



**Continuous Improvement  
Annual Report for  
West Middleton Elementary  
November 14, 2011**

<b>Principal:</b> Doug Rykal	<b>Grades Served:</b> 4K-5
------------------------------	----------------------------

**Continuous Improvement Team Members:**

Doug Rykal – Principal	Nancy Wyngaard – Ed Services Liaison
Laura Finnesy – Grade 1	
Jessica Moore – Grade 1	
Claire Zeitlin – Grade 4	
Samantha Newburg – Grade 3	
Pam Bertz – Grade 4	
Tim Meinholz – Grade 5	

**School Mission:**

To educate all students to be contributing members of a global society by inspiring them with a lifelong love of learning, challenging them with rigorous curriculum, and empowering them with 21st century skills.

**Our Vision:**

The vision of the faculty and staff of West Middleton Elementary School is to provide all students with the tools to become productive, responsible citizens. This can be accomplished through a partnership with the family and community working together to provide the necessary resources and support to produce a positive educational environment essential for learning.

**Student Demographics**

Demographic Area:	2011-12 Data (Current Data)	2010-11 Data (1 Year Change)	2006-07 Data (5 Year Change)
<b>Overall Enrollment</b> (3 <sup>rd</sup> Friday Count)	403	408	316
<b>Average Class Size</b> (3 <sup>rd</sup> Friday Count)	21.2	21.5	18.6
<b>% Free/Reduced Lunch</b> (Title I Count)	18.2%	16.83%	24.4%
<b>% Students of Color</b> (3 <sup>rd</sup> Friday Count)	24.21%	20.54%	21.73%
<b>% Students with Disabilities</b> (3 <sup>rd</sup> Friday Count)	8.31%	8.56%	12.80%
<b>% English Language Learners</b> (3 <sup>rd</sup> Friday Count ELP 1-5)	8.07%	8.07%	6.25%

**Analysis of Demographic Situation and Significant Changes:**

Enrollment has stabilized from the past year but is still an increase of about 25% from five years ago. Other subgroups above are similar in numbers, with a slight increase in students of color and students receiving free and reduced lunch. The most significant change this year has been in our staff roster. About 30% of our staff is either new to the building or assigned to new positions within the building. We have embraced this change, and the result has been positive in that there is a greater need and willingness to collaborate with colleagues on many issues pertinent to our building's needs.

**Continuous Improvement Goals and Results**

**Goal 1:**

By the end of the 2011-2012 school year, we will decrease the number of students currently in the minimal and basic range of the WKCE math assessment by twenty five percent. Teachers will increase their differentiation strategies in the next two years over baseline data as indicated in staff survey of what is currently used.

**Prior Reality:**

Although 90 percent of our students are scoring in the proficient or advanced range of the WKCE, the number of students scoring in the minimal range is increasing. Remedial support services are limited in the area of math, and there is currently no analysis of data to drive instruction for students in any level of competency.

**Year End Reality:**

During the 2010-11 school year, 91.2% of our students scored in the proficient and advanced range for mathematics on the WKCE, in grades 3-5 combined.  
With regards to our focus on those students scoring in the minimal and basic range, in 2009-10 8.2% scored in the minimal and basic range, and 8.9% scored in the minimal and basic range during the 2010-11 school year.

**Brief Summary of Progress on Goal 1:**

Pilots in progress regarding specific assessment of students in Everyday math in grades 3,4,5 (on-going).

Math action team formed to address areas of consistency or inconsistency within the building (October, 2010).

Continued focus on pre-testing of secure skills, forming more specific instruction, flexible grouping, or enrichment opportunities for students (on-going).

Math discussed along with literacy at trimester assessment meetings.

Math action team members to attend differentiation workshop (December, 2010).

Grade levels to develop SMART goal in area of math (November, 2010).

Agreement to administer both mid and end year EDM tests to better inform instruction.

As we have not reduced our percentage of students scoring in the basic and minimal ranges, we will make it a priority to systemically address those students already identified from WKCE to provide interventions and remediation to accelerate their learning.

**Goal 2:**

By the end of the 2011-2012 school year parents and students will have an increased level of confidence in West Middleton's approach and response to issues of bullying and friendship as indicated by a 20 percent decrease in concerns expressed on parent and student perception surveys.

**Goal 2 (modified):**

By the end of the 2011-2012 school year, develop successful procedures for Tier 1 and 2 interventions for students as measured by established policy, procedure and data results.

**Prior Reality:**

According to a survey distributed during the 2009-10 school year, 36 percent of parents have indicated a concern with bullying/friendship issues at West Middleton. 41 percent of students have indicated a concern with bullying/friendship issues at West Middleton.

**Year End Reality:**

Parent survey in November of 2010 indicated a 95% favorable response, a decrease of over 30%. Student concerns showed a decrease to 23% (a drop of 18%).

**Brief Summary of Progress on Goal 2:**

Staff identified common areas of concern and level of priority for each concern with both bullying and non-bullying behaviors (October, 2010).

Parents surveyed during November 1-12 at parent conferences (perceptual data). **This data indicated the achievement of this goal, so it was adjusted to address additional systems in the school (PBIS, academic interventions).**

Students surveyed during week of November 1 to identify target behaviors as well as students in need of student service contact. These students were contacted individually by members of pupil service staff during second semester of 2010-2011.

Team developed for PBIS Tier one training (November, 2010).

Anti-bullying focus in classroom guidance lessons (September, 2010).

Data collection in Campus to include offender and victim.

District bully policy shared with staff (October, 2010).

PBIS training for all staff at start of 2011-12 school year. Staff shares same expectations, procedures, and terminology for students in all environments outside classroom. Lunchroom and specials schedules have been adjusted to minimize traffic flow in hallways and lunchroom, and playground schedules have been adjusted to minimize crowding, especially during the noon hour.

**Summary of Literacy Performance Data:**

2009-10 School Year:

Students generally are performing at or above district averages in literacy at all grades, and above the state average in all areas. We generally a quadrant 1 school in the value add area with the exception of 4<sup>th</sup> to 5<sup>th</sup> grade, which we will be analyzing this year. We continue to see exceptional growth from beginning to end of first grade year. We will be increasing our use of guided reading by adding titles at a variety of levels to our bookroom each year.

2010-11 School Year:

93% of students in our school for a full academic year scored at either proficient or advance levels. If all students are factored in, the percentage drops to 88%. Our value add scores are similar to last year, but with an improvement in 4<sup>th</sup> to 5<sup>th</sup>.

**Summary of Mathematics Performance Data:**

2009-10 School Year:

Students perform above state and at or above district averages in WKCE. Interventions have resulted in improvement for students involved in Math Advantage. As there are less supports in math, differentiation has been an area of focus for us, and we are working toward a more consistent use of the Everyday Math program across all grade levels. Math has become a topic of conversation at trimester assessment meetings, and we will be giving a standard mid and end of year assessment to better disaggregate results and form our instruction. We will be focusing on growth as well as performance at both the high and low ends.

2010-11 School Year:

Scores are similar as in literacy, with 93% of full academic year students scoring proficient or advanced, with all students scoring at 87%. The 2011-12 school year brings us additional intervention support through Title 1 in grades 2-5, which did not exist before. Teachers are assessing at both the start and end of units, therefore identifying specific skills for remediation with students. Teachers in grades 3-5 are also flexibly grouping students for each unit to address immediate and specific needs for intervention and/or extension.

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

**2009-10 School Year:**

Continued high performance of students. Writing average on WKCE has been 5.3, which is quite high. We enjoyed our highest score ever this past year (5.65). We will continue to focus on writing by administering a mid year assessment and scoring using the district writing rubric.

**2010-11 School Year:**

Our writing score actually surpassed the previous year's high score by .01. Proficient and advanced percentages were above 90% with the exception of language arts (84%), and science (87%). These scores are based on full academic year students.

**Behavioral Data Summary 2010-11**

<b>Average Daily Attendance: 95.11%</b>	<b>Average Days Absent per Student: 0.95</b>
<b># of Behavioral Events: 142</b>	<b># of Students with a Behavioral Event: 153</b>

**Suspensions**

<b><u>Type of Behavior Event</u></b>	<b><u># In-School</u></b>	<b><u># Out of School</u></b>	<b><u>Average Number of Days</u></b>
Bullying	0	1	3.00
Disrespect	3	1	1.00
Disruptive Behavior	1	0	1.00
Fighting	4	3	1.50
Harassment	1	0	1.00
Physical Aggression	0	2	1.50
Threatening Behavior	1	0	1.00

**Expulsions**

<b><u>Type of Behavior Event</u></b>	<b><u>Number of Events</u></b>	<b><u>Average Number of Days</u></b>
n/a	n/a	n/a

**Implications When Intersected with Other Data:**

The data represents all Code of Conduct violations resulting in an office or bus referral. West Middleton enters all referrals, including Level 1 violations, which is possibly different than the practice at some of our other schools. The bulk of our suspensions are again attributed to a very small percentage of our student body (4 students). For each student, functional behavior analyses were completed, an IEP was adjusted, and behavior improvement plans were developed and/or adjusted. As of this date there have been no suspensions of any kind for the 2011-2012 school year.

Middleton-Cross Plains Area School District

## Continuous Improvement Process Action Plan

School: West Middleton Elementary

Year: 2010-2012

Date: May 6, 2010

School Goal: Reality: Staff is not confident in procedures to systemically address a number of student issues, including universal behavior expectations, new student orientation, academic/behavioral concerns, and monitoring of student progress.

Target: By the end of the 2011-2012 school year, develop successful procedures for Tier 1 and 2 interventions for students as measured by established policy, procedure and data results.

<b>Strategy</b> <i>(What? &amp; How?)</i>	<b>Data Collection Sources</b>	<b>Responsibility</b> <i>(Who?)</i>	<b>Timeline</b> <i>(When?)</i>	<b>Resources</b> <i>(What/How Much?)</i>	<b>Improvement Indicators</b>
Implement Positive Behavioral Intervention System to address universal behavioral expectations in all school environments	Team training in winter of 2011	PBIS Team	School year 2011-2012	Release time for team members	Completed training
Establish behavior matrix for all school environments	Staff brainstorm and sample matrices from other schools	Facilitated by PBIS Team with input from all staff	Spring 2011	Staff meeting time for full staff and team	Established matrix
Develop signs using common language throughout all school environments.	Established behavior matrix	PBIS Team with input from staff and students	Spring and summer of 2011	Team meeting time and summer meeting time	Completed signage
Plan staff and student kickoff	Training materials and meeting notes	PBIS Team	Summer 2011	Summer meeting time	Completed plans and agenda

Staff inservice on all components of PBIS implementation.	Team plan for staff inservice	All staff – facilitated by planning team	August, 2011 inservice		Completed inservice
Student kickoff of PBIS expectations.	Team plans	PBIS Team	1 <sup>st</sup> week of school, 2011	Schedule of time for student instruction, 1 school bus for bus instruction	Finished lessons with culminating assembly
Full school assemblies emphasizing various PBIS environments and expectations	Staff/student input regarding areas needing attention	Assembly action team	School year	Assembly planning time	Completed assemblies with followup classroom activities
Analysis of data regarding success of PBIS initiatives	Surveys to be developed for students, staff, parents	PBIS Team	January and May, 2012	Action team planning and analysis time	Data analysis with program adjustments Reduced office referrals
<b>Strategy</b> <i>(What? &amp; How?)</i>	<b>Data Collection Sources</b>	<b>Responsibility</b> <i>(Who?)</i>	<b>Timeline</b> <i>(When?)</i>	<b>Resources</b> <i>(What/How Much?)</i>	<b>Improvement Indicators</b>

Develop procedures for orienting new students to building during school year	Lack of specifics regarding building familiarity, supplies, assessment, etc.	Ad Hoc committee	May/June, 2011	One meeting in May, one meeting in September	Completed protocols and procedures, followed with integrity by involved staff.
--	--	------------------	----------------	--	--

<b>Strategy</b> <i>(What? &amp; How?)</i>	<b>Data Collection Sources</b>	<b>Responsibility</b> <i>(Who?)</i>	<b>Timeline</b> <i>(When?)</i>	<b>Resources</b> <i>(What/How Much?)</i>	<b>Improvement Indicators</b>
Develop more efficient BCT procedures to assist teachers with more interventions from a team approach	Staff surveys regarding effectiveness of BCT process	BCT members	School year 2011-2012	BCT meeting time plus other debriefing and brainstorming meetings  Visits and collaboration with BCTs from other schools	Increased teacher satisfaction with BCT (staff surveys 3x/yr)  New interventions being utilized in a uniform manner  Clear expectations on proper progress monitoring as part of BCT process
Expand bully prevention activities both from proactive and reactive standpoint through classroom and targeted delivery and reaction to specific incidents	Campus discipline referrals  Counseling and psych data and curriculum	Principal, student services staff	2011-12	Counseling curriculum  Student services bully groups	Improved parent and student satisfaction on surveys  Reduced incidents of bullying behavior from 2010 school year.

