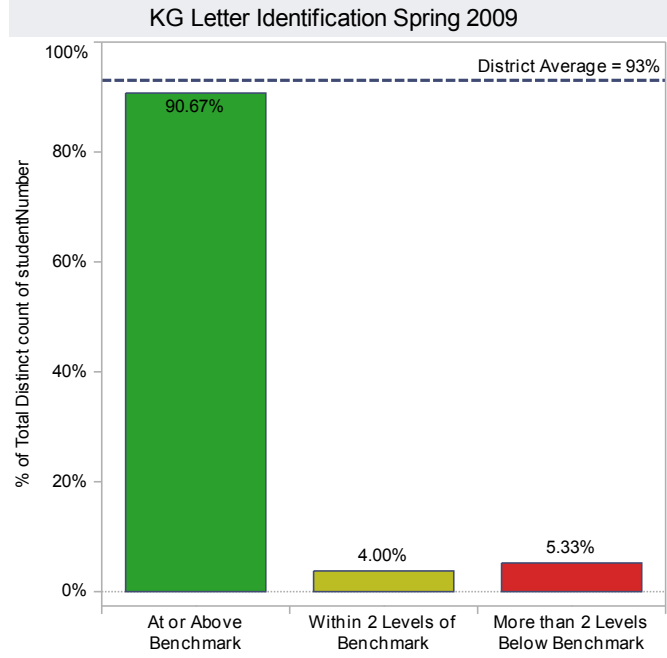
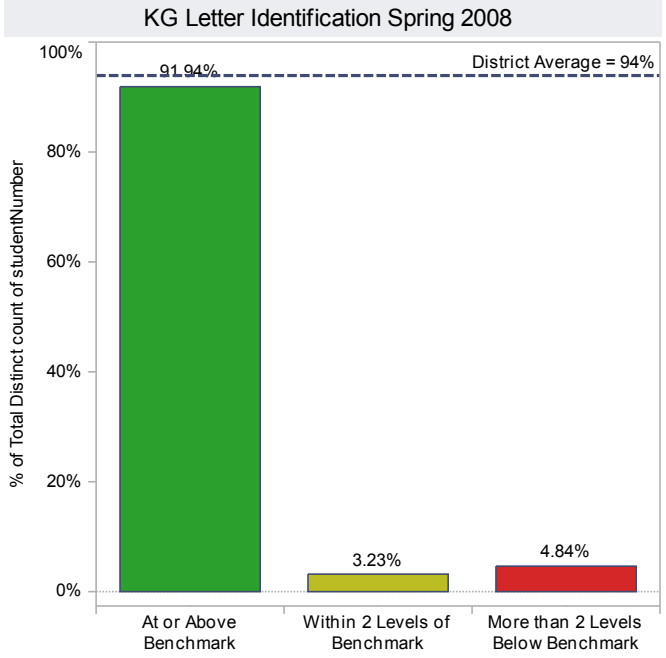
Phonemic Awareness Scale Score Group

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



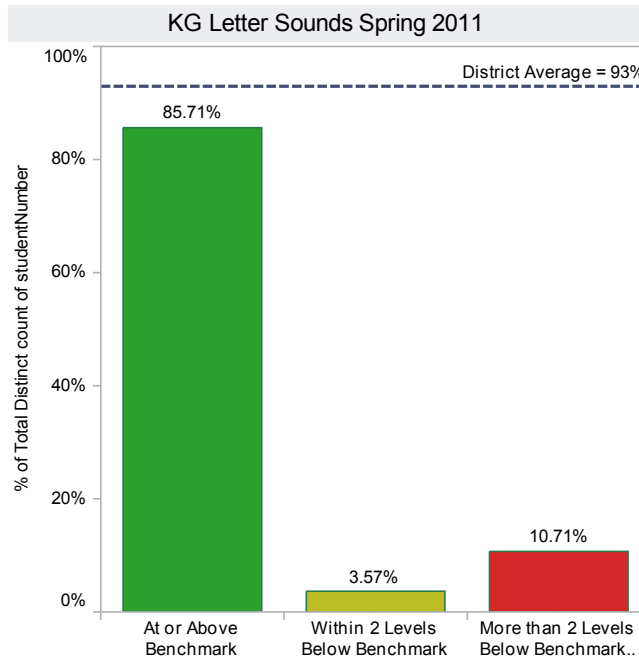
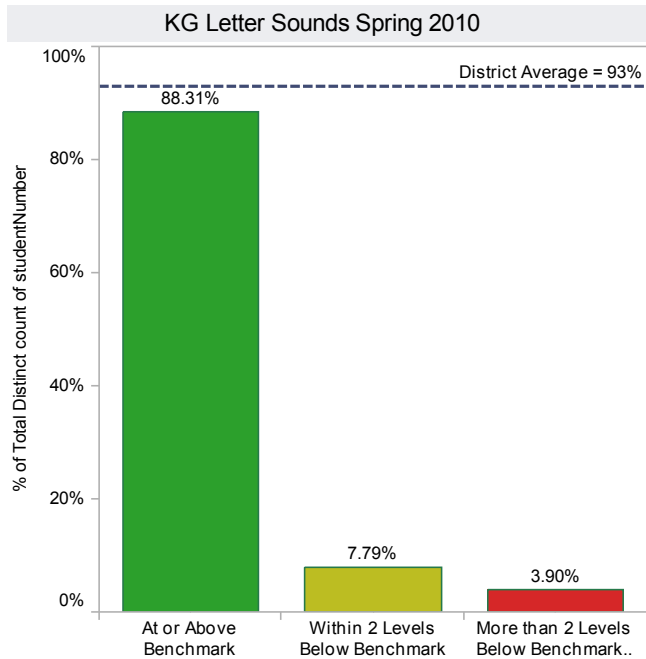
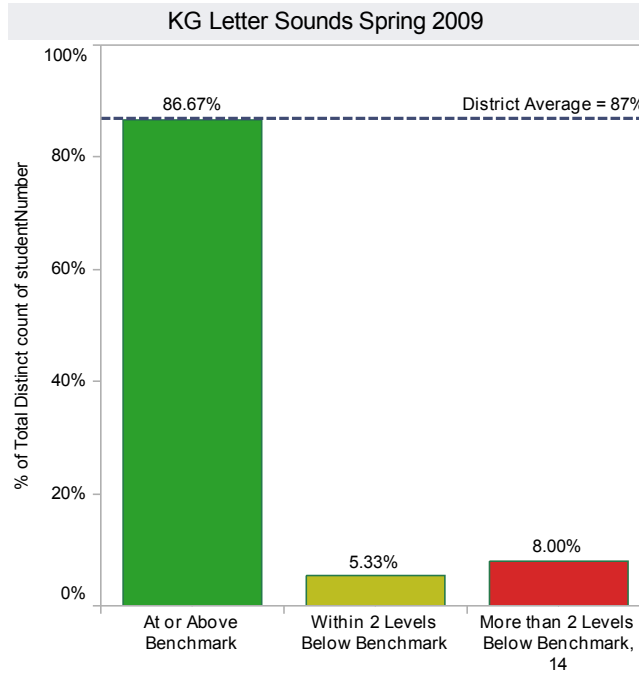
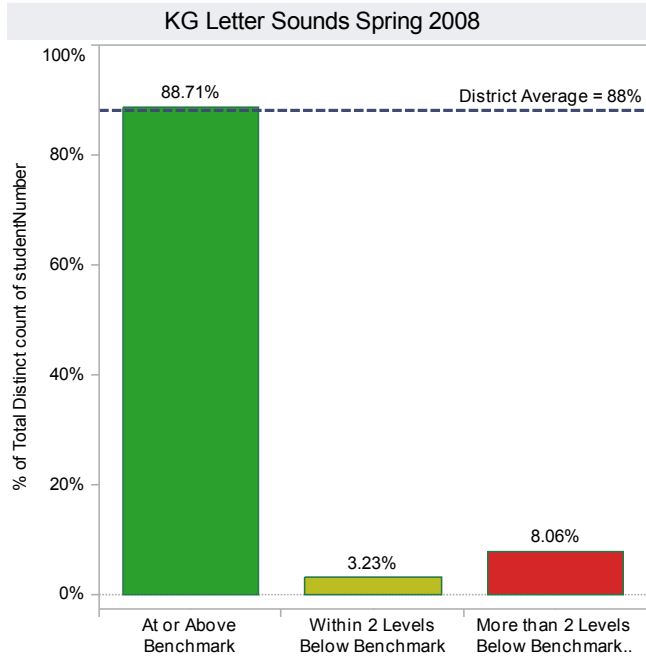
Letter Identification for Kindergarten

