



*Werner Elementary School*

*2009-2010 School Improvement Plan End-Year Report and  
Reflection*



**WERNER ELEMENTARY 2009-2010  
SCHOOL IMPROVEMENT PLAN END-YEAR REPORT AND REFLECTION**

Mid-Year

Spring Review

End-Year

**SMART Goal 1:**

The percent of 3<sup>rd</sup> grade students scoring Proficient + Advanced, will increase from 84% to 87%, as measured by the CSAP Reading administered in the spring of 2010.

**Status of Strategy 1:**

*type "x" in box to select*

Fully Implemented

Partially Implemented

Not Implemented

Progress on Action Steps	Evidence of Progress/Data Collected (see Benchmarks)	Discussion of Progress and Necessary Plan Adjustments
<ol style="list-style-type: none"> <li>1. All students on an ILP will receive additional support from Language Workshop targeting their specific needs in literacy. This is in addition to core literacy time in classrooms creating a “double-dose” in literacy support.</li> <li>2. Grade Level teams will develop Essential Learnings for Reading and align those K-5.</li> <li>3. Grade Level Teams will begin the process of creating formative assessments to determine progress toward attainment of grade level essential learnings</li> <li>4. Grade Level teams will meet twice monthly, or more, as a PLC to discuss student progress and determine strategies and interventions for struggling students</li> <li>5. Grade Level teams will meet monthly with Principal and Instructional Coach to discuss student progress and discuss support for team (Student Achievement Meetings)</li> </ol>		<ol style="list-style-type: none"> <li>1. All students on an ILP were supported in Language Workshop for 30 minutes 4-5 times a week. We will have less staffing to continue this next year, but will try to remain as consistent as possible.</li> <li>2. With the new standards introduced this year, we have decided to spend our energy and focus in preparing for implementation of those.</li> <li>3. All grade levels were trained in Common Formative Assessments in fall 2009. All staff were also trained in the progress monitoring tool, DIBELS. With the implementation of a new literacy curriculum and new standards, we will continue working on building assessments to used for our PLC work and new School Accountability benchmarks.</li> <li>4. Grade level teams met monthly and as needed to discuss student progress. We will continue to refine this next year and bring more focus and energy to help define these better.</li> <li>5. Grade levels met 2-3 times each semester with our literacy coach and/or principal to discuss student progress. We shifted our focus mid-year to focus on one student from each class that was on an intervention plan and progress monitored with DIBELS. We will continue our SAM meetings next year with a similar format, but our structure design is still in progress.</li> </ol>

**Benchmark\* for SMART Goal 1:** (determines how school measured progress toward School SMART Goal throughout the year)

Measure	Summary Analysis	Reflection
3 <sup>rd</sup> grade Reading CSAP  DRA2 Independent Reading Level   MAPS	<u>CSAP</u> 88.64% Prof/Adv  <u>DRA2</u> Kindergarten= 96% at/above benchmark 1 <sup>st</sup> = Fall: 91% Spring: 80% at/above 2 <sup>nd</sup> = Fall: 80% Spring: 81% at/above 3 <sup>rd</sup> = Fall: 72% Spring: 82% at/above 1st-3rd= Fall:81% Spring:81% at/above  <u>MAPS</u> 2 <sup>nd</sup> : 48.3 % met growth target, 74% ave to high 3 <sup>rd</sup> : 67.1 % met growth target, 86% ave to high	While we met our overall goal of 87% proficiency, our scores in DRA2 and MAPS show some areas for celebrating and areas for improvement. Our students increased in 3 <sup>rd</sup> grade with DRA2. Our 1 <sup>st</sup> grade dropped however, keeping overall numbers for 1 <sup>st</sup> -3 <sup>rd</sup> the same. 2 <sup>nd</sup> grade scores at DRA2 stayed consistent from fall to spring, but MAPS growth was not consistent with that same growth.

Professional Development in Support of SMART Goal 1	Evidence of Progress	Discussion of Progress and Necessary Adjustments
<ul style="list-style-type: none"> <li>Common Formative Assessments Training</li> </ul>	Completed in Fall 2009	More work will need to be done in this area especially as we begin the process of implementing a new curriculum and standards.