Middleton-Cross Plains Area School District

## Continuous Improvement Process Action Plan

School: West Middleton Elementary

Year: 2011-2012

Date: May 5, 2011

**School Goal: Our Reality:** Although 90 percent of our students are scoring in the proficient or advanced range of the WKCE, the number of students scoring in the minimal range is increasing. Remedial support services are limited in the area of math, and there is currently no analysis of data to drive instruction for students in any level of competency.

**Our Target:** By the end of the 2011-2012 school year we will decrease the number of students currently in the minimal and basic range of the WKCE math assessment by twenty five percent. Teachers will increase their differentiation strategies in the next two years over baseline data as indicated in staff survey of what is currently used. A 13% decrease occurred in the 2010-2011 school year.

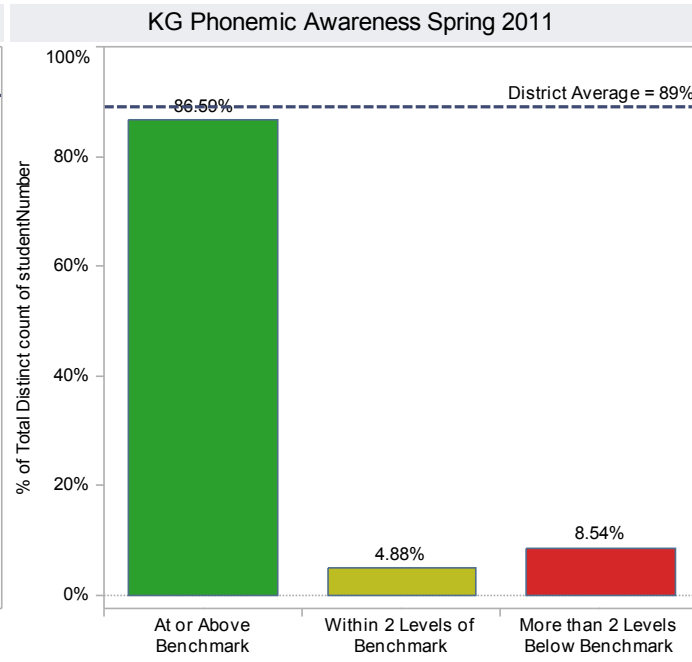
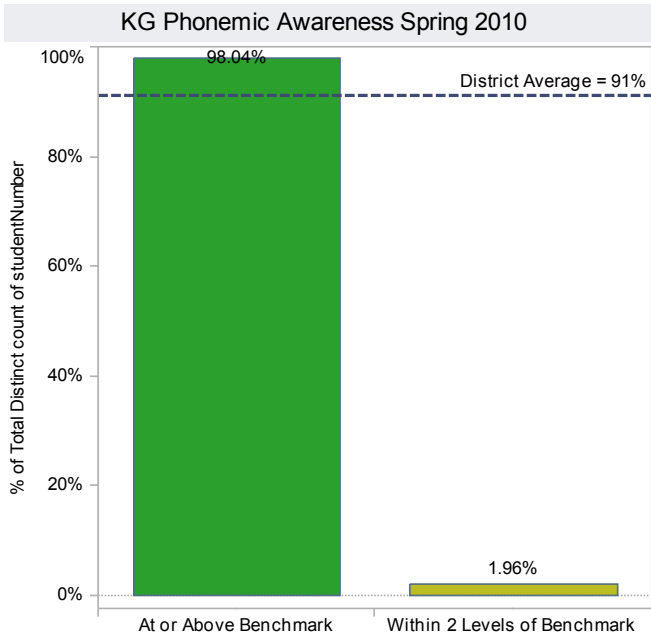
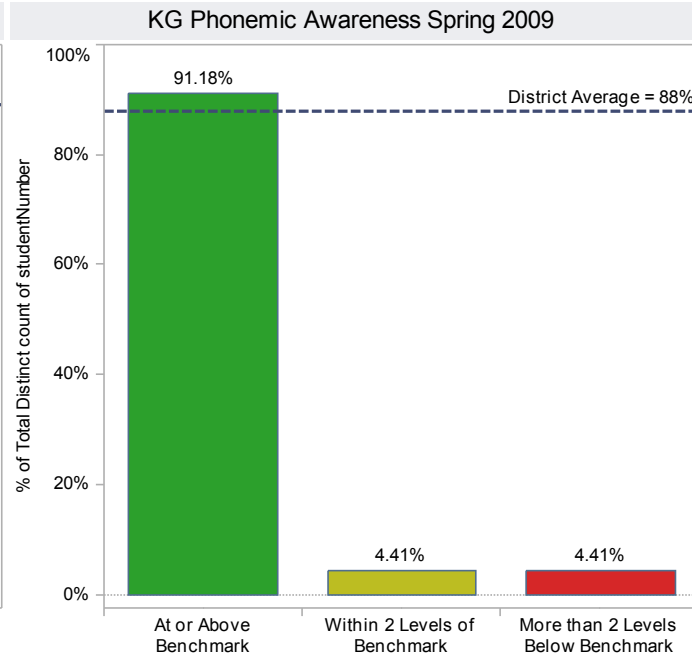
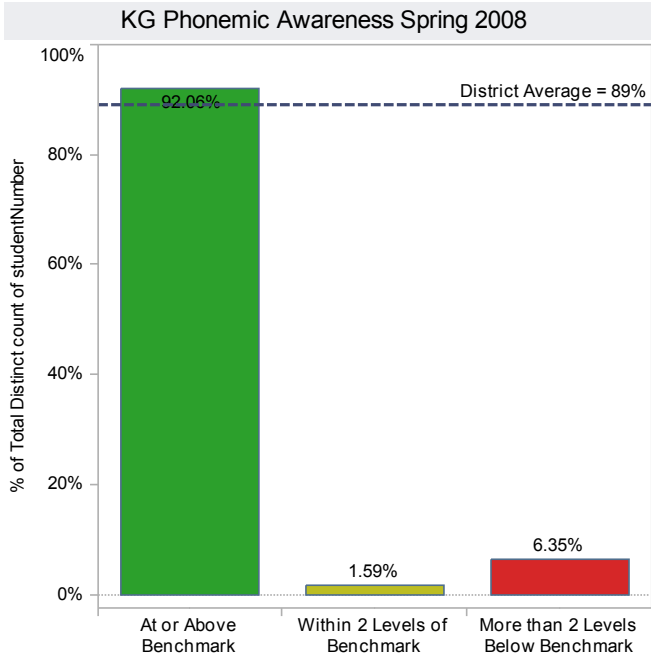
<b>Strategies</b> <i>(What? &amp; How?)</i>	<b>Data Collection Sources</b>	<b>Responsibility</b> <i>(Who?)</i>	<b>Timeline</b> <i>(When?)</i>	<b>Resources</b> <i>(What/How Much?)</i>	<b>Improvement Indicators</b>
Identify criteria for Title I (Tier 2) support for students struggling in math, as well as develop a variety of delivery models to address needs.	To include: WKCE mid/end of year tests unit tests teacher observations other potential screeners	Ad Hoc committee of grade level teachers Title teacher, other support staff	May, 2011	Assessment documents for identified criteria	Specific criteria developed
Incorporate Smartboard training into the development of math lessons for purpose of more interactive and differentiated lessons.	Smartboard training curriculum	Mainly grade level staff	May-August 2011 Ongoing during school year	Staff development time and resources	Staff use of technology in lessons

<b>Strategies</b> <i>(What? &amp; How?)</i>	<b>Data Collection Sources</b>	<b>Responsibility</b> <i>(Who?)</i>	<b>Timeline</b> <i>(When?)</i>	<b>Resources</b> <i>(What/How Much?)</i>	<b>Improvement Indicators</b>
Staff to be trained in Common Core Standards version of Everyday Math.	Common Core Curriculum	Grade level teachers, Title I teacher, support staff	Summer 2011 Fall 2011 release days	District trainers	Full or majority of staff participation
Continue analysis of WKCE data using Eclipse software – develop responding activities/strategies to target identified areas of weakness.	2011 WKCE data	Math action team and/or other interested staff	Data retreat after WKCE results released in March 2012	Eclipse software Data specialist to facilitate	Improvement from past years on identified concepts
Continue grade level establishment of SMART Goals to address grade level expectations and priorities.	Grade level data	Grade level teachers and corresponding support staff	October 2011	Math program	Progress on SMART Goals
Continue/expand membership of math action team to address and facilitate pertinent math issues over the course of the school year.	WM staff Common Core Math program components	WM staff	September 2011 Action team meetings throughout year	Classroom math data Math program materials	Team composition, involvement, and agenda action items
Refine/discuss/explore options to flexibly group students for math instruction – either within a grade level, between grade levels, or within an individual classroom. Develop data points to assess effectiveness of various grouping models.	Student performance data for low achieving students  WKCE or EDM testing – longitudinal from 2/3 or 4/5	Math action team Principal Teachers involved with alternative approaches	Baseline data October, 2011  Longitudinal study after mid-year or 2011 WKCE results received		Assessment in growth between compared groups – full classroom or flexible grouping

# Phonemic Awareness for Kindergarten

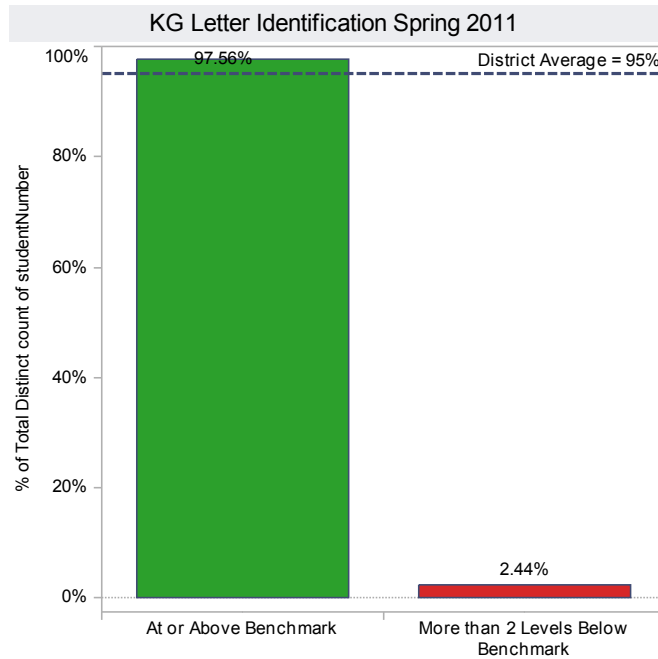
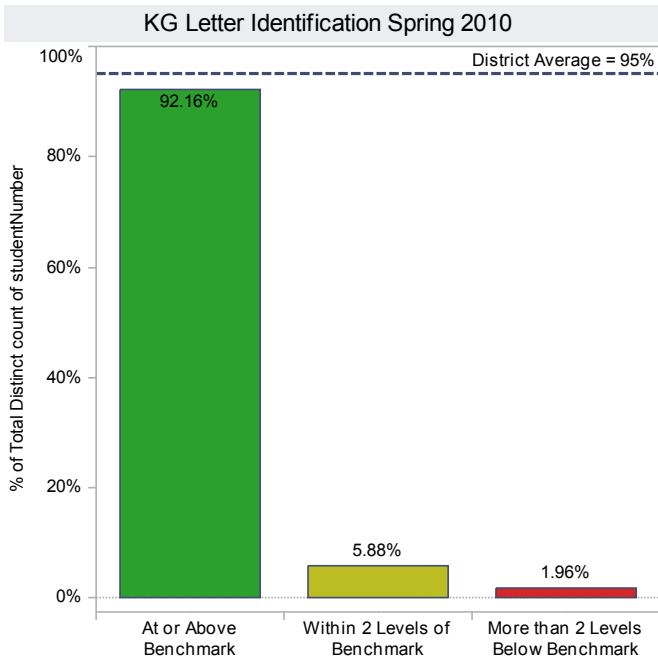
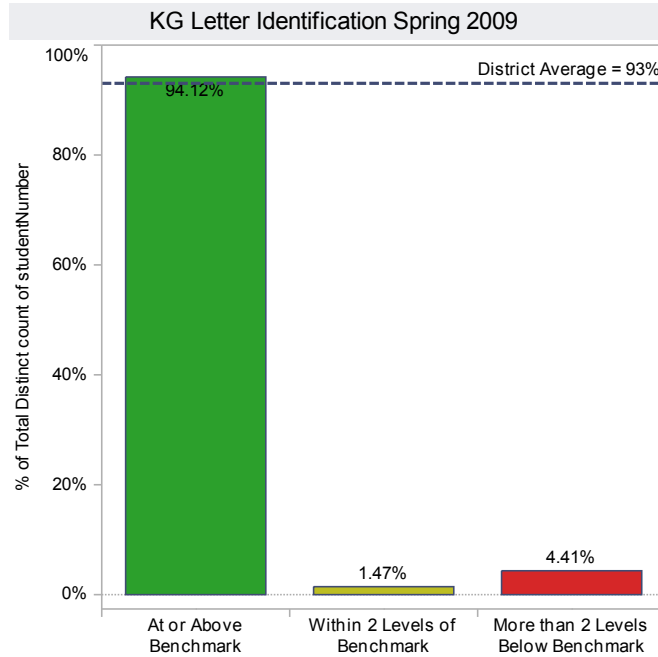
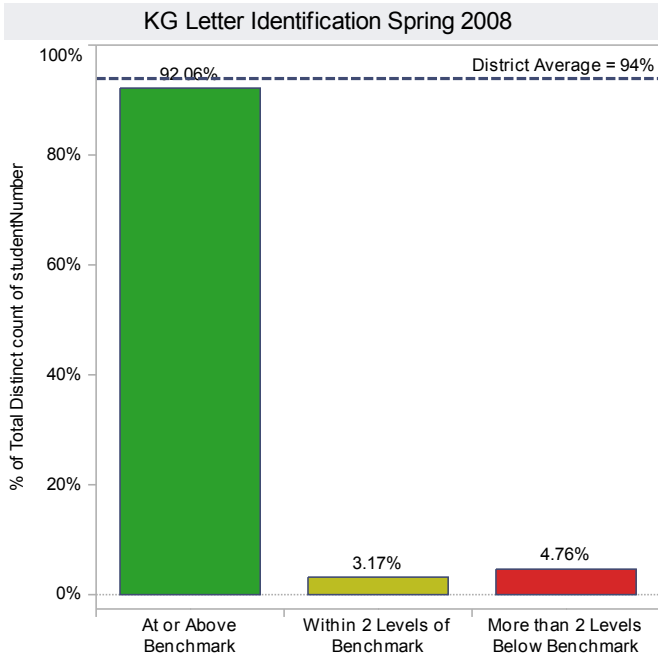
## Phonemic Awareness Scale Score Group