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



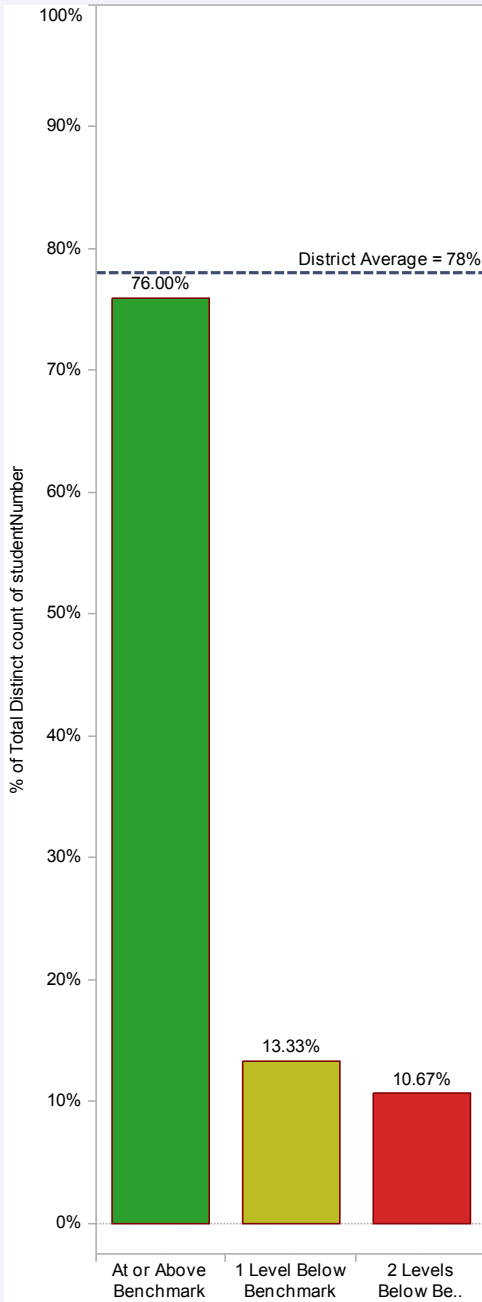
Letter Sounds for Kindergarten

Letter Sounds Scale Score Group
■ At or Above Benchmark
■ Within 2 Levels Below Benchmark
■ More than 2 Levels Below Benchmark, 14

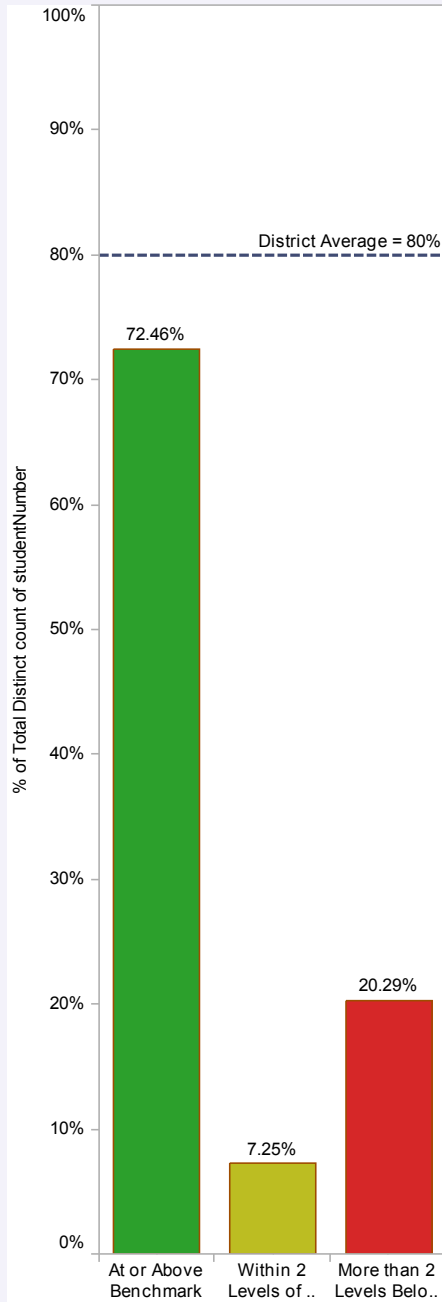


Class of 2021 Longitudinal District Literacy Performance

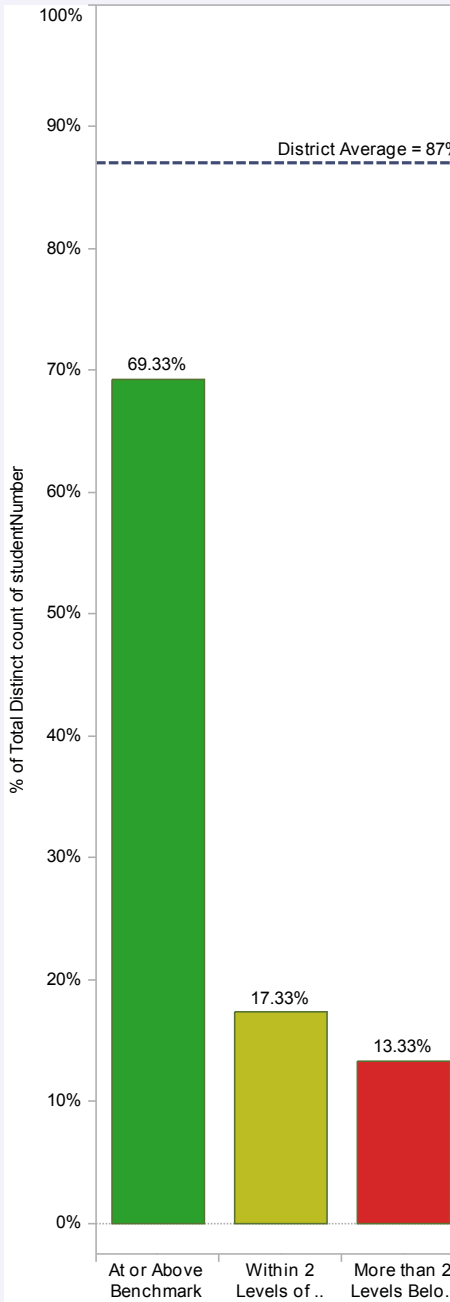
KG Rigby Benchmark Spring 2009



1st Grade Rigby Benchmark Spring 2010



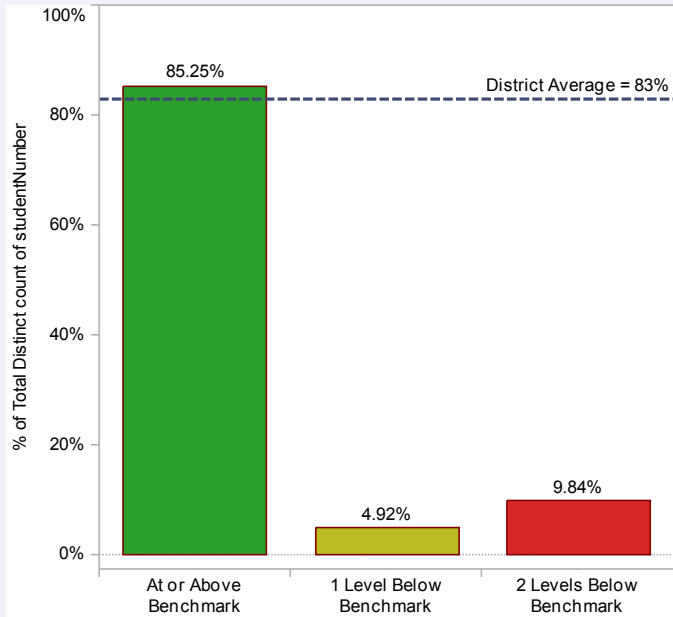
2nd Grade Rigby Benchmark Spring 2011



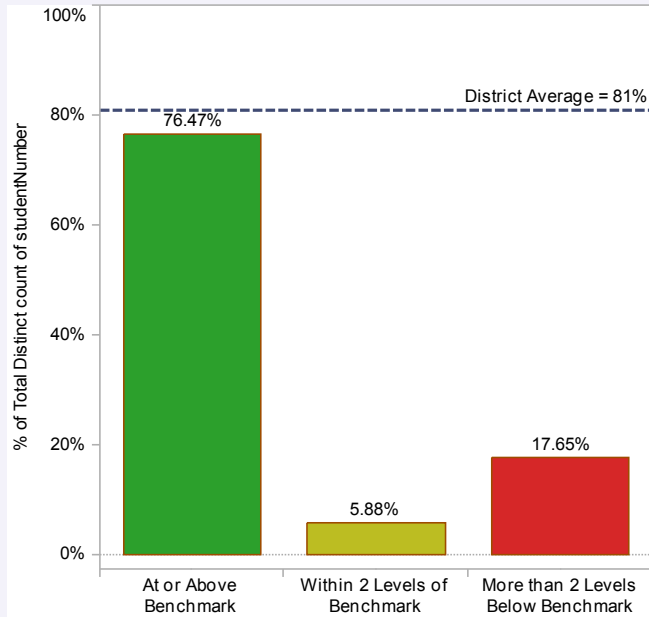
Rigby Benchmark KG
■ At or Above Benchmark
■ 1 Level Below Benchmark
■ 2 Levels Below Benchmark

