



**Continuous Improvement
Annual Report for
Northside Elementary
December 12, 2011**

Principal: Roz Craney	Grades Served: K-5
------------------------------	---------------------------

Continuous Improvement Team Members:

Roz Craney – Principal	Sherri Cyra – Ed Services Liaison
Amanda Wagner-1 st Grade	Bonnie Rae-Librarian
Travis Follen-2 nd Grade	Erin Eberhardt-School Psyc
Ami Schmidt-3rd Grade	Janet Coughlin-Music
Sara Whirry-3rd Grade	Kari Brezenski-School Counselor
Carrienne Baumgart-4th Grade	Rebecca Saeman-Math Support
Lisa Loichinger-5th Grade	

School Mission:

In Process - Focus of August in-service. School Improvement Team is currently compiling feedback together. Our goal is to have mission done in spring.

Core Values and Beliefs:

Through our School Mission planning process, we will be able to develop a set of core values and beliefs.

Student Demographics

Demographic Area:	2011-12 Data (Current Data)	2009-10 Data (1 Year change)	2006-07 Data (5 Year Change)
Overall Enrollment (3 rd Friday Count)	467	505	484
Average Class Size (3 rd Friday Count)	21.2	22.0	21.0
% Free/Reduced Lunch (Title I Count)	15.02%	14.82%	9.20%
% Students of Color (3 rd Friday Count)	22.27%	19.76%	16.80%
% Students with Disabilities (3 rd Friday Count)	10.71%	11.26%	14.43%

% English Language Learners (3 rd Friday Count ELP 1-5)	9.21%	9.49%	5.34%
--	-------	-------	-------

Analysis of Demographic Situation and Significant Changes:

The areas that stick out the most to us are class size and overall enrollment numbers. These numbers show that our class size has gone down and is at a level comparative to 5 years ago. Looking deeper at the numbers, even though we are the smallest we have been in 7 years, (2004-05 we were at 438 students) we are the most diverse (smallest percentage of white students) ever we have ever been. In addition we have the largest % of Hispanic/Latino students that we have ever had and the smallest percentage of black students since 1995-96. Our % of ELL remains consistent with #s in recent years.

Continuous Improvement Goals and Results

Goal 1:

To increase teacher capacity for teaching writing by increasing the minutes per week that writing is taught in a classroom from an average of 82.5 minutes per week to a minimum of 90 minutes per week in each classroom, and to increase the comfort level for teaching writing for all teachers from an average of 3.4 to an average of 4.0 as measured on the Northside Writing Survey.

Prior Reality:

When surveyed, the average number of minutes that writing was taught per week by classroom teachers was 82.5 minutes per week. In addition, when asked about their comfort level in teaching writing, the average comfort level was 3.4 (on a 5 point scale).

Year End Reality:

What we are finding is that more teachers are incorporating writing into their daily curriculum and taking advantage of writing professional development opportunities. I

Brief Summary of Progress on Goal 1:

For the first time, all grade levels at Northside will be participating in the district writing assessment during the January assessment window. We will be spending time during the February CRT assessing these writing samples in grade level teams. A voluntary in-service opportunity will be made available to staff, helping bring a level of consistency to the assessment. This will hopefully help staff members who have not taken part in the district assessment the confidence and support to help with this assessment. As a school improvement team/school we are having a hard time finding data to support our efforts in our writing goal. The WKCE does not seem like a good data source to show growth since it only focuses on 1 grade level. Our hope is that the district assessment will help give us data to show growth.

Goal 2:

Provide opportunities to increase effective collaboration to occur among all staff including grade levels, across grade levels and departments to best meet the needs of our instructional programs and all children. These opportunities will be used to model and practice effective collaboration.

Through these opportunities, collaboration effectiveness will increase. This will be measured through our Northside Collaboration Survey. This will be measured in the fall and then again in the spring. A baseline will be developed based on the data in the fall.

Collaboration is defined by Northside as an interactive process that enables staff with diverse

expertise to work together as equals and engage in shared decision making toward mutually defined goals.

Prior Reality:

Prior to this year, there have been opportunities within Northside for staff to collaborate. It is our plan to provide more district wide opportunities to practice collaboration and build relationships in order to increase student achievement.

Year End Reality: In first year of implementation.

Brief Summary of Progress on Goal 2:

So far during the 2011-12 school year, Northside staff has been able to collaborate within school grade levels and job specific teams. We have also continued with our action teams and spent our August in-service time collaborating as a school in order to develop a school-wide Mission Statement. During our September CRT our focus was grade level and content specific teams focusing on new curriculum, technology and programs (PBIS). In October we teamed with Sauk Trail to talk about diversity and the impact it has on our teaching, students, families and the classroom. In November we collaborated as a district, meeting in district wide grade level/content specific teams, to talk over new curriculum in order to show support and insure consistency. A copy of the Northside Collaboration Survey results is attached. This will be used as our baseline data to show growth over the next years of working on this goal.