**If partially implemented or not implemented, discuss why here:**

\* Benchmarks are checkpoints that measure progress toward SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

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**SMART Goal 2:**

The percent of 4<sup>th</sup> and 5<sup>th</sup> grade students making annual growth (Growth + model) will increase from 83% to 86%, as measured by the CSAP Reading administered in the spring of 2010.

<b>Status of Strategy 1:</b> <i>type "x" in box to select</i> <input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented		
Progress on Action Steps	Evidence of Progress/Data Collected (see Benchmarks)	Discussion of Progress and Necessary Plan Adjustments
Strategic Actions 1. All students on an ILP will receive additional support from Language Workshop targeting their specific needs in literacy. This is in addition to core literacy time in classrooms creating a "double-dose" in literacy support. 2. Grade Level teams will develop Essential Learnings for Reading and align those K-5. 3. Grade Level Teams will begin the process of creating formative assessments to determine progress toward attainment of grade level essential learnings 4. Grade Level teams will meet twice monthly, or more, as a PLC to discuss student progress and determine strategies and interventions for struggling students 5. Grade Level teams will meet monthly with Principal and Instructional Coach to discuss student progress and discuss support for team (Student Achievement Meetings)		1. All students on an ILP were supported in Language Workshop for 30 minutes 4-5 times a week. We will have less staffing to continue this next year, but will try to remain as consistent as possible. 2. With the new standards introduced this year, we have decided to spend our energy and focus in preparing for implementation of those. 3. All grade levels were trained in Common Formative Assessments in fall 2009. All staff were also trained in the progress monitoring tool, DIBELS. With the implementation of a new literacy curriculum and new standards, we will continue working on building assessments to used for our PLC work and new School Accountability benchmarks. 4. Grade level teams met monthly and as needed to discuss student progress. We will continue to refine this next year and bring more focus and energy to help define these better. 5. Grade levels met 2-3 times each semester with our literacy coach and/or principal to discuss student progress. We shifted our focus mid-year to focus on one student from each class that was on an intervention plan and progress monitored with DIBELS. We will continue our SAM meetings next year with a similar format, but our structure design is still in progress.

<b>Benchmark* for SMART Goal 2:</b> (determines how school measured progress toward School SMART Goal throughout the year)		
<b>Measure</b>	<b>Summary Analysis</b>	<b>Reflection</b>
CSAP- not available until August 2010 MAPS	<u>CSAP (Growth + Year's Growth data)</u> 4 <sup>th</sup> =82% 5 <sup>th</sup> =84% <b>4<sup>th</sup>/5<sup>th</sup>= 83%</b>  <u>CSAP (Performance)</u> 3rd= 89% P/A 4 <sup>th</sup> = 90% P/A 5 <sup>th</sup> =93% P/A  <u>MAPS</u> 4 <sup>th</sup> = 70.7% met growth target, 88% ave to high 5 <sup>th</sup> =79.3% met growth target, 91% ave to high	Initial assessment scores from 4 <sup>th</sup> and 5 <sup>th</sup> show strong growth and performance and we expect that to be reflected in CSAP performance and growth as well.

<b>Professional Development in Support of SMART Goal 2</b>	<b>Evidence of Progress</b>	<b>Discussion of Progress and Necessary Adjustments</b>
<ul style="list-style-type: none"> <li>Common Formative Assessments Training</li> </ul>	Completed in Fall 2009	More work will need to be done in this area especially as we begin the process of implementing a new curriculum and standards.

**If partially implemented or not implemented, discuss why here:**

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\* Benchmarks are checkpoints that measure progress toward SMART Goal. They help ensure that you are making progress toward meeting your annual goal. Benchmarks need to be measurable directly related to the goal, specific and clear, achievable, and time specific.

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**SMART Goal 3:**

The percent of 4<sup>th</sup> and 5<sup>th</sup> grade students making annual growth (Growth + model) will increase from 75% to 78%, as measured by the CSAP Writing administered in the spring of 2010.