Class of 2020 Longitudinal District Literacy Performance

KG Rigby Benchmark Spring 2008



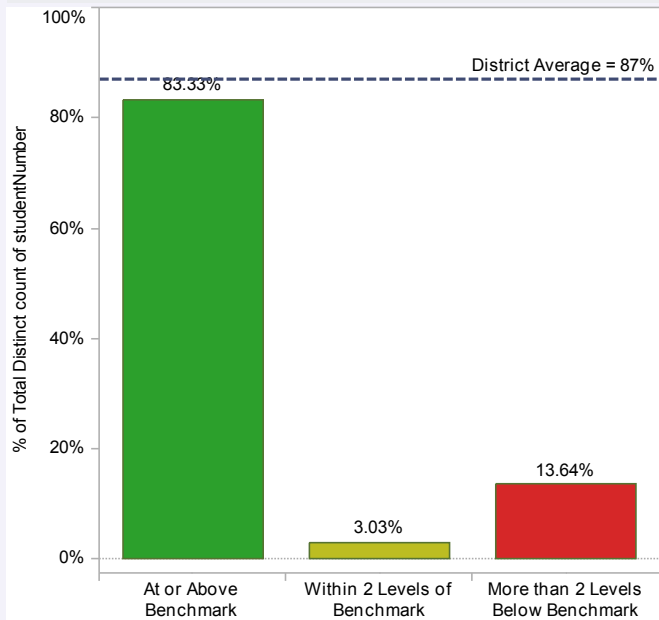
1st Grade Rigby Benchmark Spring 2009



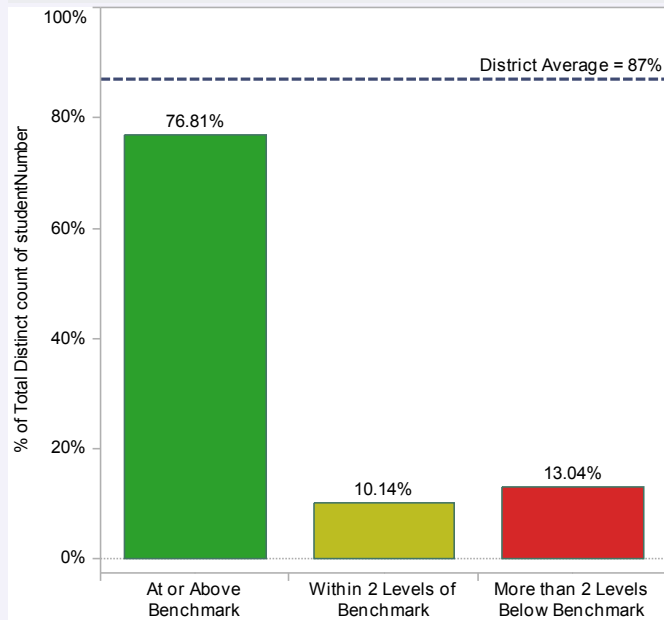
Rigby Benchmark 3rd

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

2nd Grade Rigby Benchmark Spring 2010



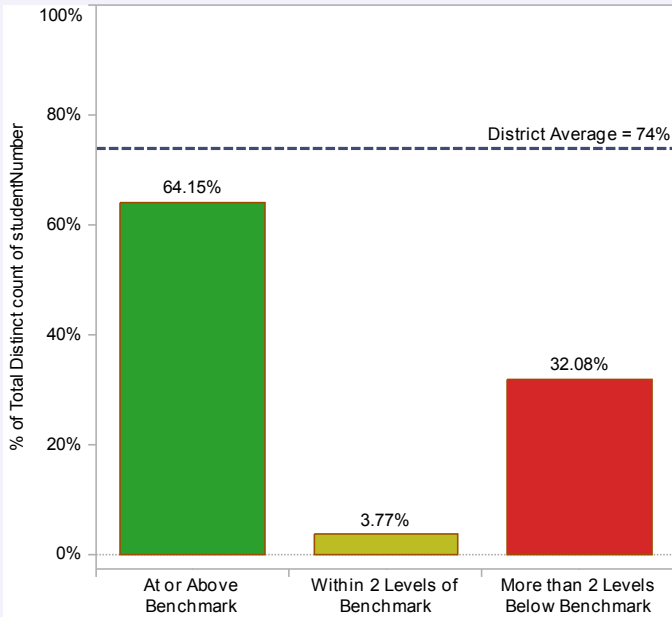
3rd Grade Rigby Benchmark Spring 2011



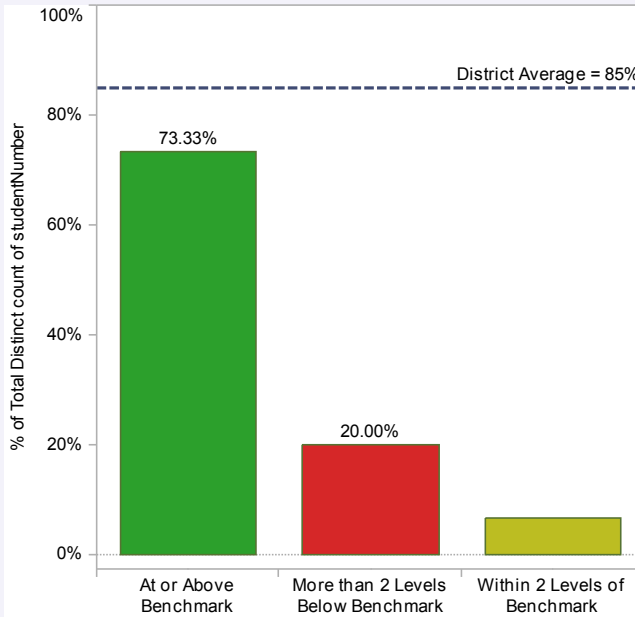
Class of 2019 Longitudinal District Literacy Performance