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



# Letter Identification for Kindergarten

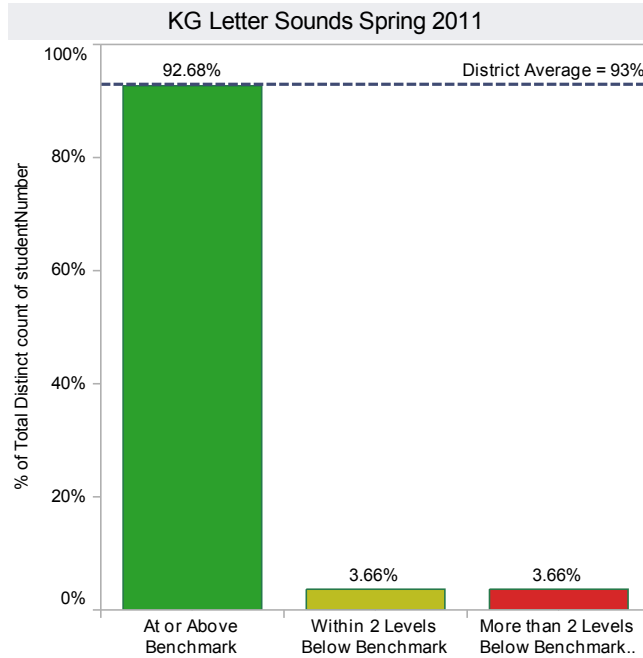
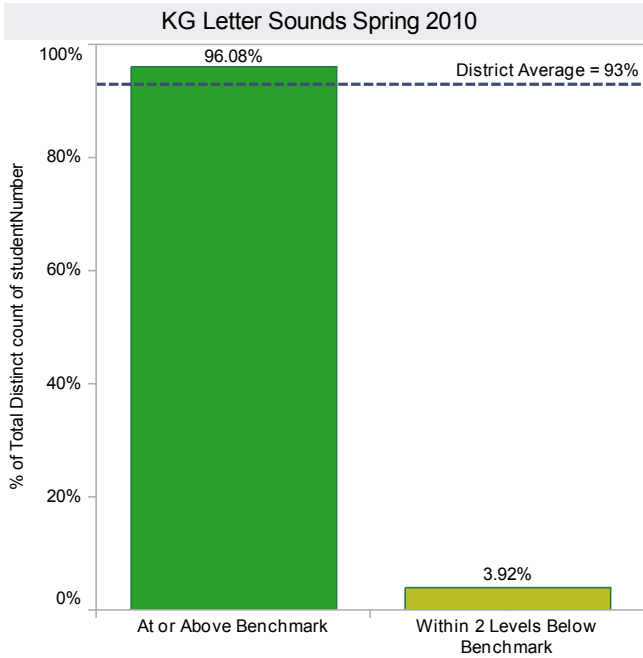
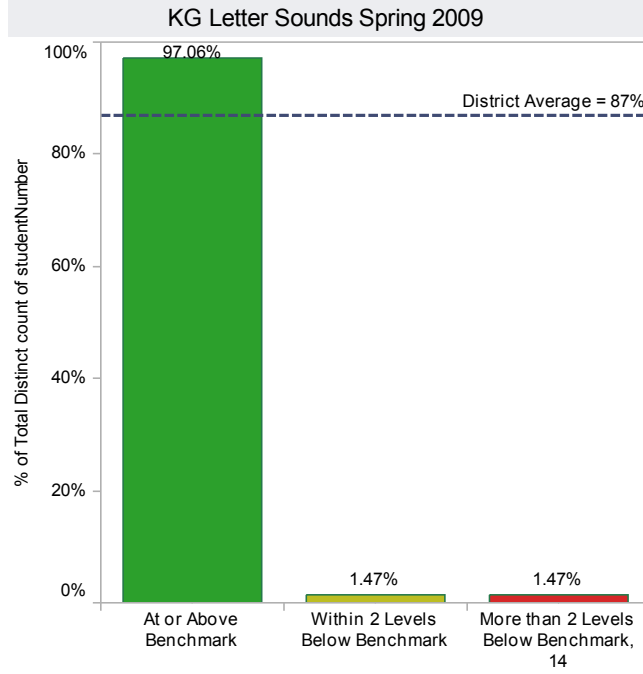
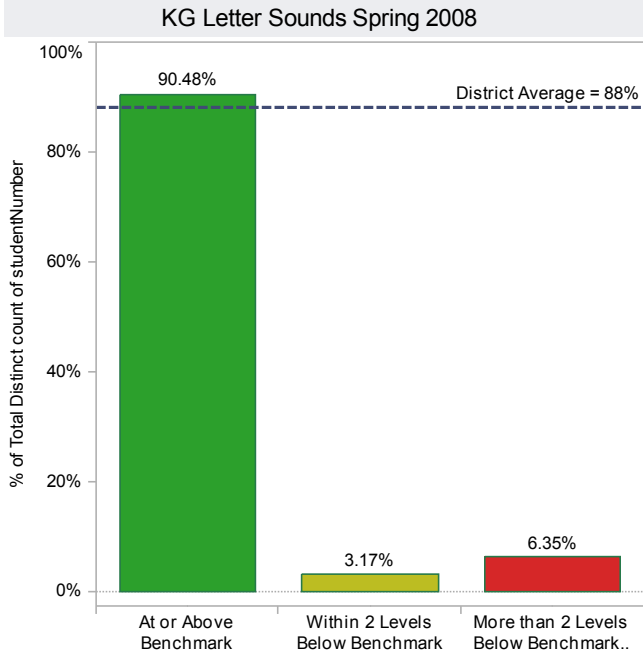
**Letter ID Scale Score Group**  
■ At or Above Benchmark  
■ More than 2 Levels Below Benchmark



# Letter Sounds for Kindergarten

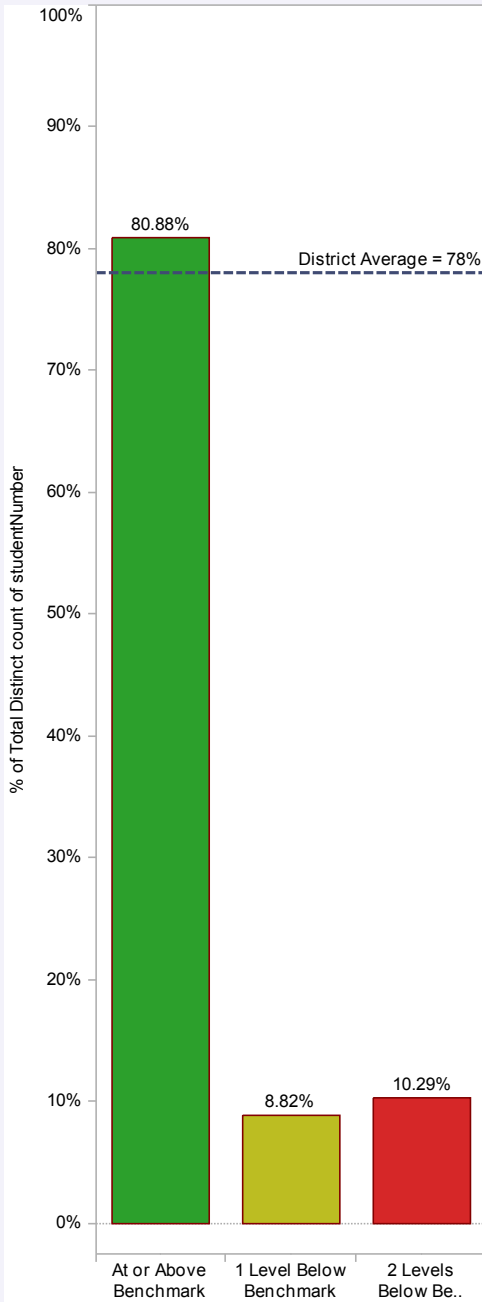
**Letter Sounds Scale Score Group**

- At or Above Benchmark
- Within 2 Levels Below Benchmark
- More than 2 Levels Below Benchmark, 14