Summary of Literacy Performance Data:

A positive shift has been shown in our Kindergarten literacy performance data. While data across all levels shows this positive growth, the growth in Kindergarten will affect all other grade levels in future years with the preparation of our students. Our students are showing strong foundational skills. MAP data will allow us to show areas of growth for specific students and set goals appropriate for the student.

Summary of Mathematics Performance Data:

Our WKCE data continues to be comparable to district numbers. Our focus to the development of early numeracy skills in the primary grades is starting to show in the upper grades.

With a reduction in our Math support position, a concern has been how we would meet the needs of students struggling in Math. In addition, this position in the past has provided the staff at Northside with opportunities for professional development. Priority has been with students in grades K-3 with the reduction. The focus has changed from a coaching model to more of a struggling student specific focus.

We have found that students that move into our school from other districts are struggling with the EDM curriculum, especially if their former district did not have EDM. The kids need a support system to help introduce them to the vocabulary and concepts that EDM uses. The goal is to get these students caught up as quickly as possible.

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

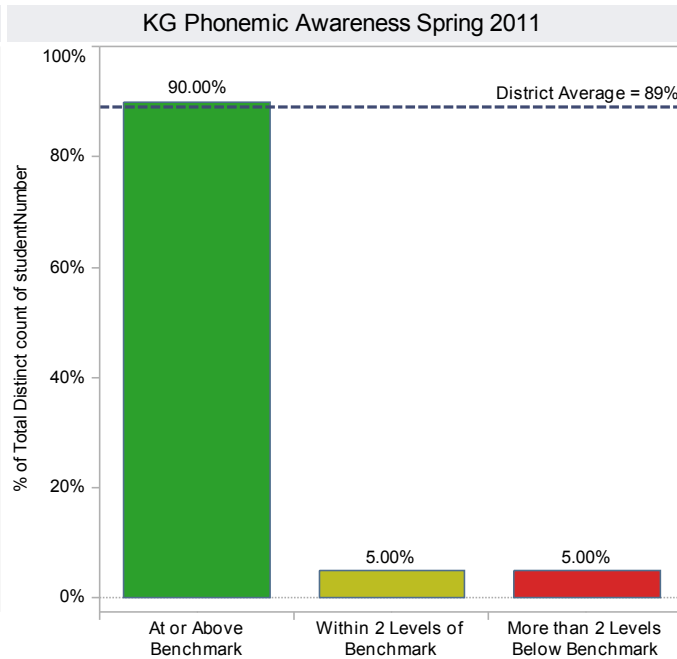
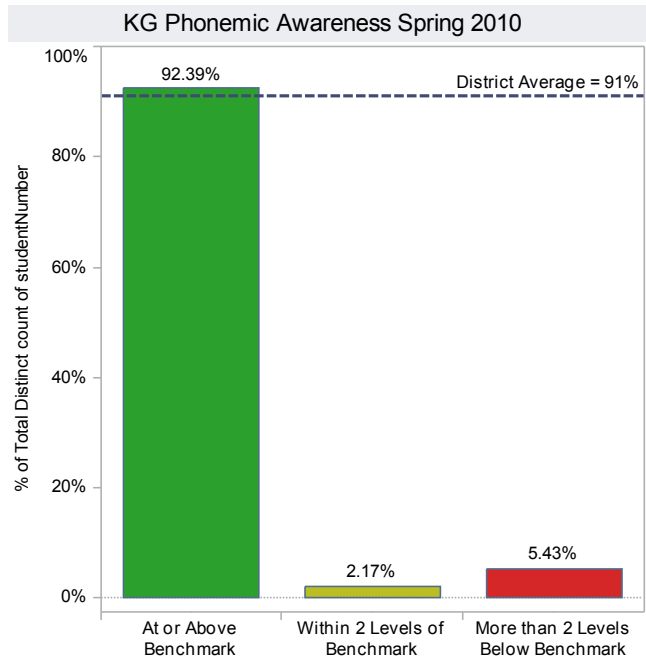
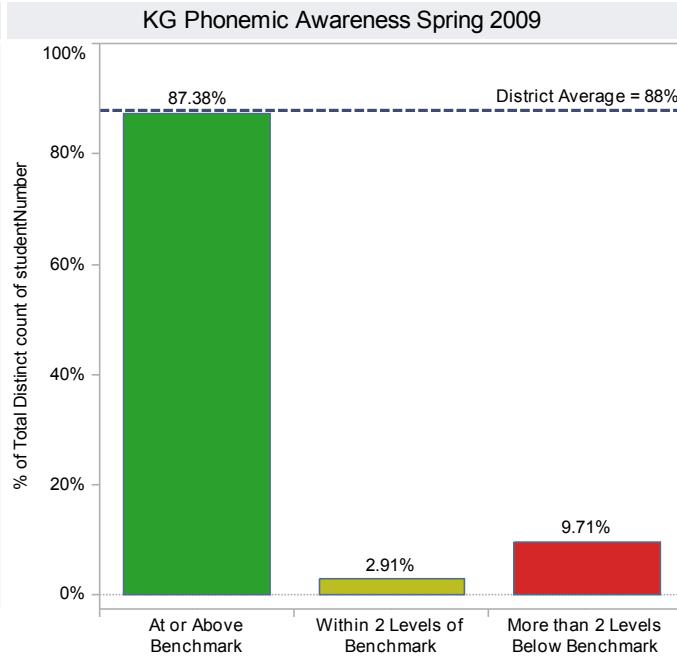
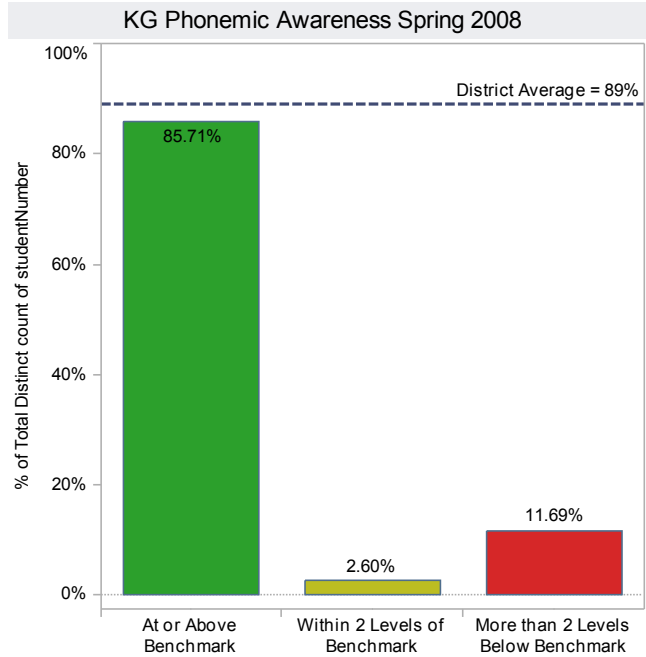
As a school we continue to be on track with the data provided to us. With the implementation of the new Social Studies Curriculum, I have heard many teachers praise the work done by the committee. The new curriculum is outstanding and offering the teacher a consistent curriculum that has a specific scope and sequence.