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

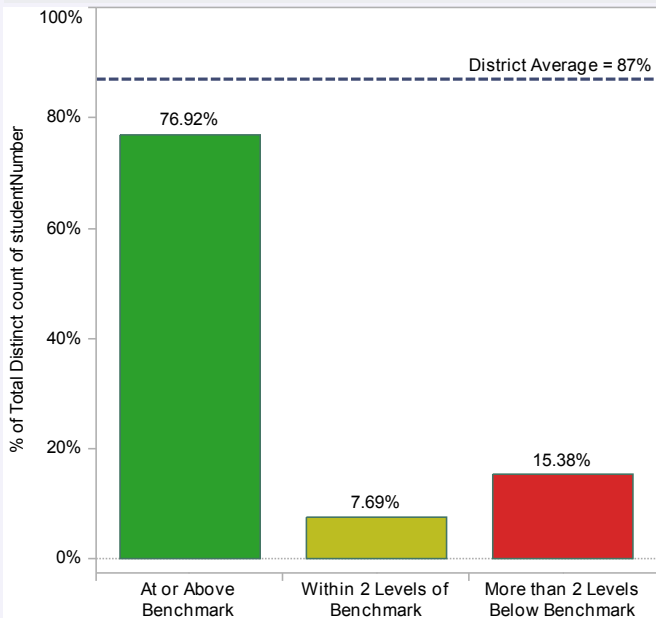
1st Grade Rigby Benchmark Spring 2008



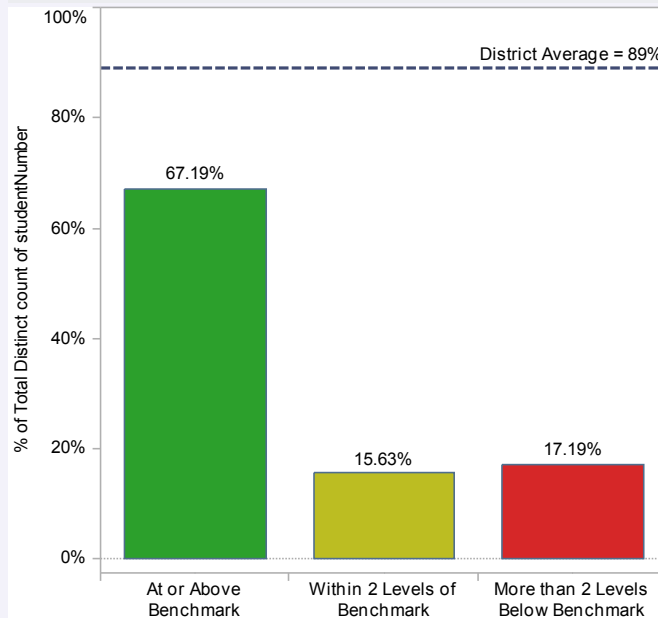
2nd Grade Rigby Benchmark Spring 2009



3rd Grade Rigby Benchmark Spring 2010

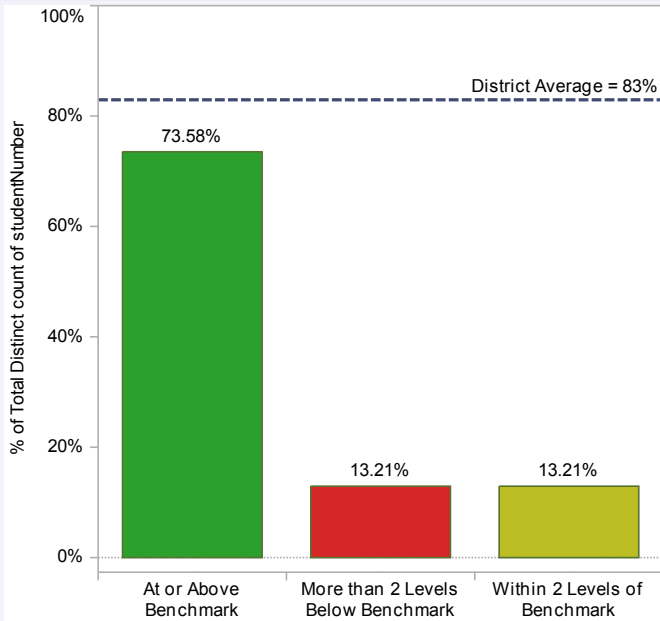


4th Grade Rigby Benchmark Spring 2011

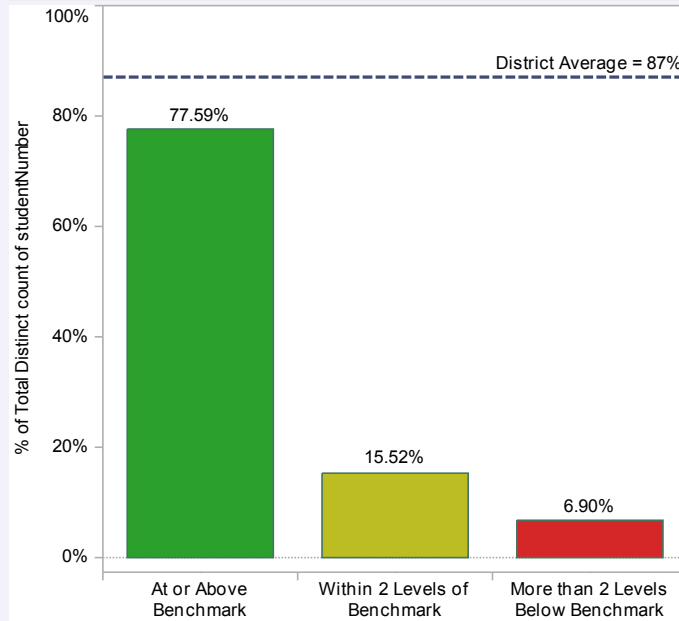


Class of 2018 Longitudinal District Literacy Performance

2nd Grade Rigby Benchmark Spring 2008



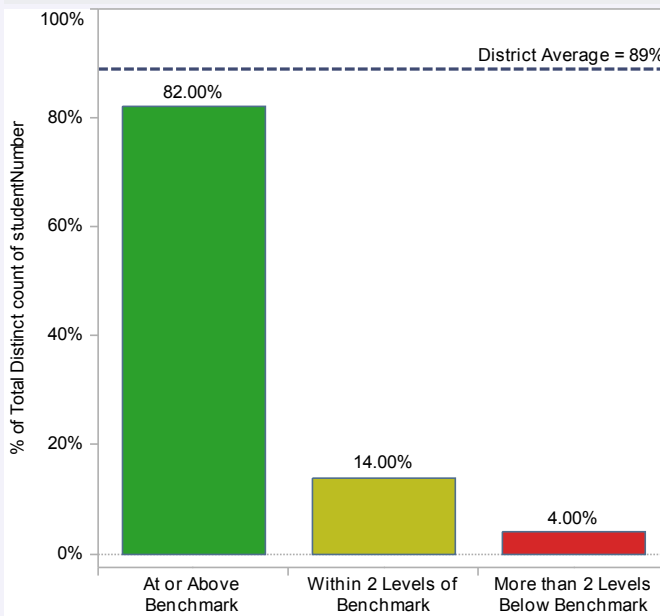
3rd Grade Rigby Benchmark Spring 2009



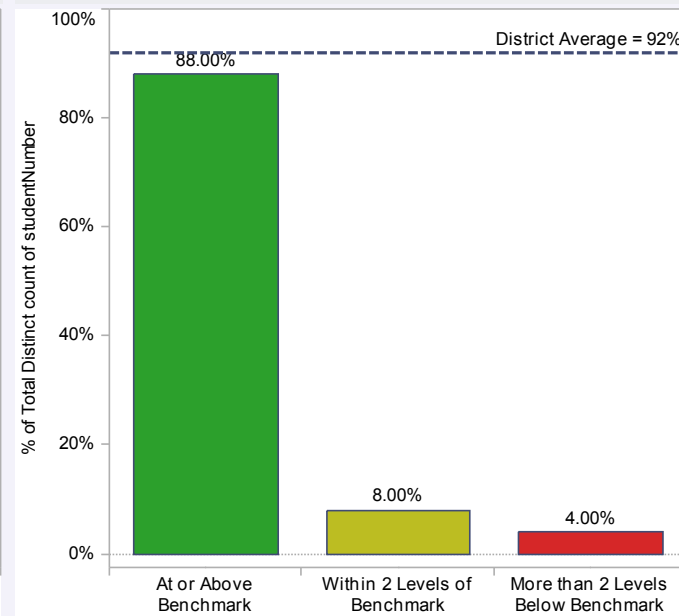
Rigby Benchmark 5th

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

4th Grade Rigby Benchmark Spring 2010

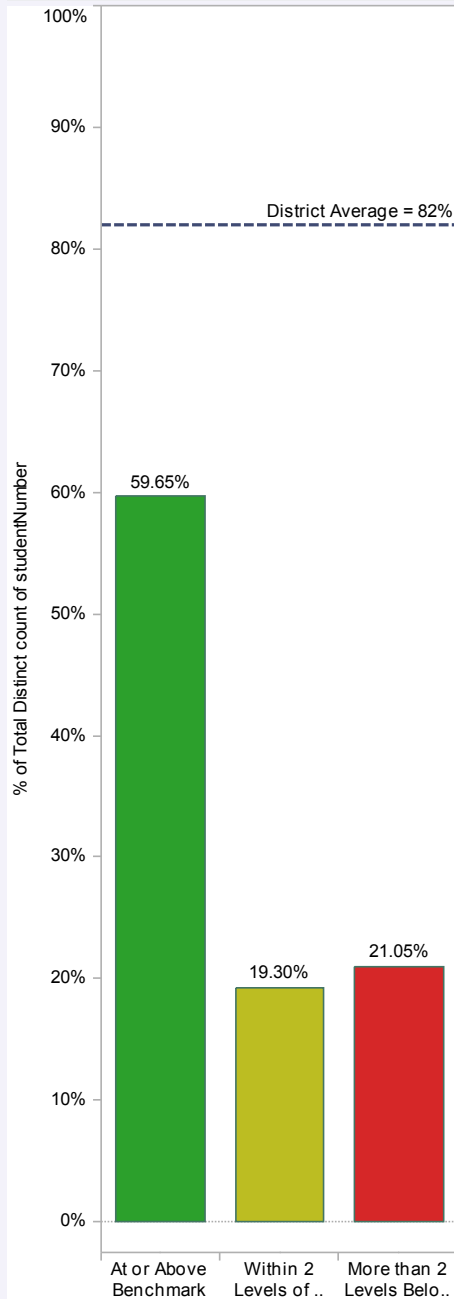


5th Grade Rigby Benchmark Spring 2011

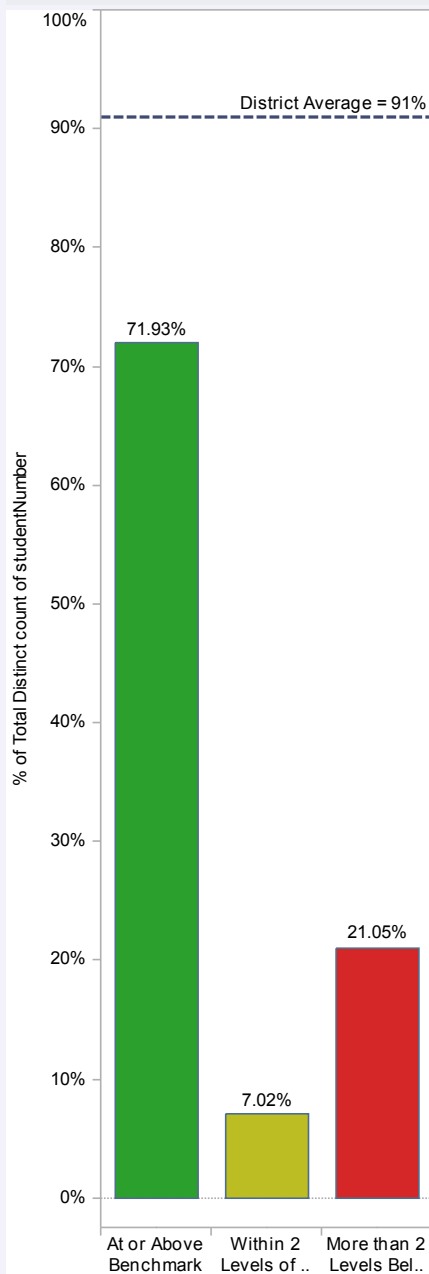