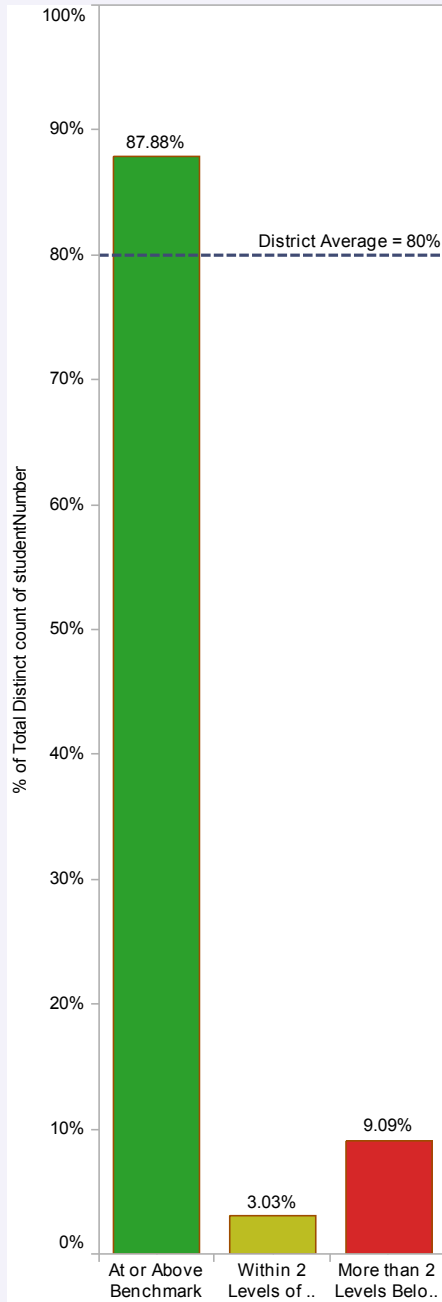


# Class of 2021 Longitudinal District Literacy Performance

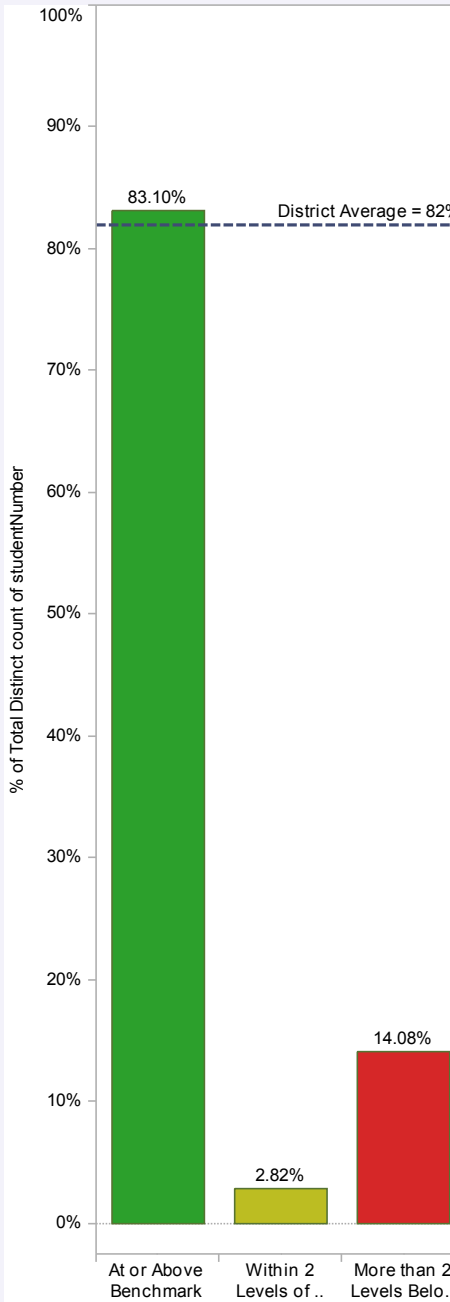
KG Rigby Benchmark Spring 2009



1st Grade Rigby Benchmark Spring 2010



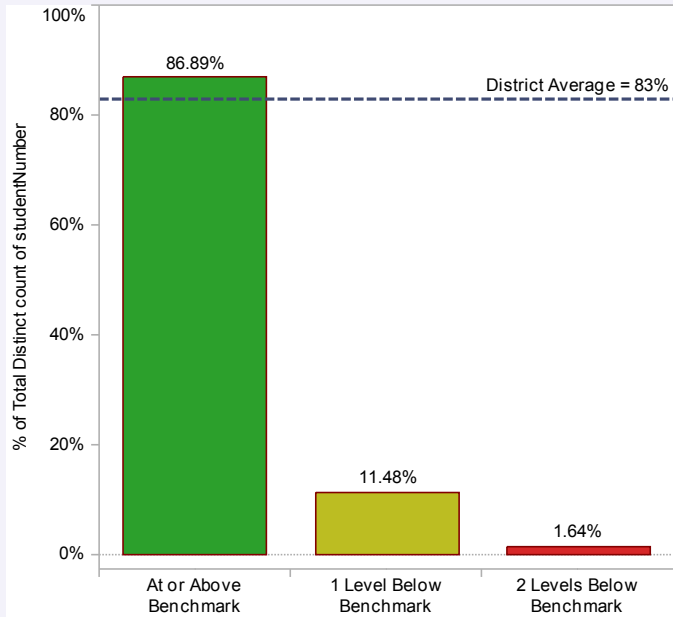
2nd Grade Rigby Benchmark Spring 2011



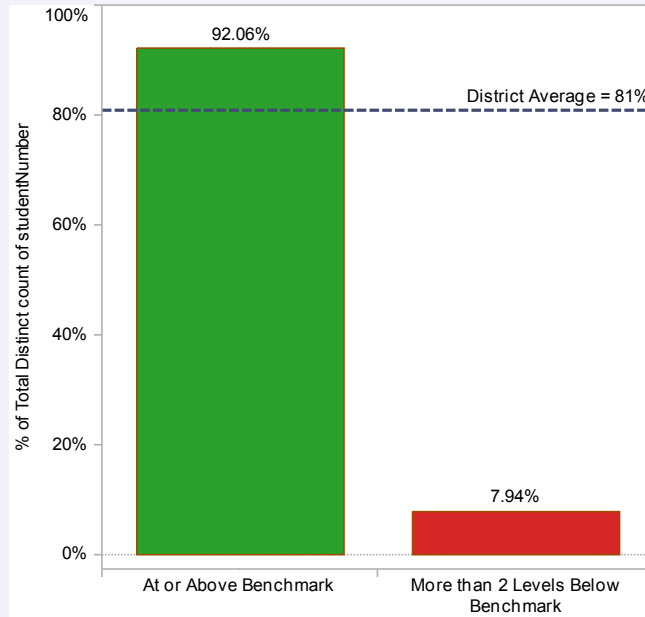
**Rigby Benchmark KG**  
■ At or Above Benchmark  
■ 1 Level Below Benchmark  
■ 2 Levels Below Benchmark

# Class of 2020 Longitudinal District Literacy Performance

KG Rigby Benchmark Spring 2008



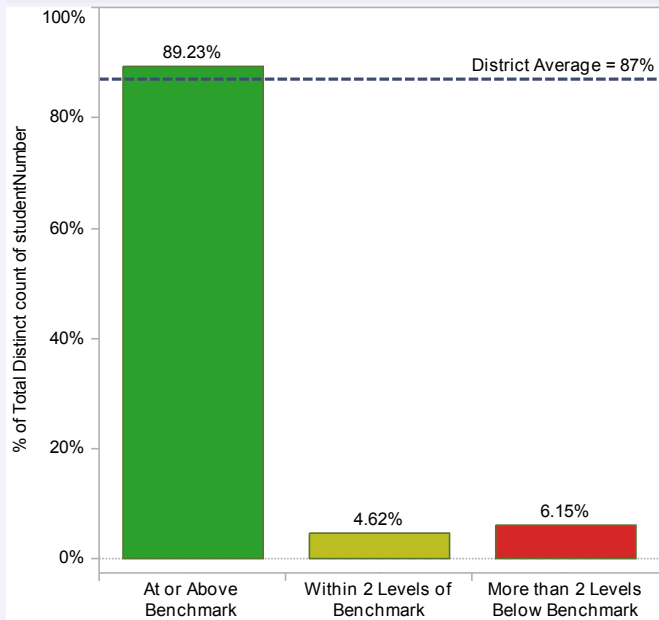
1st Grade Rigby Benchmark Spring 2009



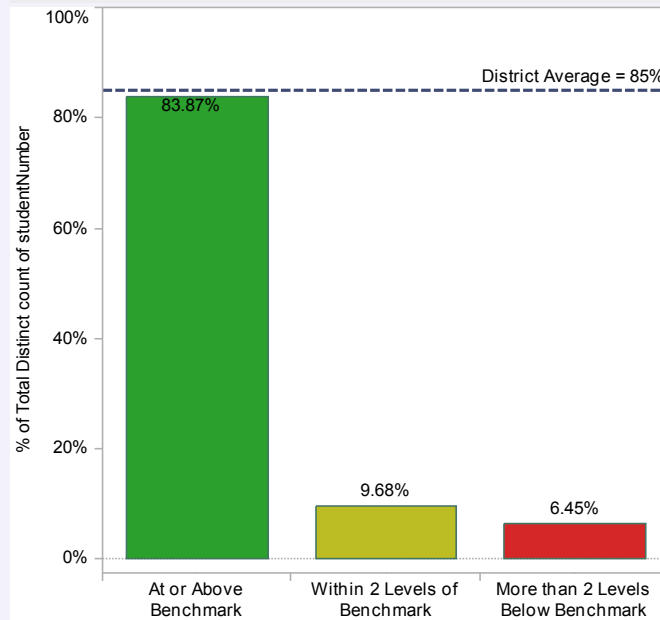
**Rigby Benchmark 3rd**

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

2nd Grade Rigby Benchmark Spring 2010

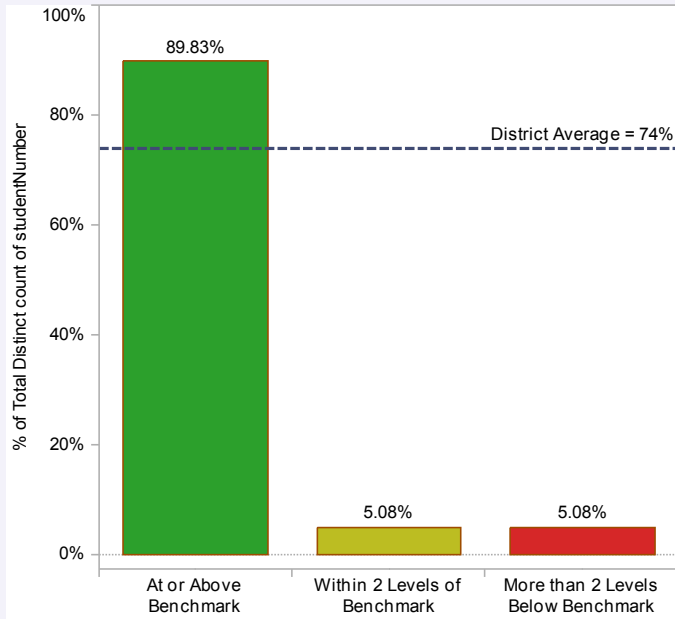


3rd Grade Rigby Benchmark Spring 2011

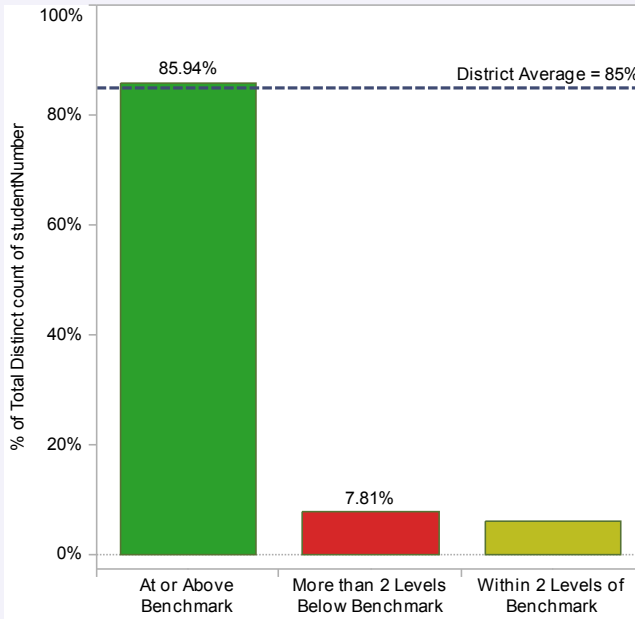


# Class of 2019 Longitudinal District Literacy Performance

## 1st Grade Rigby Benchmark Spring 2008



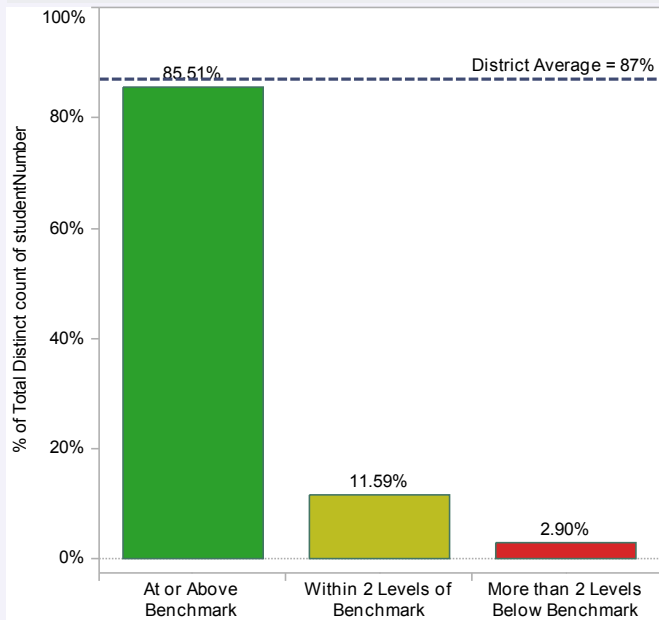
## 2nd Grade Rigby Benchmark Spring 2009