**Status of Strategy 1:**  
*type "x" in box to select*

Fully Implemented

Partially Implemented

Not Implemented

Progress on Action Steps	Evidence of Progress/Data Collected (see Benchmarks)	Discussion of Progress and Necessary Plan Adjustments
<p>Strategic Actions</p> <ol style="list-style-type: none"> <li>1. Grade Level teams will develop Essential Learnings for Writing and align those K-5.</li> <li>2. Grade Level Teams will begin the process of creating formative assessments to determine progress toward attainment of grade level essential learnings</li> <li>3. Grade Level teams will meet twice monthly, or more, as a PLC to discuss student progress and determine strategies and interventions for struggling students</li> <li>4. Grade Level teams will meet monthly with Principal and Instructional Coach to discuss student progress and discuss support for team (Student Achievement Meetings)</li> </ol>		<ol style="list-style-type: none"> <li>1. With the new standards introduced this year, we have decided to spend our energy and focus in preparing for implementation of those.</li> <li>2. All grade levels were trained in Common Formative Assessments in fall 2009. All staff were also trained in the progress monitoring tool, DIBELS. With the implementation of a new literacy curriculum and new standards, we will continue working on building assessments to used for our PLC work and new School Accountability benchmarks.</li> <li>3. Grade level teams met monthly and as needed to discuss student progress. We will continue to refine this next year and bring more focus and energy to help define these better.</li> <li>4. Grade levels met 2-3 times each semester with our literacy coach and/or principal to discuss student progress. We shifted our focus mid-year to focus on one student from each class that was on an intervention plan and progress monitored with DIBELS. We will continue our SAM meetings next year with a similar format, but our structure design is still in progress</li> </ol>

<b>Benchmark* for SMART Goal 3:</b> (determines how school measured progress toward School SMART Goal throughout the year)		
<b>Measure</b>	<b>Summary Analysis</b>	<b>Reflection</b>
CSAP results not available until August 2010	<u>CSAP (Growth + Year's Growth data)</u> 4 <sup>th</sup> =82% 5 <sup>th</sup> =86% <b>4<sup>th</sup>/5<sup>th</sup>= 84%</b>  <u>CSAP (Performance)</u> 3rd= 79% P/A 4 <sup>th</sup> = 84% P/A 5 <sup>th</sup> =93% P/A	Overall, we had growth in Writing as measured with the Growth + data. We exceeded our target by 6% and were above the district averages as well. With regards to overall performance, we did see a small dip from 2009 to 2010 in 3 <sup>rd</sup> and 4 <sup>th</sup> . 5 <sup>th</sup> grade went from 87% to 93%.

<b>Professional Development in Support of SMART Goal 3</b>	<b>Evidence of Progress</b>	<b>Discussion of Progress and Necessary Adjustments</b>
<ul style="list-style-type: none"> <li>Common Formative Assessments Training</li> </ul>	Completed in Fall 2009	More work will need to be done in this area especially as we begin the process of implementing a new curriculum and standards.

**If partially implemented or not implemented, discuss why here:**  
 With the news of new standards and literacy curriculum to be implemented in the coming years, we put our focus in the SAM meetings to help build a culture of PLC's more. Most grade levels have a quarterly assessment, but we will begin the work on developing common interim assessments for Writing next year and align those with our new curriculum and the new state standards K-5.

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**SMART Goal 4:**

The percent of 4<sup>th</sup> and 5<sup>th</sup> grade students making annual growth (Growth + model) will increase from 86% to 89%, as measured by the CSAP Math administered in the spring of 2010.