Class of 2017 Longitudinal District Literacy Performance

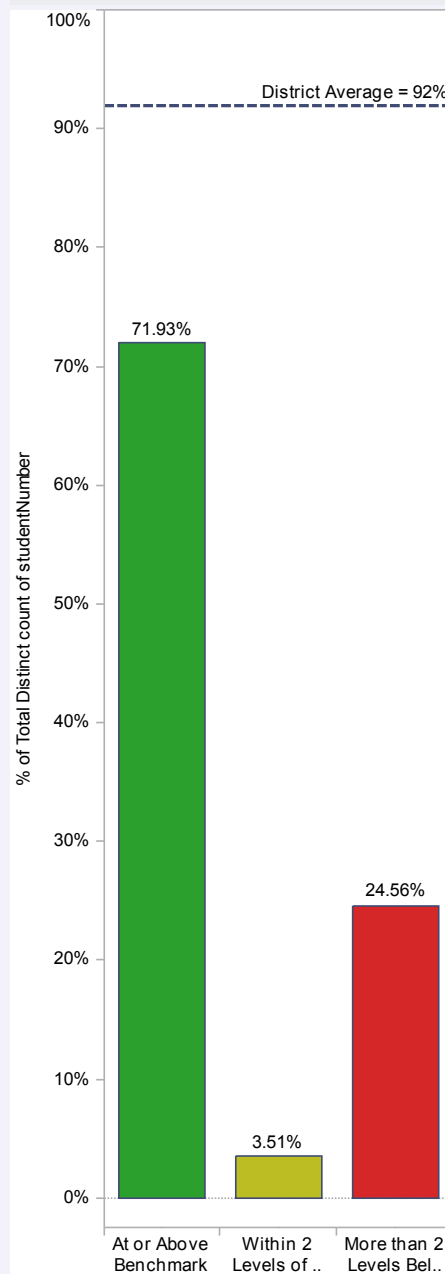
3rd Grade Rigby Benchmark Spring 2008



4th Grade Rigby Benchmark Spring 2009



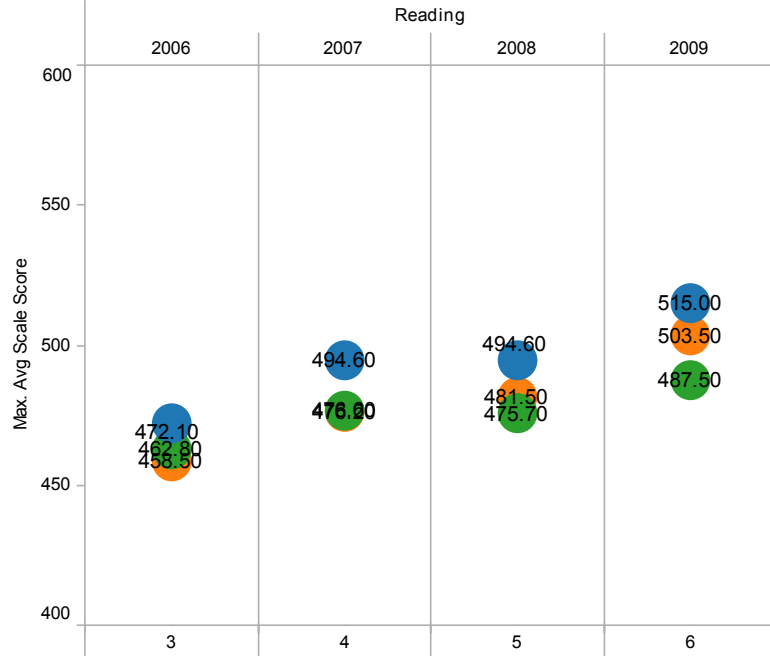
5th Grade Rigby Benchmark Spring 2010



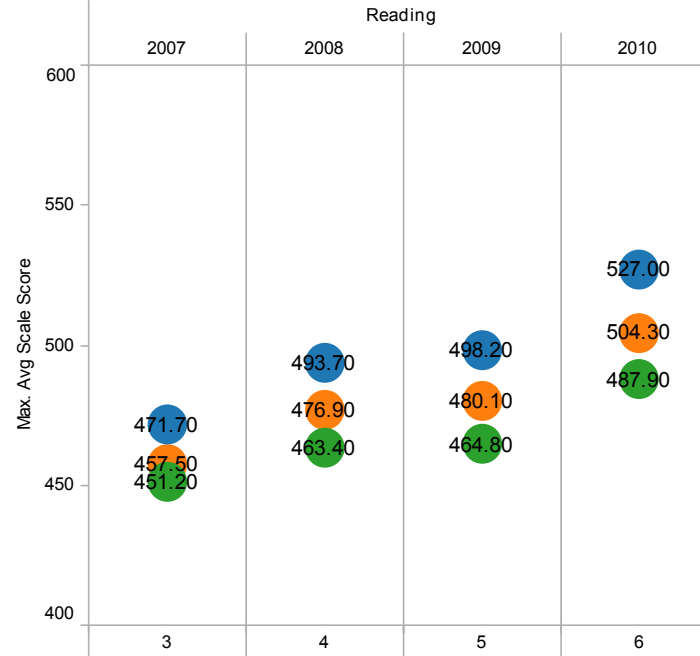
Rigby Benchmark 3rd

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

Class of 2016 WKCE Reading Average Scale Score Progression

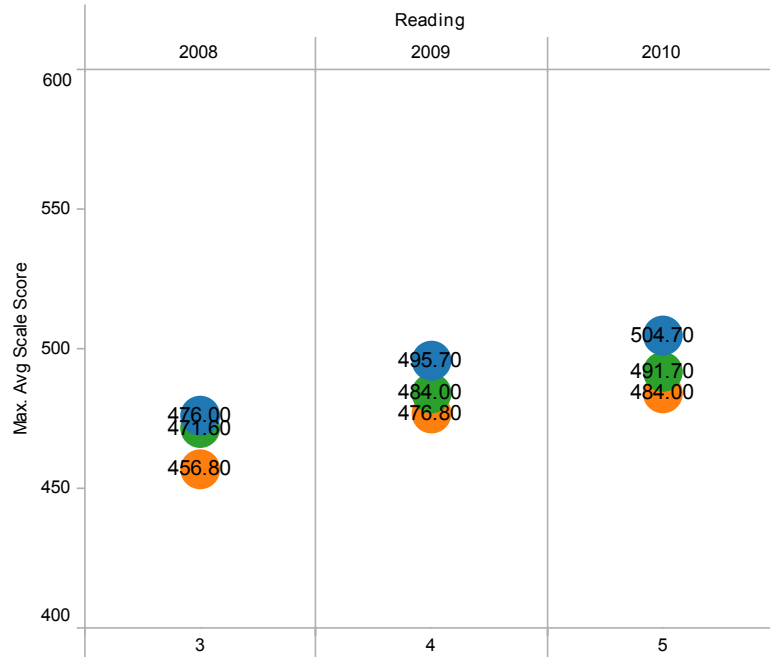


Class of 2017 WKCE Reading Average Scale Score Progression

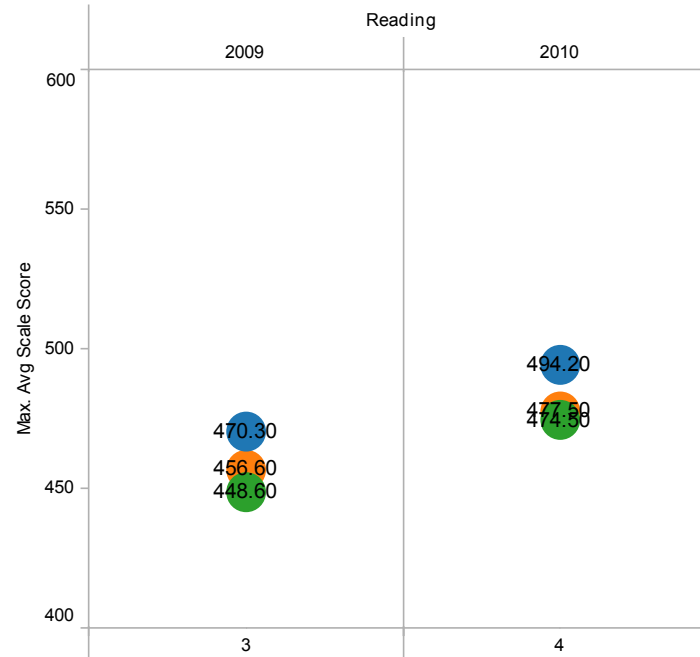


School
 District
 Sauk Trail
 State

Class of 2018 WKCE Reading Average Scale Score Progression



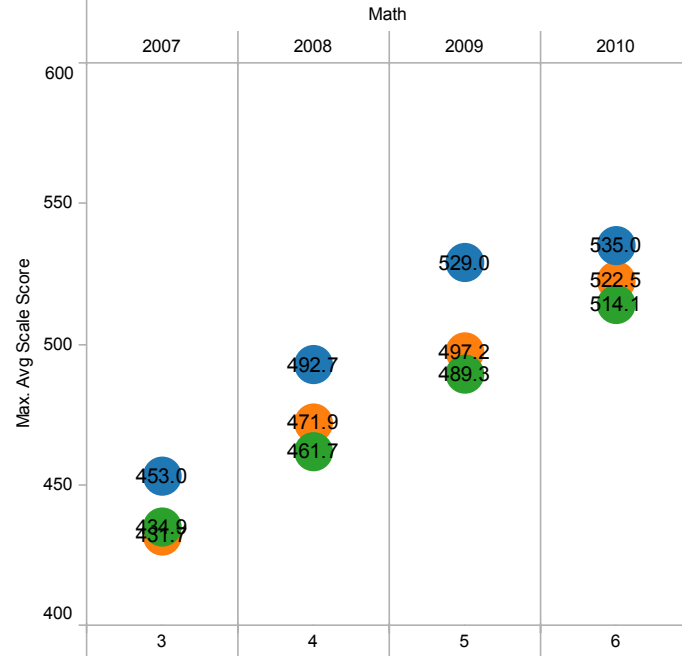
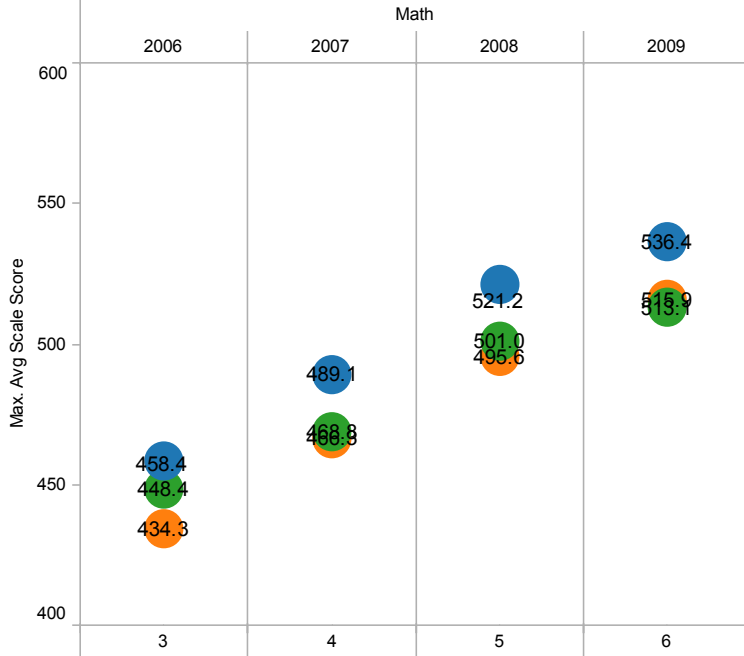
Class of 2019 WKCE Reading Average Scale Score Progression