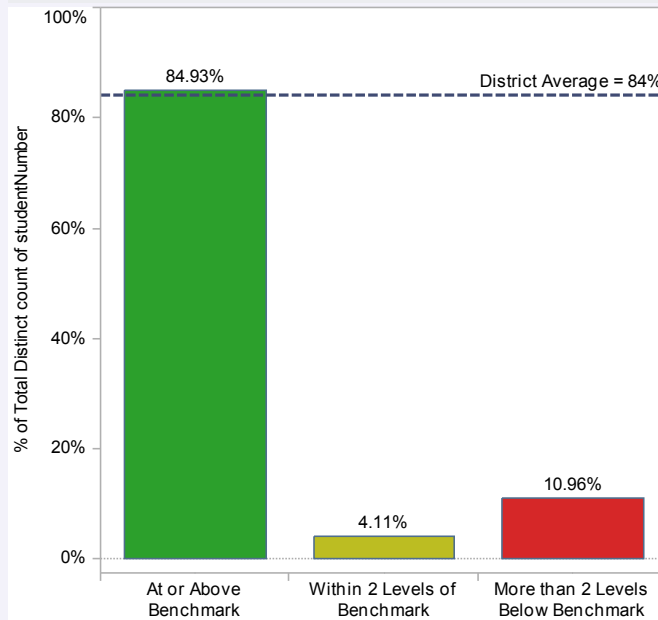
### Rigby Benchmark 4th

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

## 3rd Grade Rigby Benchmark Spring 2010

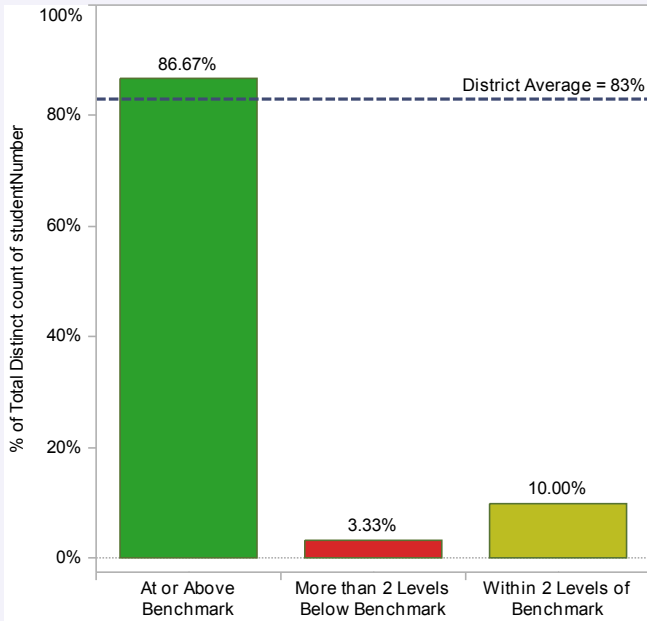


## 4th Grade Rigby Benchmark Spring 2011

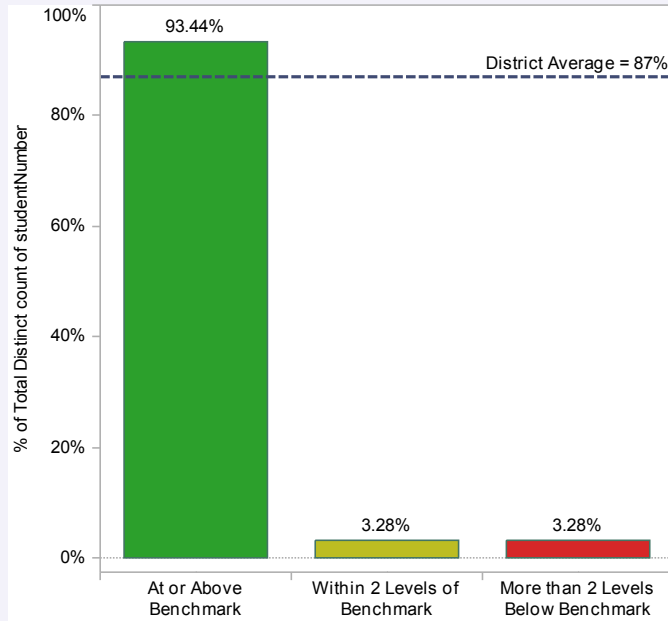


# Class of 2018 Longitudinal District Literacy Performance

## 2nd Grade Rigby Benchmark Spring 2008



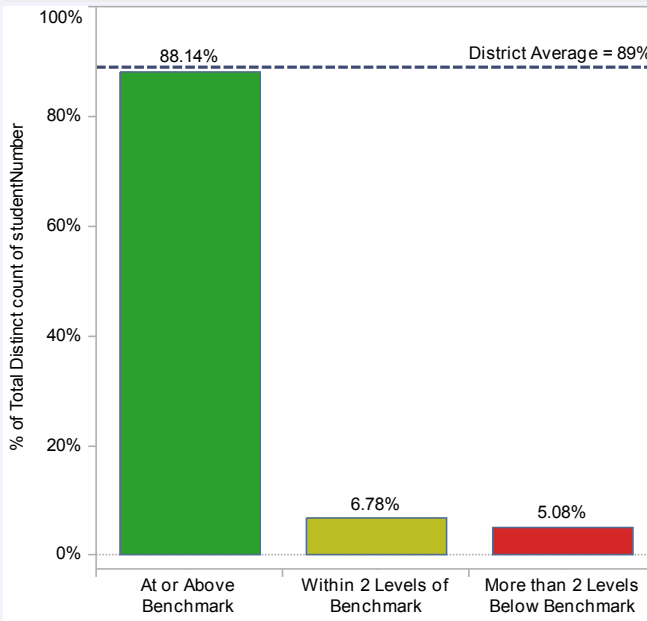
## 3rd Grade Rigby Benchmark Spring 2009