**Status of Strategy 1:**  
*type "x" in box to select*

Fully Implemented

Partially Implemented

Not Implemented

Progress on Action Steps	Evidence of Progress/Data Collected (see Benchmarks)	Discussion of Progress and Necessary Plan Adjustments
<p>Strategic Actions</p> <ol style="list-style-type: none"> <li>1. Grade Level teams will develop Essential Learnings for Math and align those K-5.</li> <li>2. Grade Level Teams will begin the process of creating formative assessments to determine progress toward attainment of grade level essential learnings.</li> <li>3. Grade Level teams will meet twice monthly, or more, as a PLC to discuss student progress and determine strategies and interventions for struggling students.</li> <li>4. Grade Level teams will meet monthly with Principal and Instructional Coach to discuss student progress and discuss support for team (Student Achievement Meetings).</li> </ol>		<ol style="list-style-type: none"> <li>1. With the new standards introduced this year, we have decided to spend our energy and focus in preparing for implementation of those.</li> <li>2. All grade levels were trained in Common Formative Assessments in fall 2009. Staff were also trained in the progress monitoring tool, MBSP and we purchased three additional sets of books. With the work of the Summer Math Assessment Institute, we will implement the assessments developed. We will continue working on building assessments to be used for our PLC work and new standards benchmarks.</li> <li>3. Grade level teams met monthly and as needed to discuss student progress. We will continue to refine this next year and bring more focus and energy to help define these better.</li> <li>4. Grade levels met 2-3 times each semester with our literacy coach and/or principal to discuss student progress. We shifted our focus mid-year to focus on one student from each class that was on an intervention plan and progress monitored with DIBELS. We will continue our SAM meetings next year with a similar format, but our structure design is still in progress</li> </ol>

<b>Benchmark* for SMART Goal 4:</b> (determines how school measured progress toward School SMART Goal throughout the year)		
<b>Measure</b>	<b>Summary Analysis</b>	<b>Reflection</b>
CSAP MAPS	<u>CSAP (Growth + Year's Growth data)</u> 4 <sup>th</sup> =87% 5 <sup>th</sup> =84% <b>4<sup>th</sup>/5<sup>th</sup>= 86%</b>  <u>CSAP (Performance)</u> 3rd= 93% P/A 4 <sup>th</sup> = 92% P/A 5 <sup>th</sup> =90% P/A  <u>MAPS</u> 2 <sup>nd</sup> = 39% met growth target, 68% ave to high 3 <sup>rd</sup> = 76.2% met growth target, 85% ave to high 4 <sup>th</sup> = 77.3% met growth target, 91% ave to high 5 <sup>th</sup> = 65.5% met growth target, 91% ave to high	We had strong Growth data, however we did reach our goal. The overall performance data is also strong and we saw growth in 3 <sup>rd</sup> and 5 <sup>th</sup> grade, with a small dip in 4 <sup>th</sup> . An area for improvement is in 2 <sup>nd</sup> grade Math with the low percentage of students meeting growth target in MAPS.

<b>Professional Development in Support of SMART Goal 4</b>	<b>Evidence of Progress</b>	<b>Discussion of Progress and Necessary Adjustments</b>
<ul style="list-style-type: none"> <li>Common Formative Assessments Training</li> </ul>	Completed in Fall 2009	More work will need to be done in this area especially as we begin the process of implementing a new curriculum and standards.

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**SMART Goal 5:**

The percent of 3<sup>rd</sup>-5<sup>th</sup> grade students scoring “Advanced” on the 2010 Spring Reading & Writing CSAP will be at least 34%.

The percent of 3<sup>rd</sup>-5<sup>th</sup> grade students scoring “Advanced” on the 2010 Spring Mathematics CSAP will be at least 51%.

**Status of Strategy 1:**  
*type "x" in box to select*

Fully Implemented

Partially Implemented

Not Implemented

Progress on Action Steps	Evidence of Progress/Data Collected (see Benchmarks)	Discussion of Progress and Necessary Plan Adjustments
<p>Strategic Actions</p> <ol style="list-style-type: none"> <li>1. Grade Level teams will develop Essential Learnings for Math and align those K-5.</li> <li>2. Grade Level Teams will begin the process of creating formative assessments to determine progress toward attainment of grade level essential learnings.</li> <li>3. Grade Level teams will meet twice monthly, or more, as a PLC to discuss student progress and determine strategies and interventions for struggling students.</li> <li>4. Grade Level teams will meet monthly with Principal and Instructional Coach to discuss student progress and discuss support for team (Student Achievement Meetings).</li> </ol>		<ol style="list-style-type: none"> <li>1. With the new standards introduced this year, we have decided to spend our energy and focus in preparing for implementation of those.</li> <li>2. All grade levels were trained in Common Formative Assessments in fall 2009. All staff were also trained in the progress monitoring tool, DIBELS. With the implementation of a new literacy curriculum and new standards, we will continue working on building assessments to used for our PLC work and new School Accountability benchmarks. Staff were also trained in the progress monitoring tool, MBSP and we purchased three additional sets of books. With the work of the Summer Math Assessment Institute, we will implement the assessments developed. We will continue working on building assessments to be used for our PLC work and new standards benchmarks.</li> <li>3. Grade level teams met monthly and as needed to discuss student progress. We will continue to refine this next year and bring more focus and energy to help define these better.</li> <li>4. Grade levels met 2-3 times each semester with our literacy coach and/or principal to discuss student progress. We shifted our focus mid-year to focus on one student from each class that was on an intervention plan and progress monitored with DIBELS. We will continue our SAM meetings next year with a similar format, but our structure design is still in progress</li> </ol>