Class of 2016 WKCE Math Average Scale Score Progression

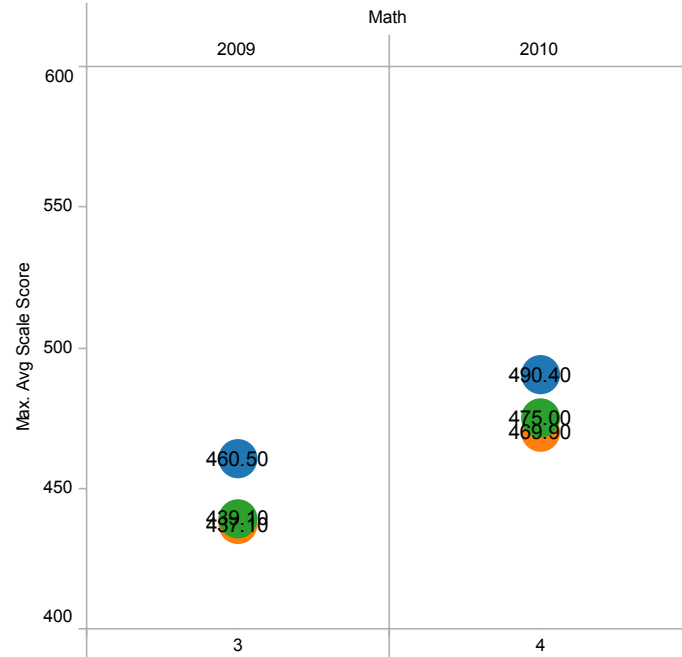
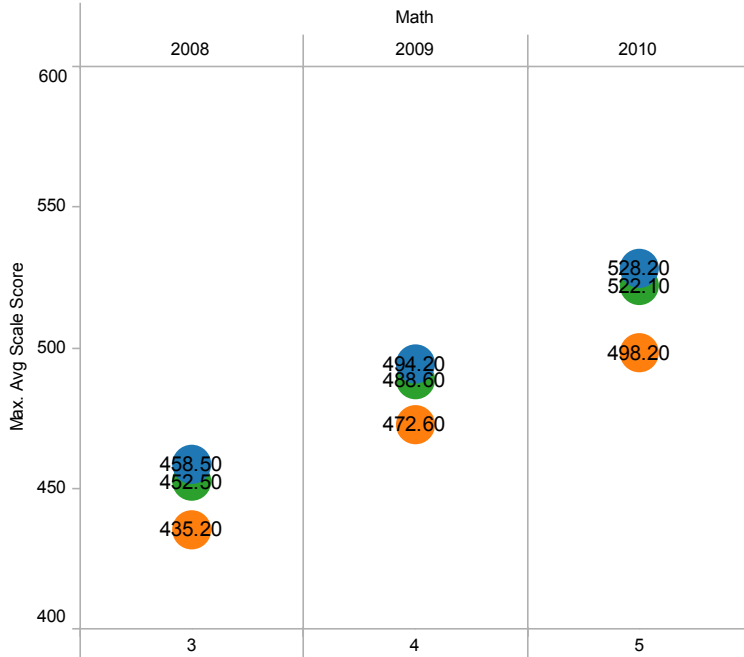
Class of 2017 WKCE Math Average Scale Score Progression

School
■ District
■ Sauk Trail
■ State



Class of 2018 WKCE Math Average Scale Score Progression

Class of 2019 WKCE Math Average Scale Score Progression



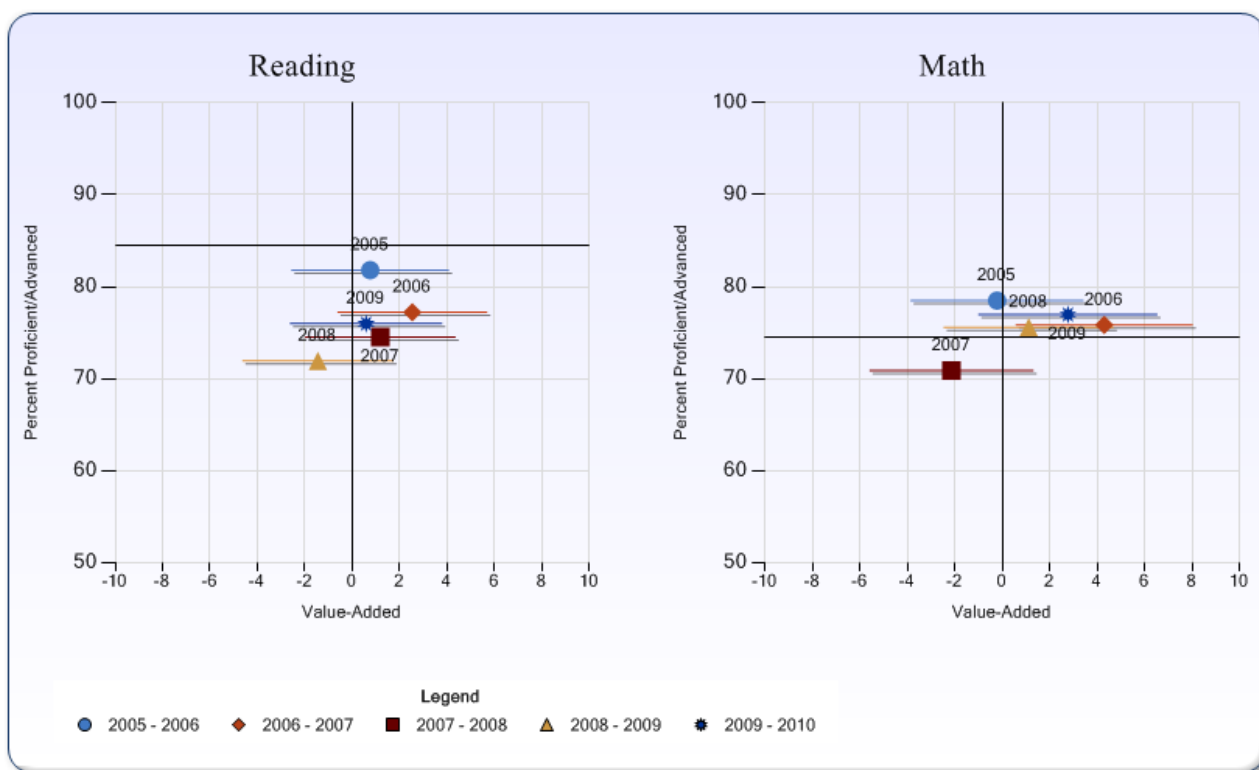


Welcome to the Value Added Reporting System. This system includes presentations of both **WKCE** and **MAP** value-added and attainment data (where applicable)

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:

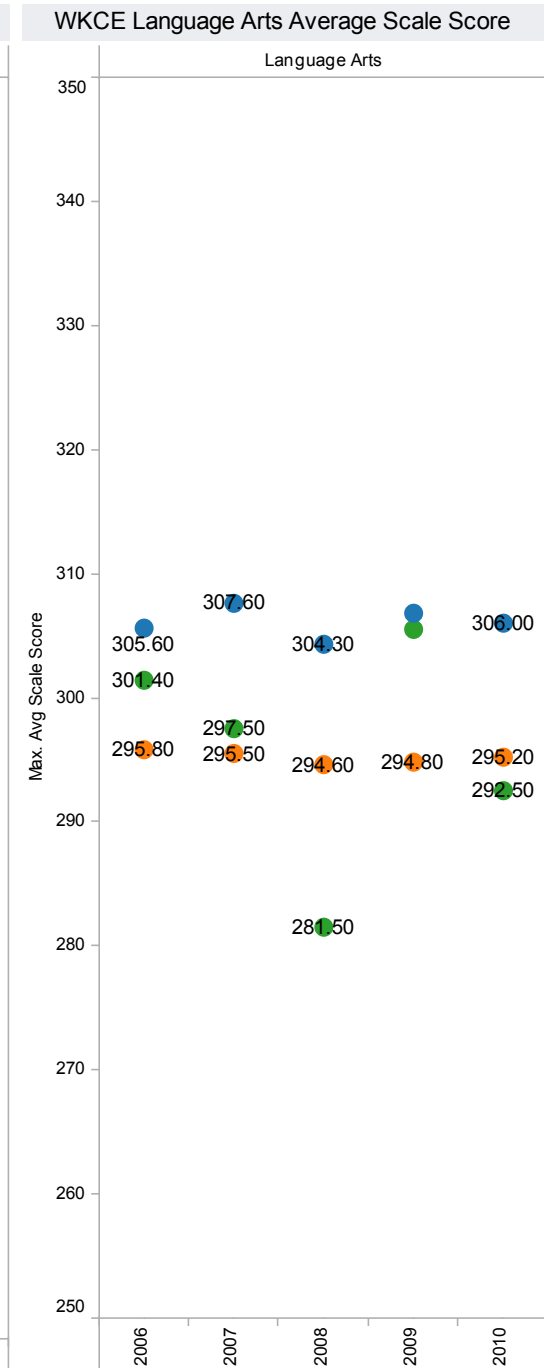
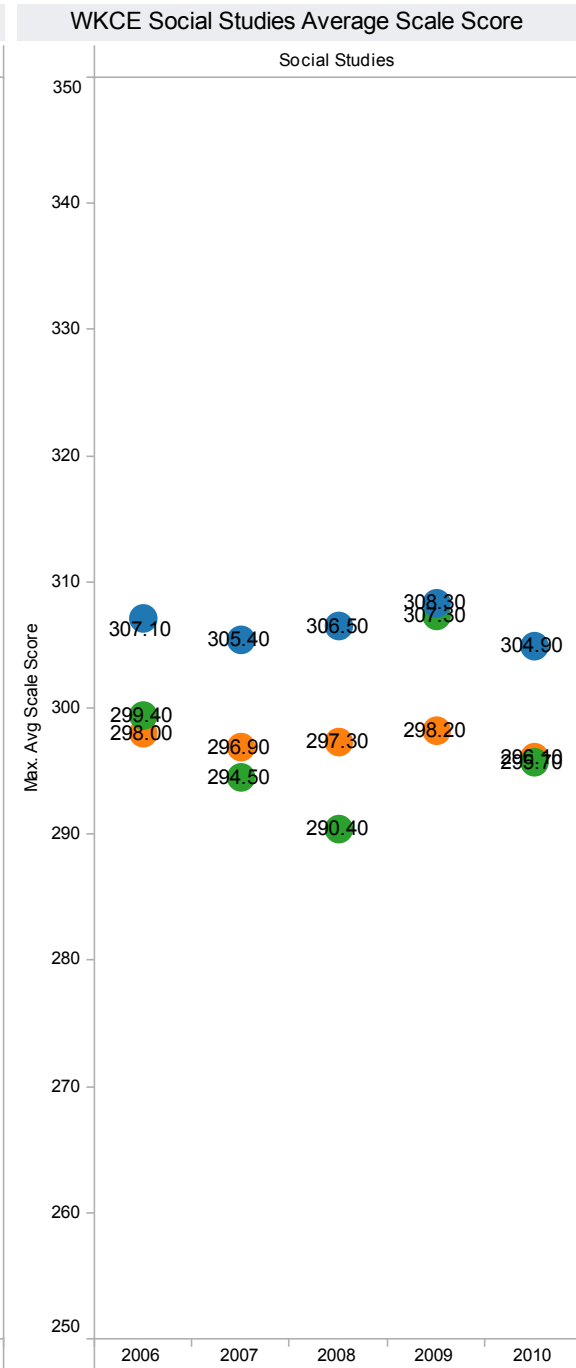
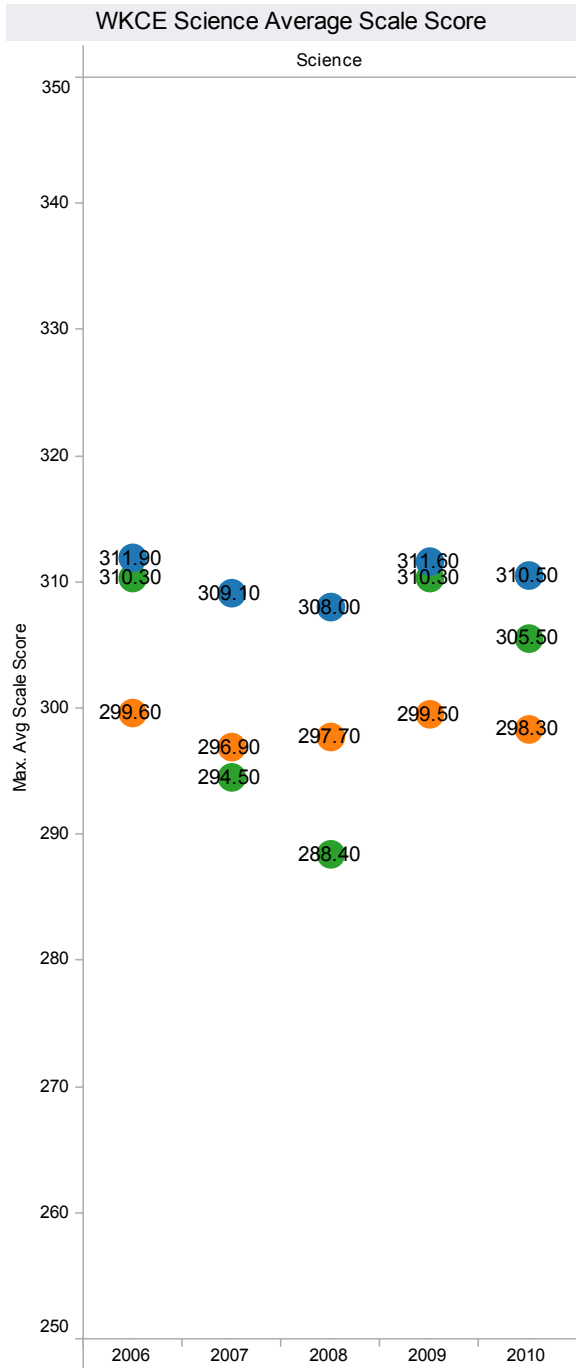


Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2005 - 2006	School Avg	0.75	81.82	-2.56 - 4.06
Math	2005 - 2006	School Avg	-0.22	78.51	-3.86 - 3.42
Reading	2006 - 2007	School Avg	2.53	77.24	-0.61 - 5.67
Math	2006 - 2007	School Avg	4.30	75.86	0.58 - 8.02
Reading	2007 - 2008	School Avg	1.18	74.55	-1.97 - 4.34
Math	2007 - 2008	School Avg	-2.14	70.91	-5.58 - 1.30
Reading	2008 - 2009	School Avg	-1.45	71.95	-4.63 - 1.72
Math	2008 - 2009	School Avg	1.11	75.61	-2.46 - 4.69

Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2009 - 2010	School Avg	0.58	76.00	-2.62 - 3.78
Math	2009 - 2010	School Avg	2.77	77.00	-0.99 - 6.53

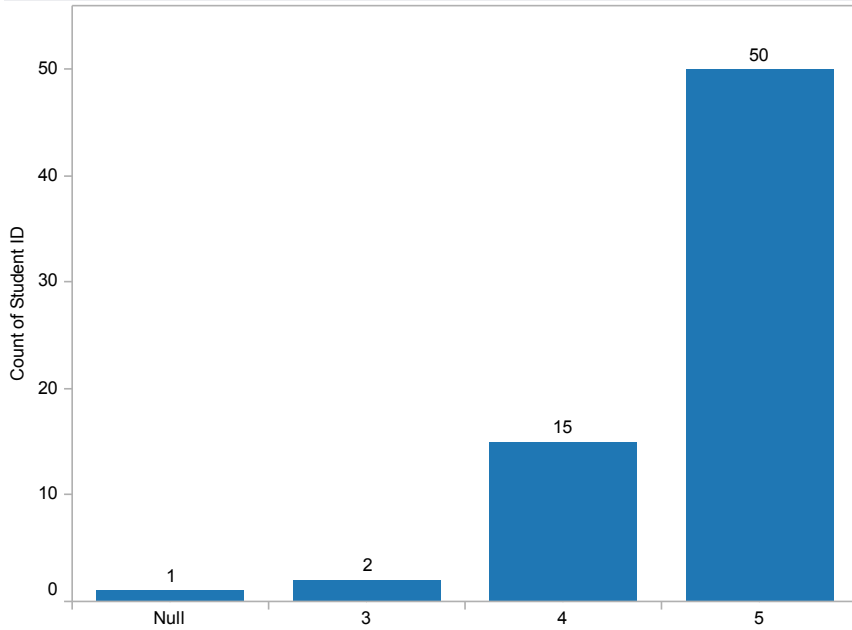
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School ■ District ■ State ■ Sauk Trail