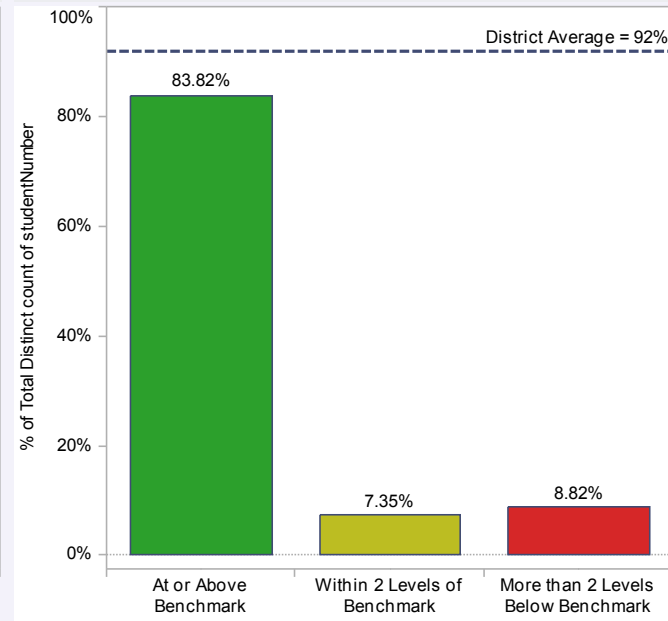
### Rigby Benchmark 5th

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

## 4th Grade Rigby Benchmark Spring 2010

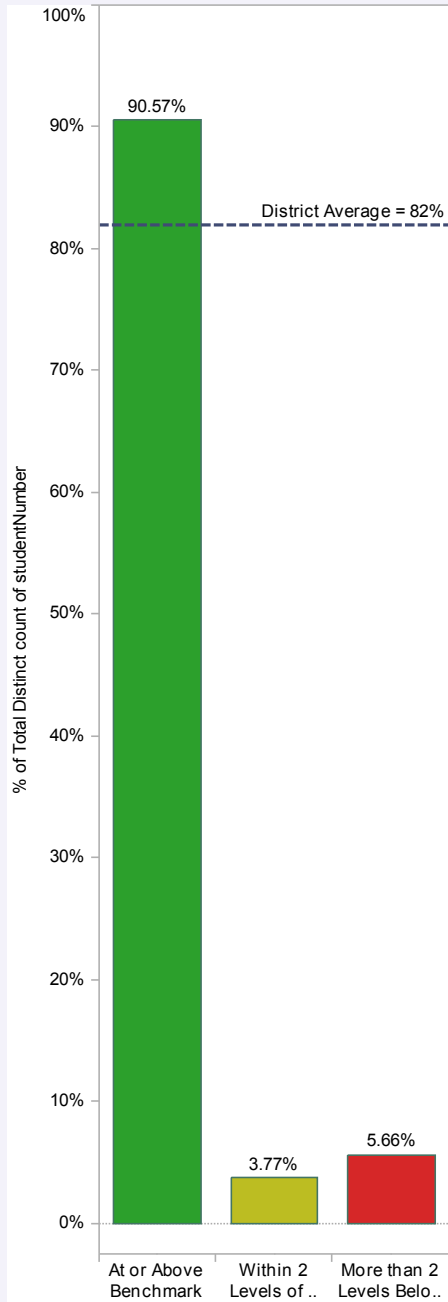


## 5th Grade Rigby Benchmark Spring 2011

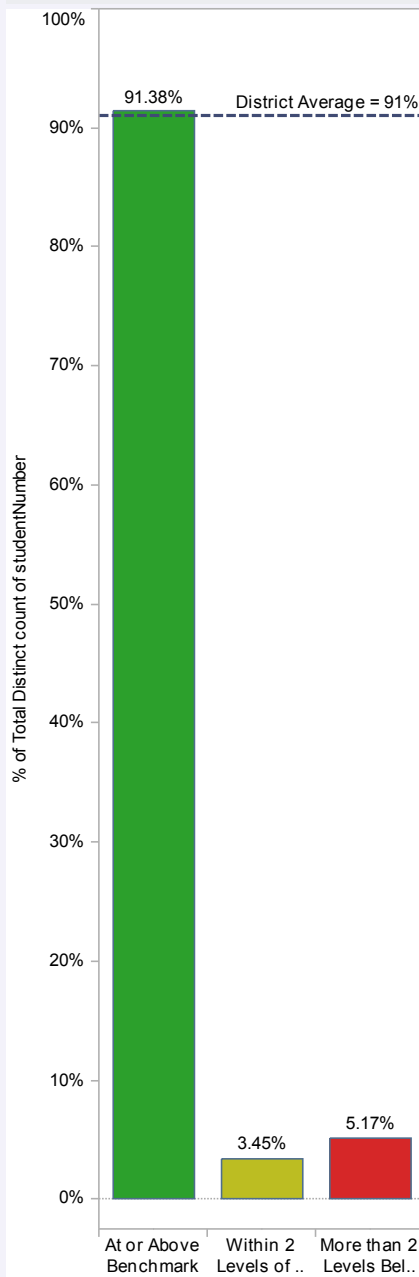


# Class of 2017 Longitudinal District Literacy Performance

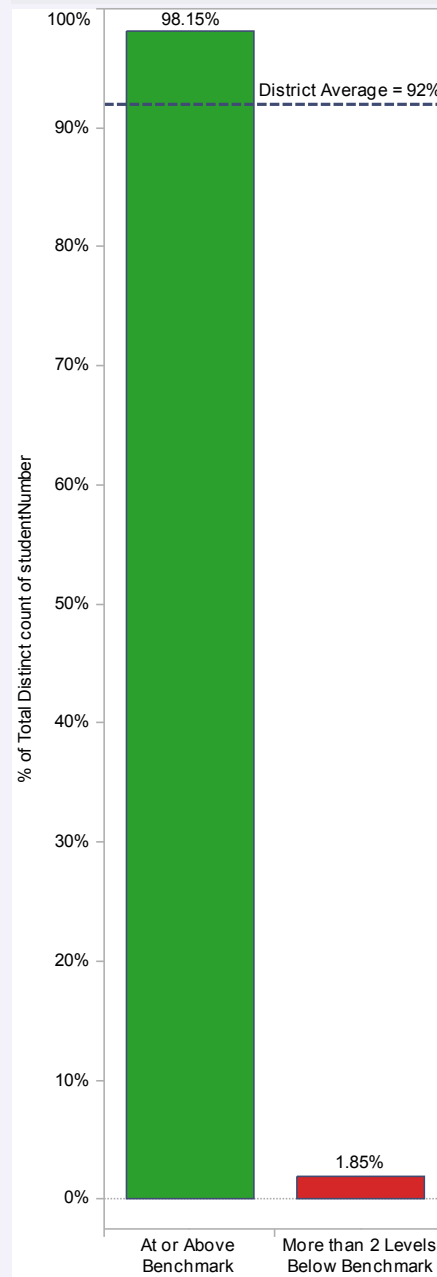
3rd Grade Rigby Benchmark Spring 2008



4th Grade Rigby Benchmark Spring 2009



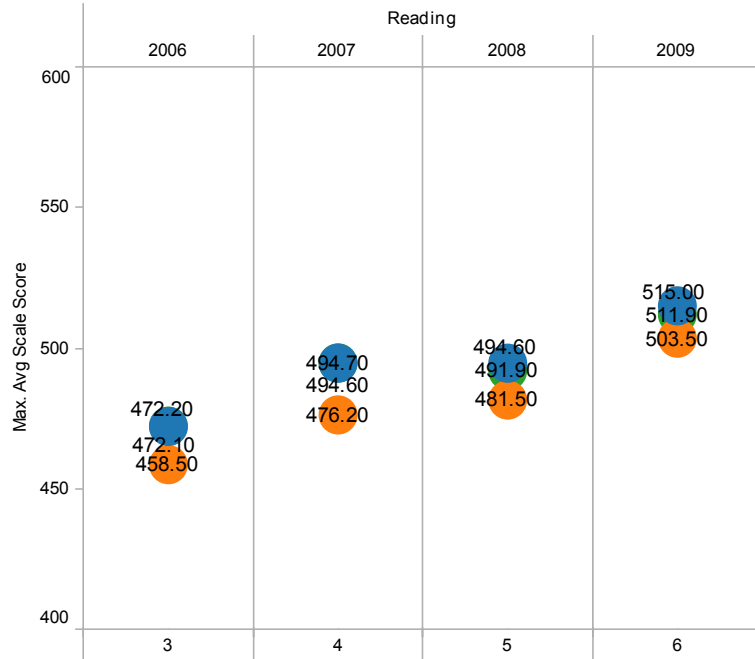
5th Grade Rigby Benchmark Spring 2010



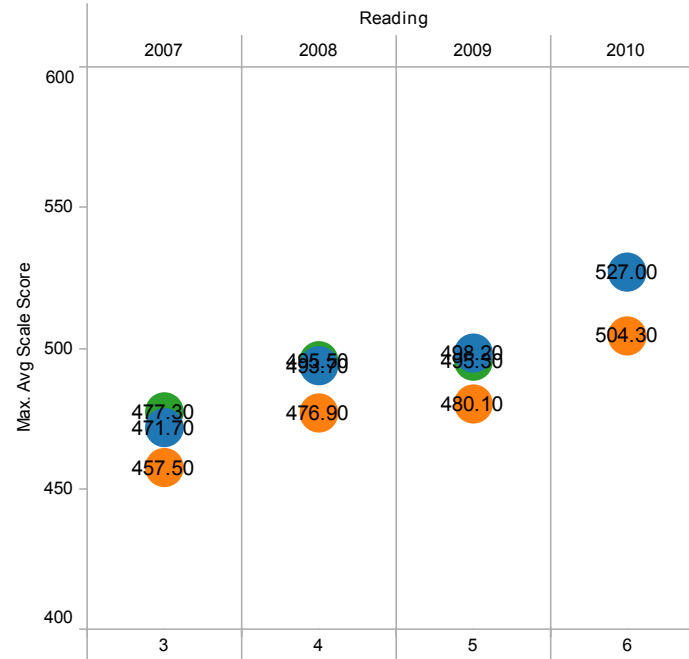
**Rigby Benchmark 3rd**

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

Class of 2016 WKCE Reading Average Scale Score Progression

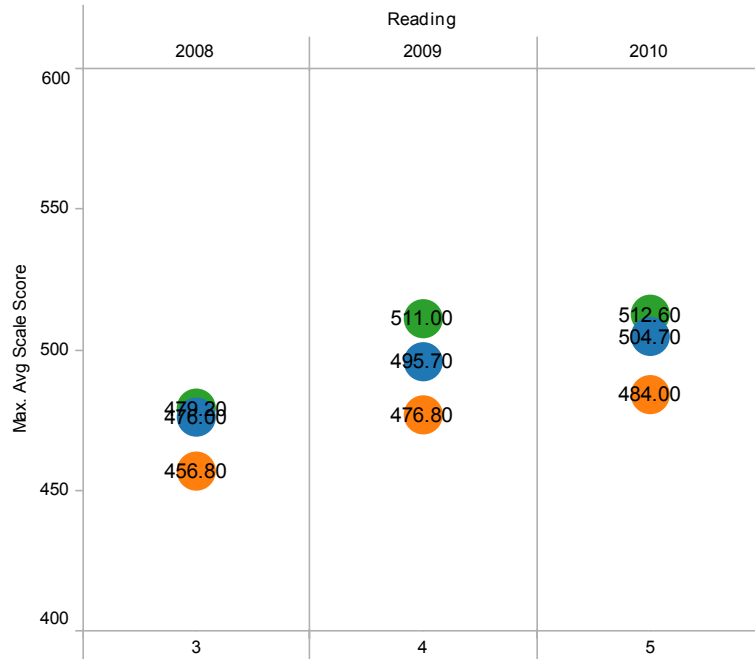


Class of 2017 WKCE Reading Average Scale Score Progression

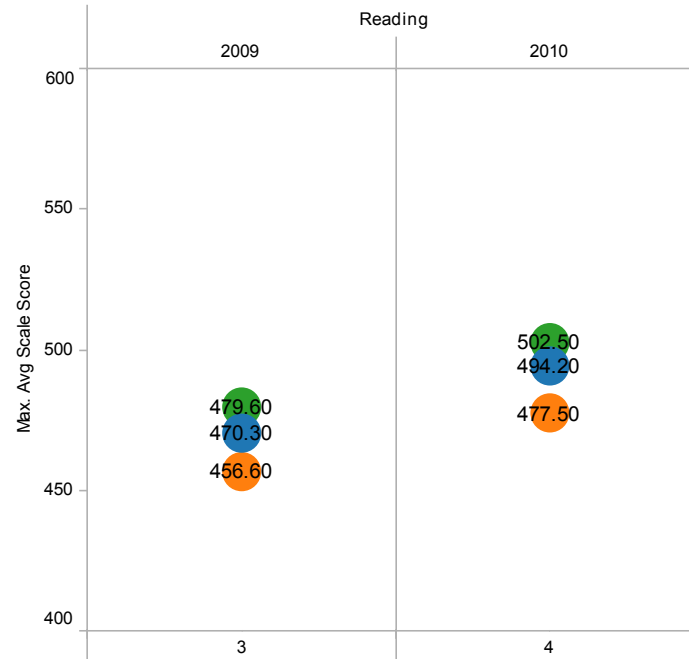


School  
 District  
 State  
 West Middleton

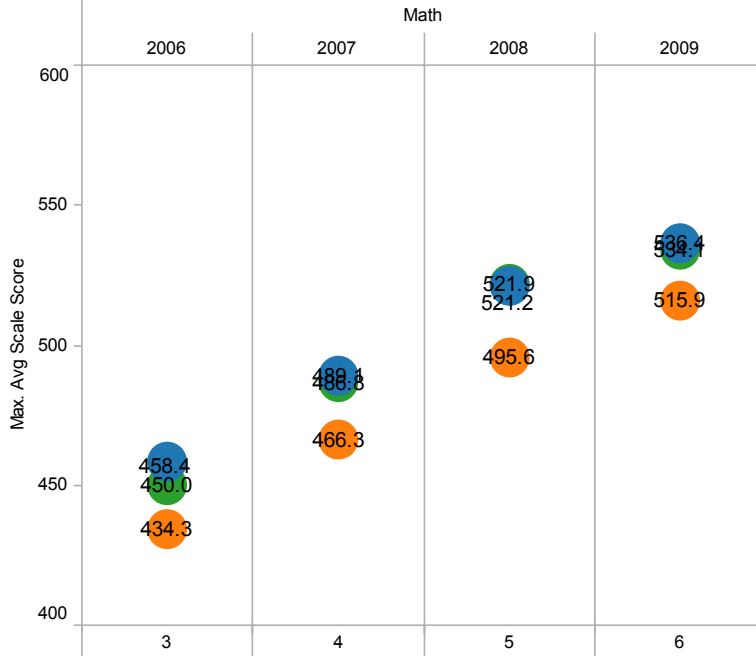
Class of 2018 WKCE Reading Average Scale Score Progression



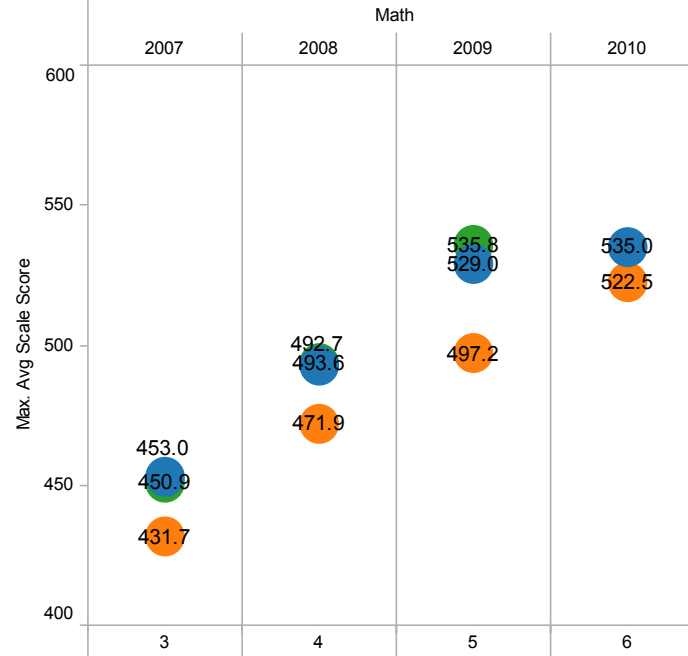
Class of 2019 WKCE Reading Average Scale Score Progression