<b>Benchmark* for SMART Goal 5:</b> (determines how school measured progress toward School SMART Goal throughout the year)		
<b>Measure</b>	<b>Summary Analysis</b>	<b>Reflection</b>
CSAP 3 <sup>rd</sup> Reading	<u>CSAP</u> 3 <sup>rd</sup> -5 <sup>th</sup> Advanced Reading=25% 3 <sup>rd</sup> -5 <sup>th</sup> Adv. Writing= 34% 3 <sup>rd</sup> -5 <sup>th</sup> Adv. Math= 66% <u>MAPS-Reading</u> 3 <sup>rd</sup> = Fall: 41% “High” Spring: 48% “High” 4 <sup>th</sup> = Fall: 42% Spring: 56% 5 <sup>th</sup> = Fall: 47% Spring: 50% <u>MAPS-Math</u> 3 <sup>rd</sup> =Fall: 38% “High” Spring: 50% “High” 4 <sup>th</sup> =Fall: 35% Spring: 54% 5 <sup>th</sup> =Fall: 50% Spring: 57% <u>DRA2</u> 3 <sup>rd</sup> grade= Fall: 17% “Above” Spring: 29%	Based on MAPS and DRA2 scores, we saw improvement from Fall to Spring in Reading and Math with our students scoring above the benchmarks or “High”. With our CSAP data, we did not reach our targets for Reading or Writing, but we exceeded our target for math considerably.
MAPS-Reading		
MAPS- Math		
DRA2- 3 <sup>rd</sup> grade		

<b>Professional Development in Support of SMART Goal 1</b>	<b>Evidence of Progress</b>	<b>Discussion of Progress and Necessary Adjustments</b>
<ul style="list-style-type: none"> <li>Common Formative Assessments Training</li> </ul>	Completed in Fall 2009	More work will need to be done in this area especially as we begin the process of implementing a new curriculum and standards.

**If partially implemented or not implemented, discuss why here:**

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**SMART Goal 6:**  
Werner will maintain at least a 95% attendance rate for the 2009-2010 school year for all students.

**Status of Strategy 1:**  Fully Implemented     Partially Implemented     Not Implemented  
*type "x" in box to select*

Progress on Action Steps	Evidence of Progress/Data Collected (see Benchmarks)	Discussion of Progress and Necessary Plan Adjustments
Strategic Actions 1. Track and monitor attendance (absences and tardies) 2. Communicate with families that have students with excessive absences/tardies (follow district attendance guidelines)		1. Attendance monitored monthly by attendance clerk and principal. 2. Letters sent to parents of students with high numbers of absences and/or tardies. Attendance plans developed with families with excessive attendance issues.

**Benchmark\* for SMART Goal 6:** (determines how school measured progress toward School SMART Goal throughout the year)

Measure	Summary Analysis	Reflection
Elementary Grades Attendance Percentages- Werner Elementary (SILK report)	<u>Grade Level (% Present)</u> K= 96% 1 <sup>st</sup> = 95.3% 2 <sup>nd</sup> = 96.8% 3 <sup>rd</sup> = 96.1% 4 <sup>th</sup> = 97% 5 <sup>th</sup> = 96.5% K-5= 96.3%	We met our goal for percentage present by more than 1%. We still have some students needing more support and accountability with attendance.

Professional Development in Support of SMART Goal 1	Evidence of Progress	Discussion of Progress and Necessary Adjustments
• none		

If partially implemented or not implemented, discuss why here:

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