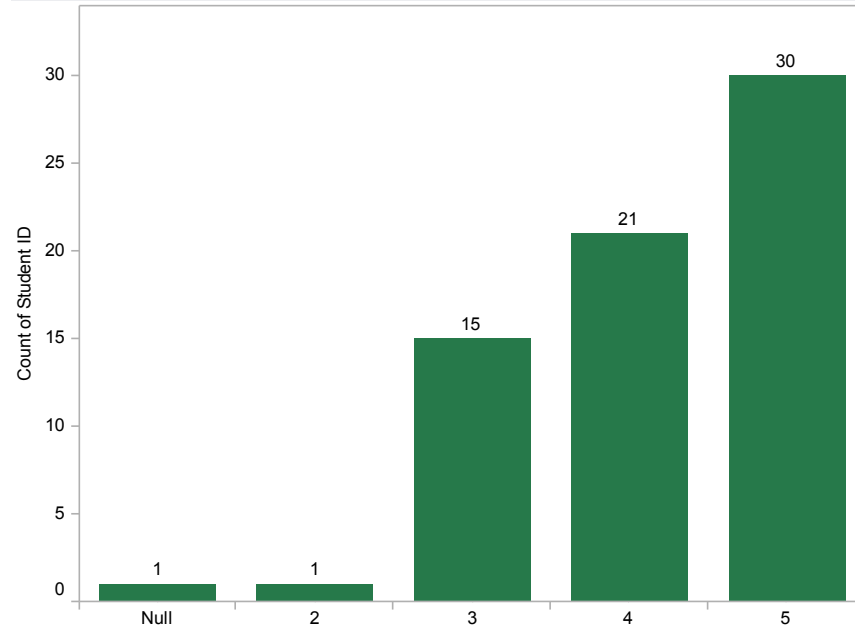


Math AddVantage Data Grade 1 Spring 2010

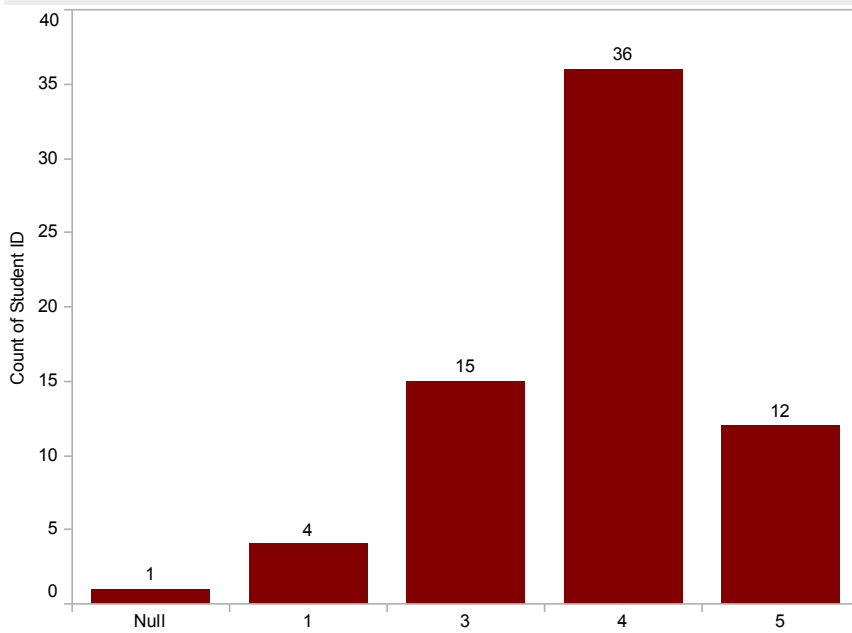
Number of Students at Each Level FNWS Spring 2010



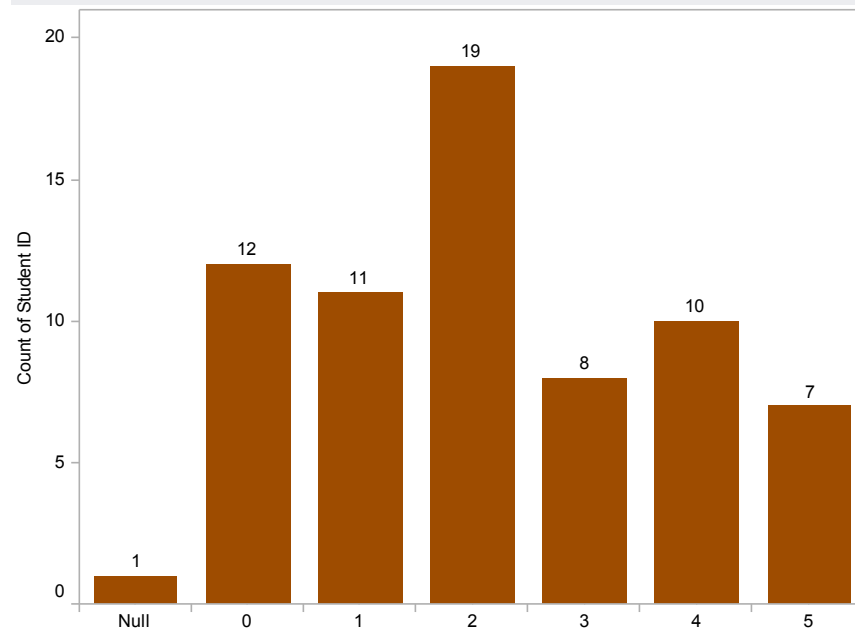
Number of Students at Each Level BNWS Spring 2010



Number of Students at Each Level Number ID Spring 2010

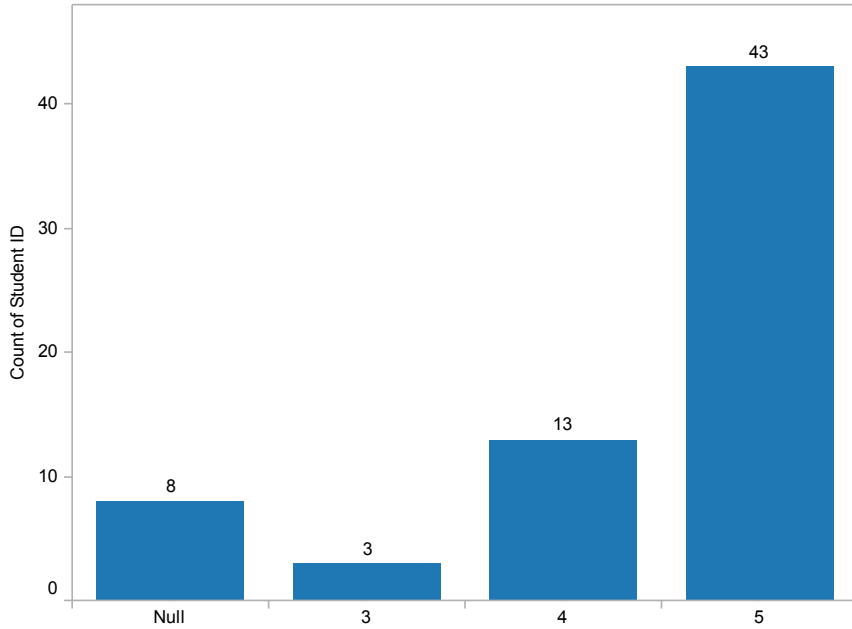


Number of Students at Each Level Structuring Spring 2010

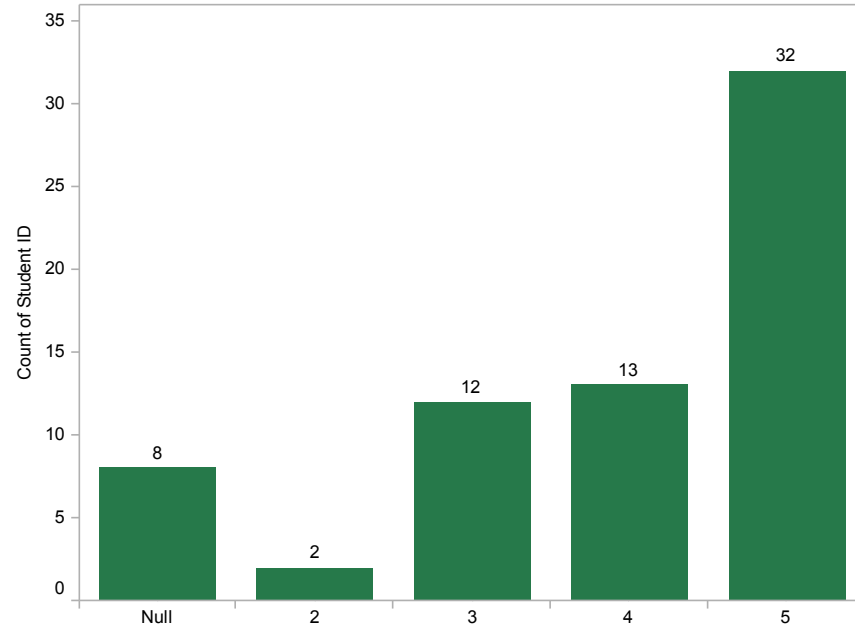


Math AddVantage Data Grade 1 Spring 2011

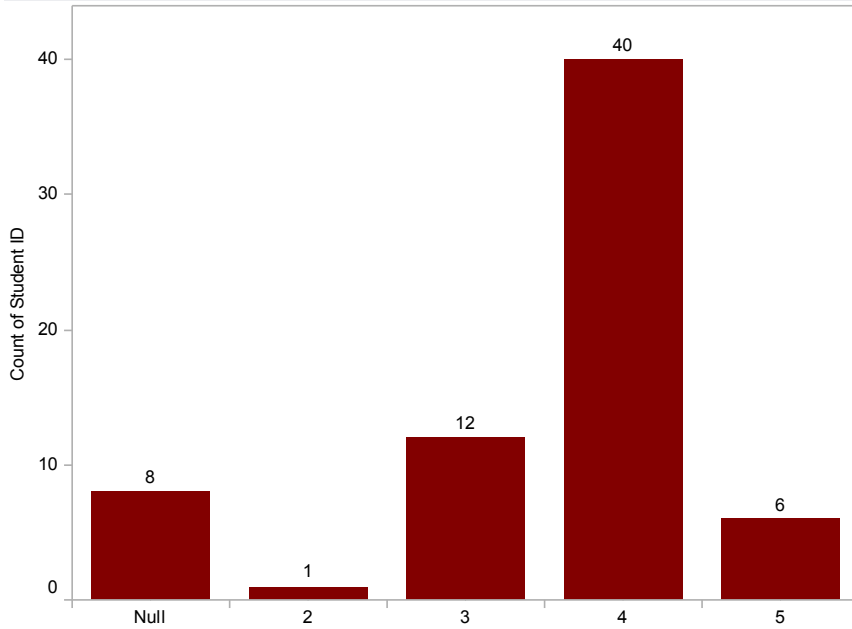
Number of Students at Each Level FNWS Spring 2011



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