Class of 2016 WKCE Math Average Scale Score Progression

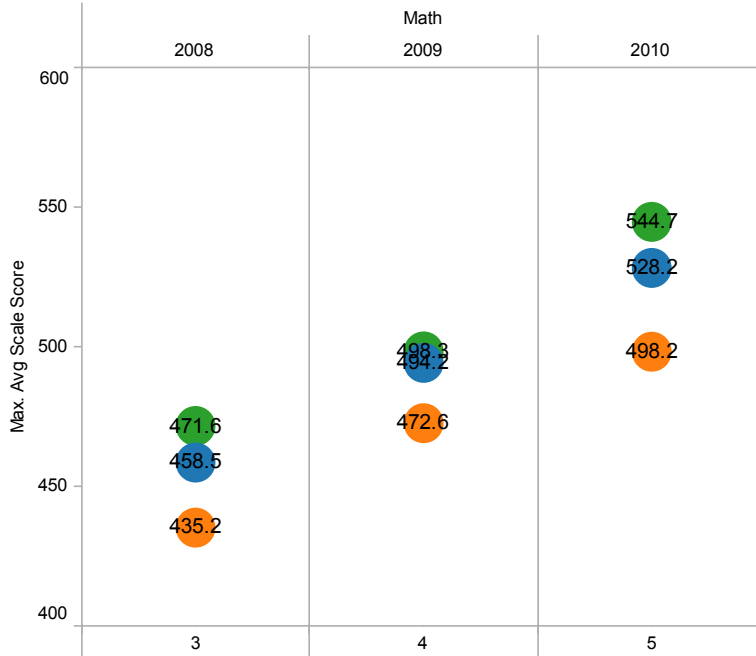


Class of 2017 WKCE Math Average Scale Score Progression

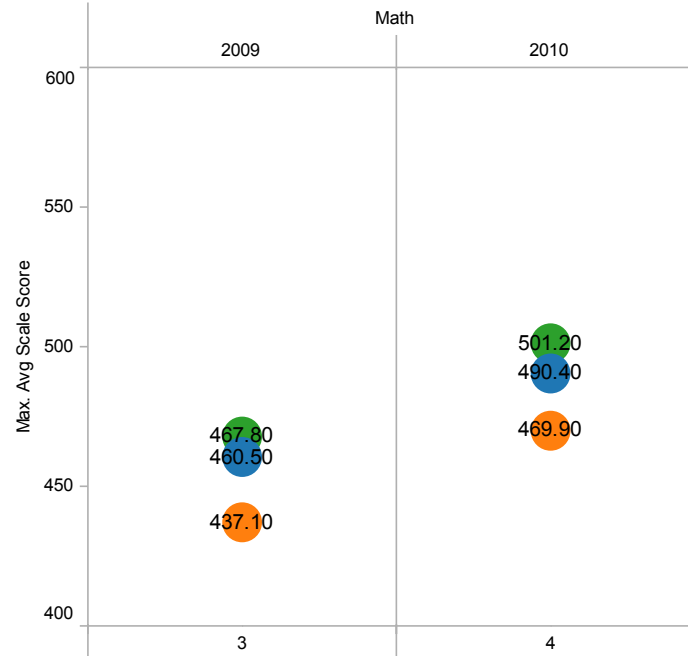


**School**  
■ District  
■ State  
■ West Middleton

Class of 2018 WKCE Math Average Scale Score Progression



Class of 2019 WKCE Math Average Scale Score Progression



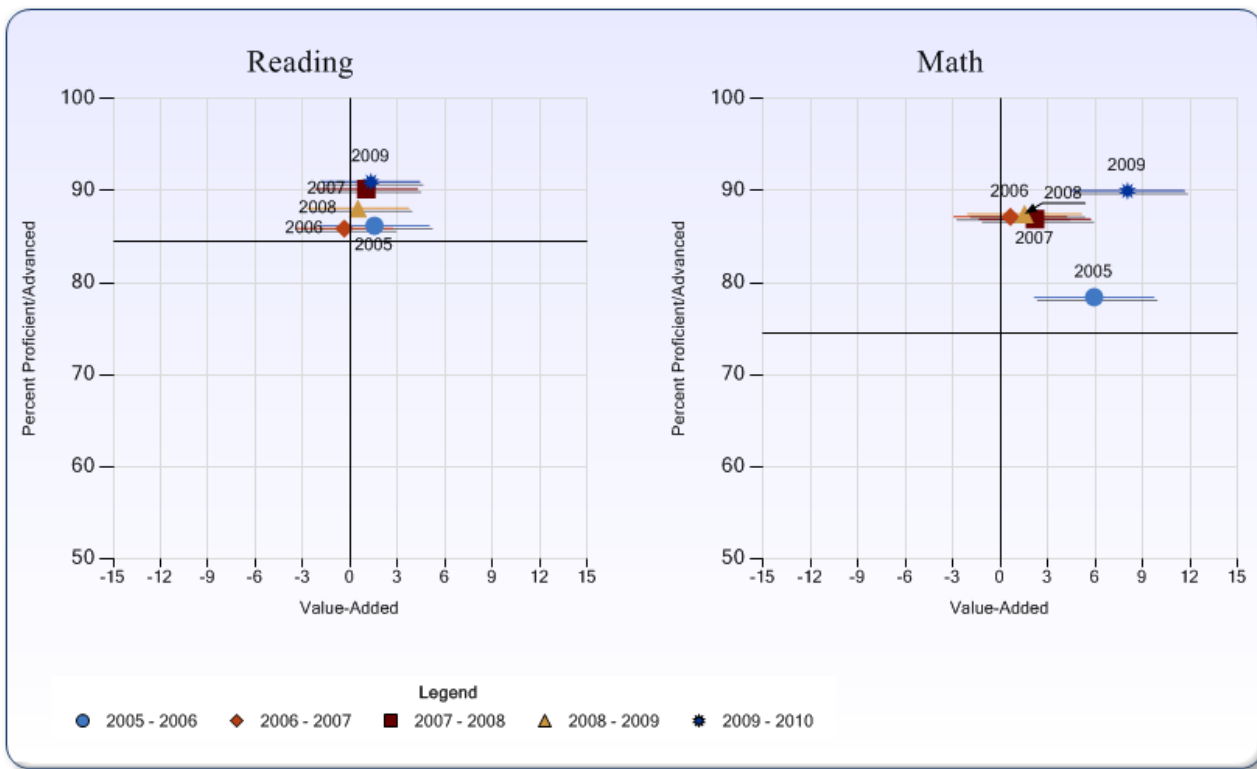


Welcome to the Value Added Reporting System. This system includes presentations of both **WKCE** and **MAP** value-added and attainment data (where applicable)

## 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:

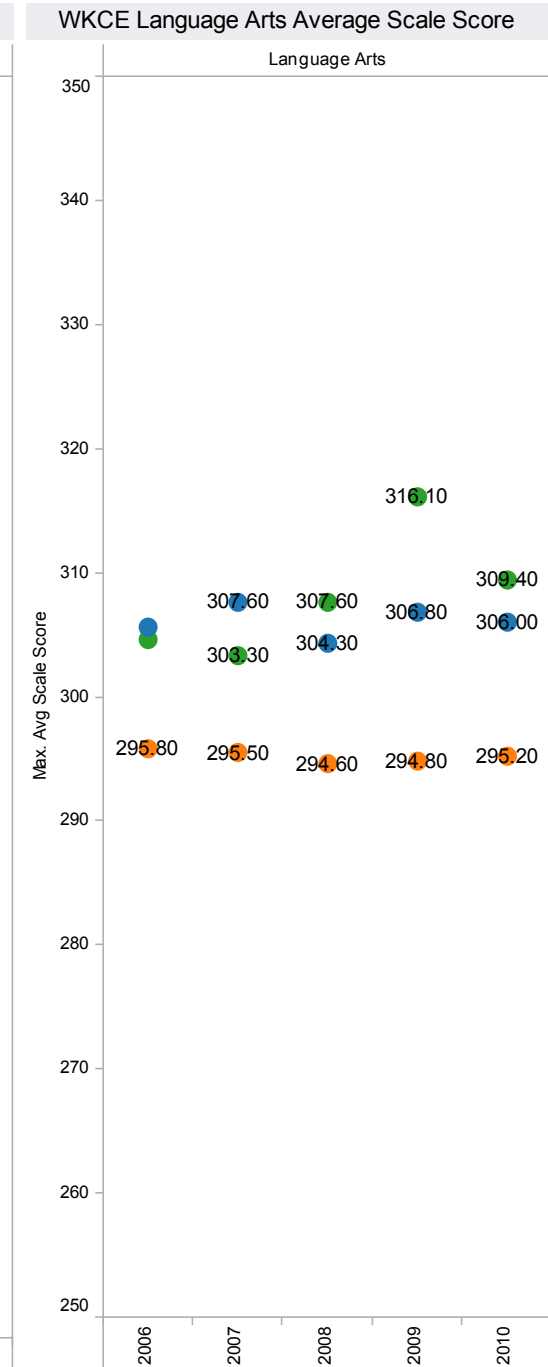
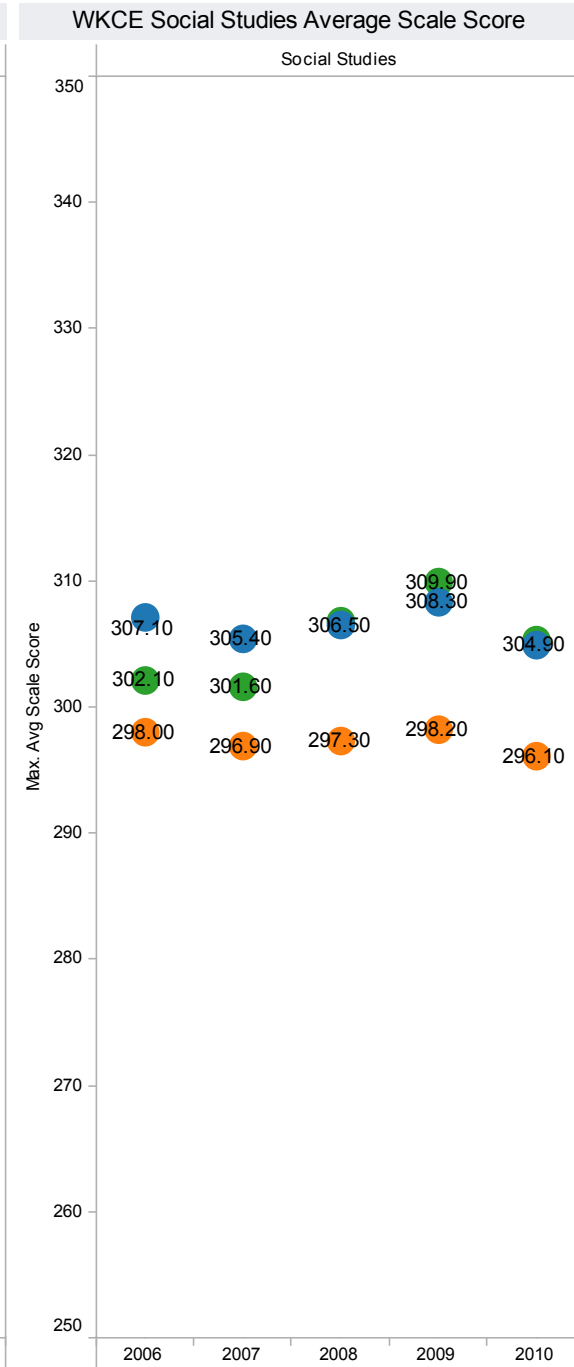
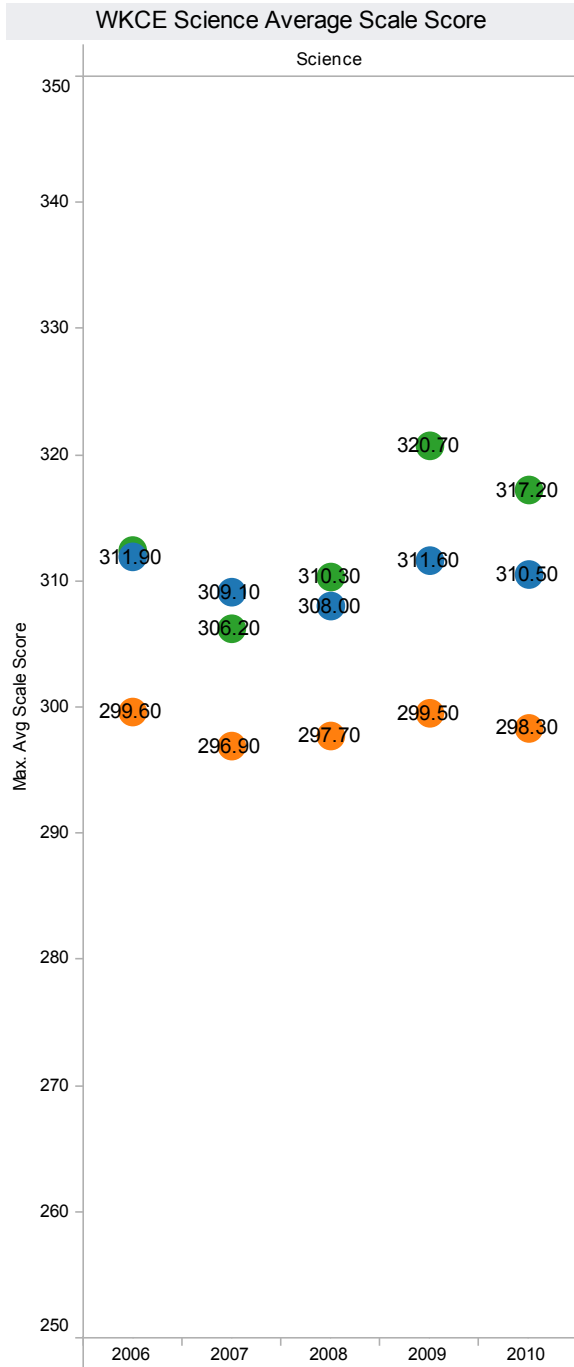


Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2005 - 2006	School Avg	1.52	86.21	-1.95 - 4.99
Math	2005 - 2006	School Avg	5.93	78.45	2.15 - 9.72
Reading	2006 - 2007	School Avg	-0.38	85.90	-3.46 - 2.69
Math	2006 - 2007	School Avg	0.63	87.18	-2.94 - 4.21
Reading	2007 - 2008	School Avg	1.01	90.20	-2.23 - 4.26
Math	2007 - 2008	School Avg	2.19	86.93	-1.33 - 5.71
Reading	2008 - 2009	School Avg	0.48	88.10	-2.73 - 3.69
Math	2008 - 2009	School Avg	1.53	87.50	-2.08 - 5.14

<b>Subject</b>	<b>Year</b>	<b>Grade</b>	<b>Value Added</b>	<b>Proficiency</b>	<b>Confidence Interval</b>
Reading	2009 - 2010	School Avg	1.31	91.00	-1.78 - 4.39
Math	2009 - 2010	School Avg	8.04	90.00	4.44 - 11.65

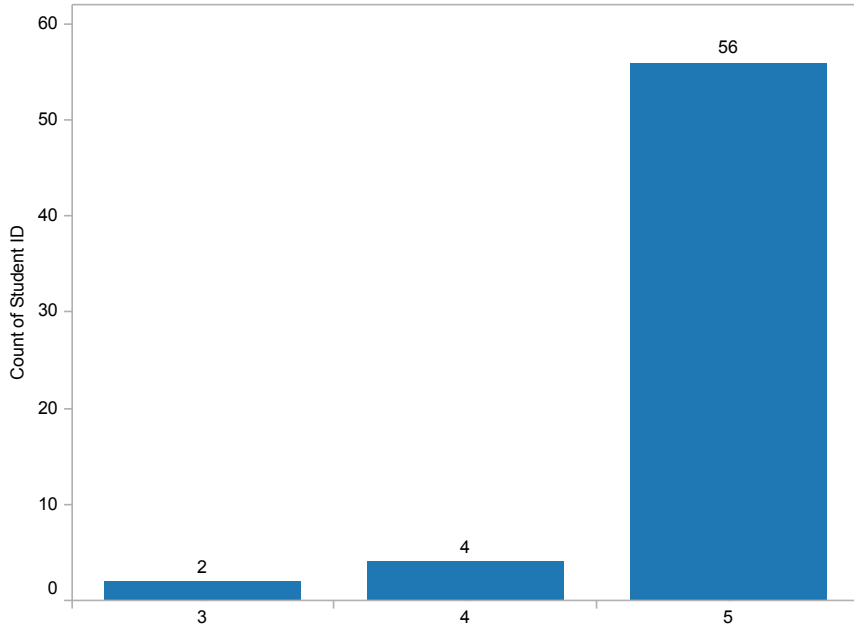
VARC is housed within the [Wisconsin Center for Education Research](#) at the [School of Education, University of Wisconsin-Madison](#).  
Copyright ©2010, The Board of Regents of the University of Wisconsin System

School District State West Middleton

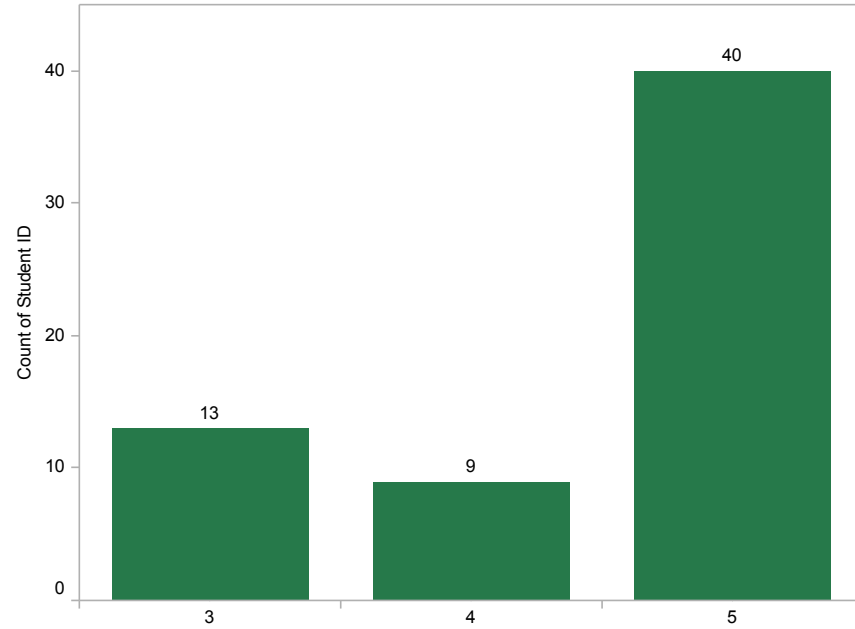


# Math AddVantage Data Grade 1 Spring 2010

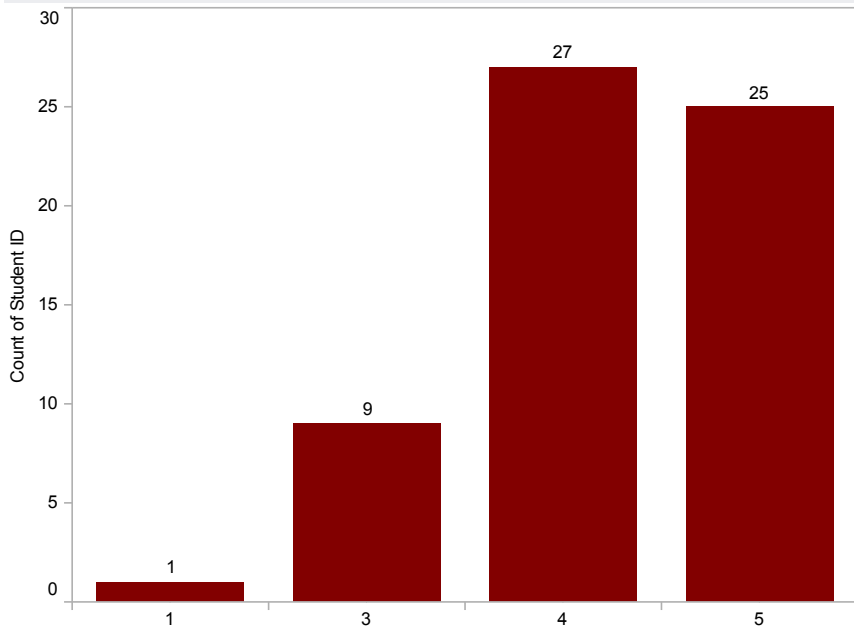
## Number of Students at Each Level FNWS Spring 2010



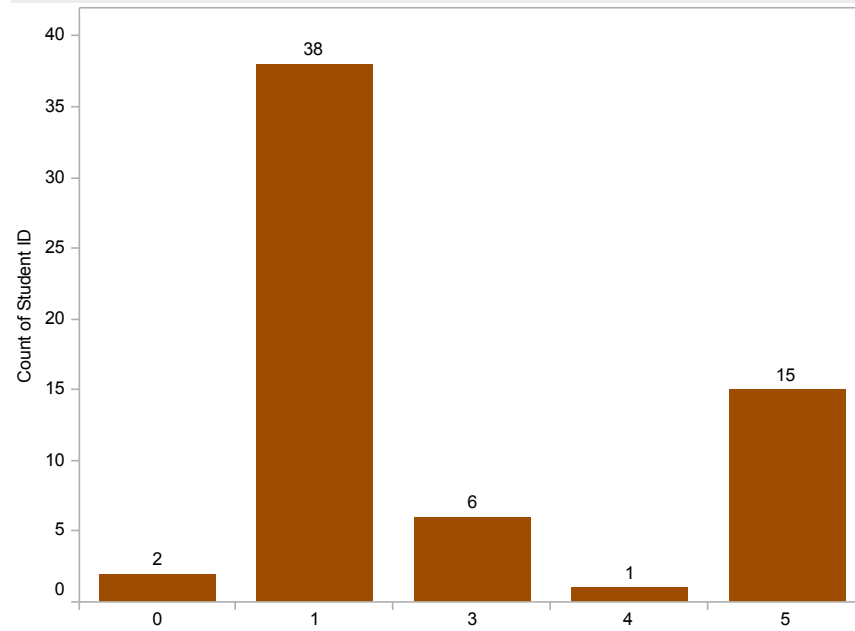
## Number of Students at Each Level BNWS Spring 2010



## Number of Students at Each Level Number ID Spring 2010

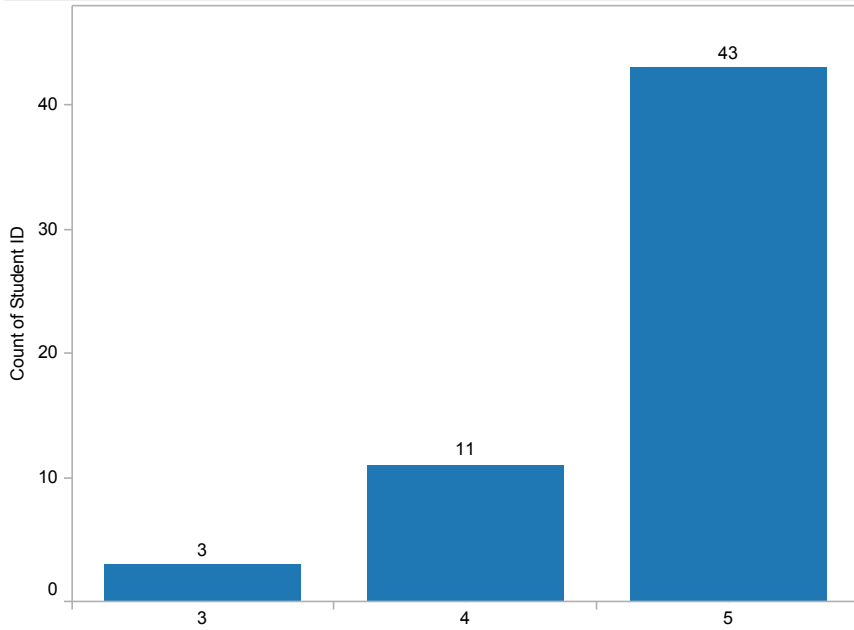


## Number of Students at Each Level Structuring Spring 2010

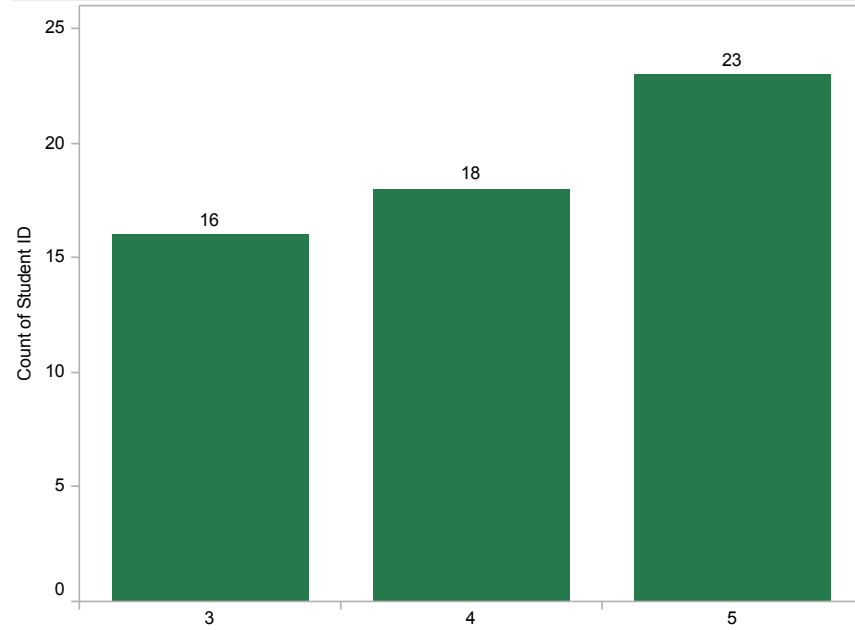


# Math AddVantage Data Grade 1 Spring 2011

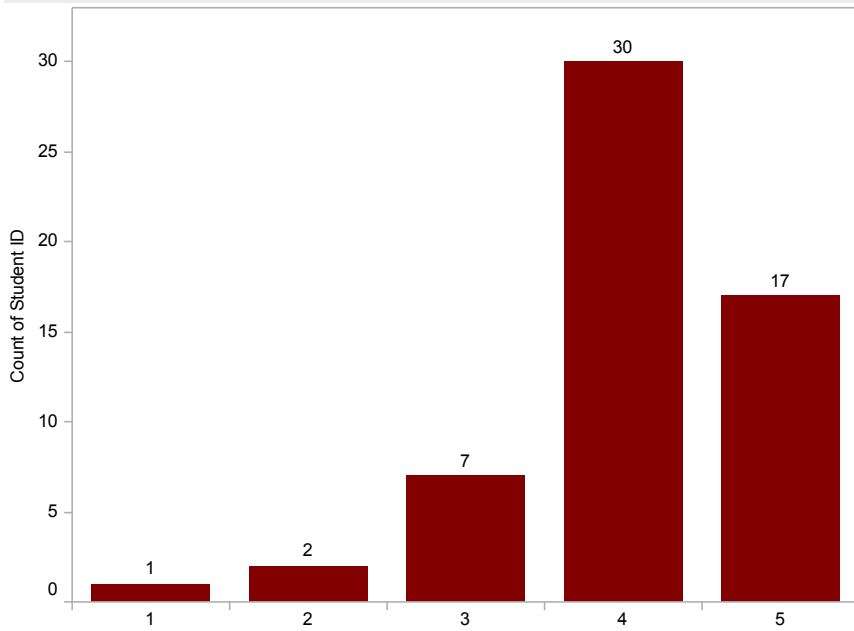
## Number of Students at Each Level FNWS Spring 2011



## 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