Behavioral Data Summary 2010-11			
Average Daily Attendance: 96.49%		Average Days Absent per Student: 0.96%	
# of Behavioral Events: 35		# of Students with a Behavioral Event: 26	
<u>Suspensions</u>			
<u>Type of Behavior Event</u>	<u># In-School</u>	<u># Out of School</u>	<u>Average Number of Days</u>
Bullying	1	0	2.00
Fighting	0	1	1.50
Student Misconduct	1	0	0.50
Unsafe Behavior	1	0	0.50
<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>We are finding that our pro-active programs (Hands Pledge/PBIS) are helping our students understand what the expectations are of students at Northside. Numbers of suspensions have gone down. This helps our students stay in their classroom receiving the best educational delivery possible. The implementation of our Attendance Review Committee has helped us stay on top of student absences and develop relationships with students and parents. We introduced the perfect attendance award last year. 6 students received this award. Students that received this award were not absent for any part of the day. (including tardies) Last year we were able to install bells and a clock system at Northside. This provided Northside with common start and end times. Through the PBIS program, we are looking on ways to collect more in-depth data to show growth and see how the learning environment changes have helped with our instruction.</p>			

Phonemic Awareness for Kindergarten

Phonemic Awareness Scale Score Group

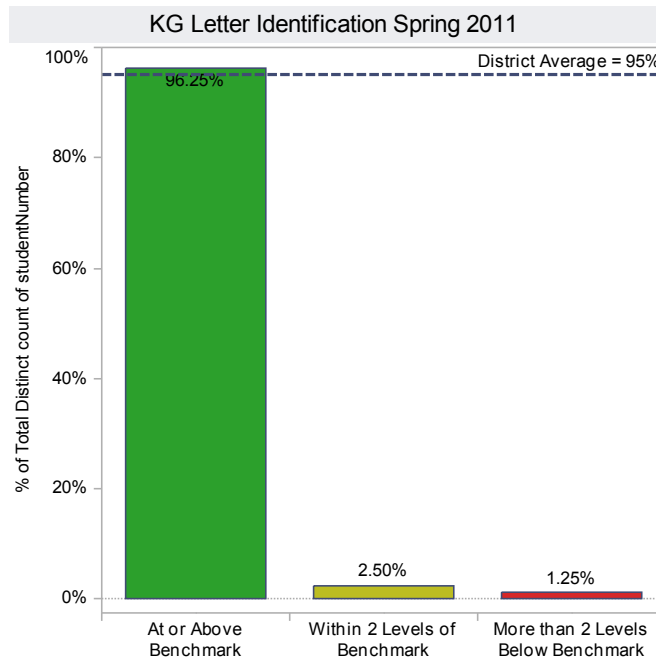
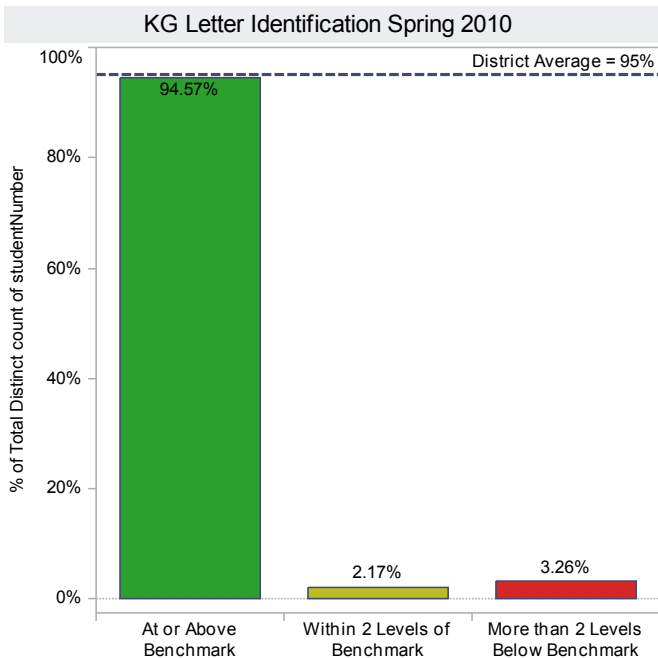
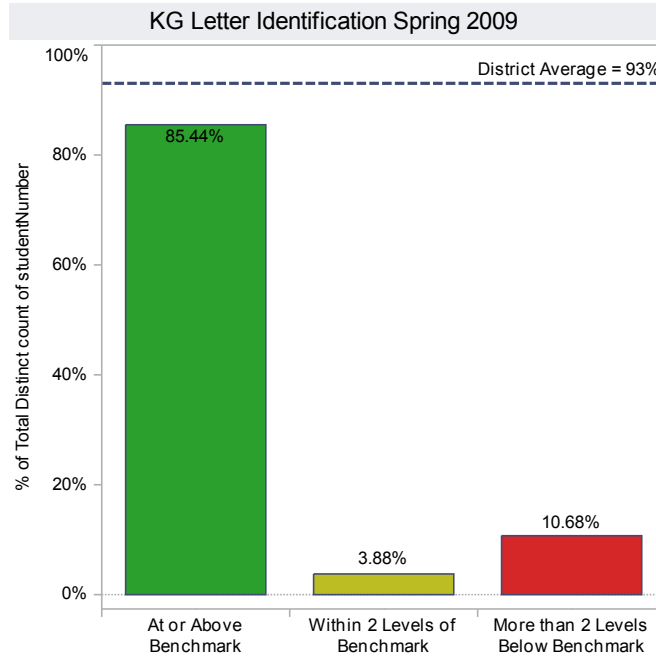
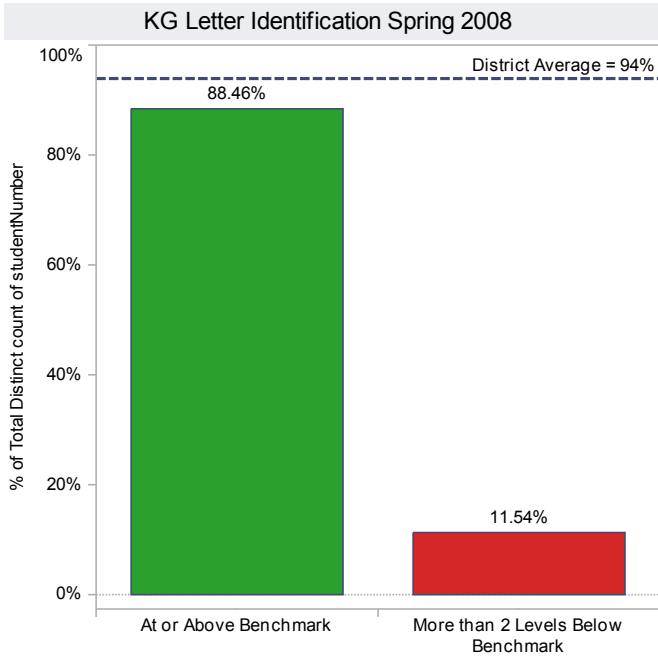
- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark



Letter Identification for Kindergarten

Letter ID Scale Score Group

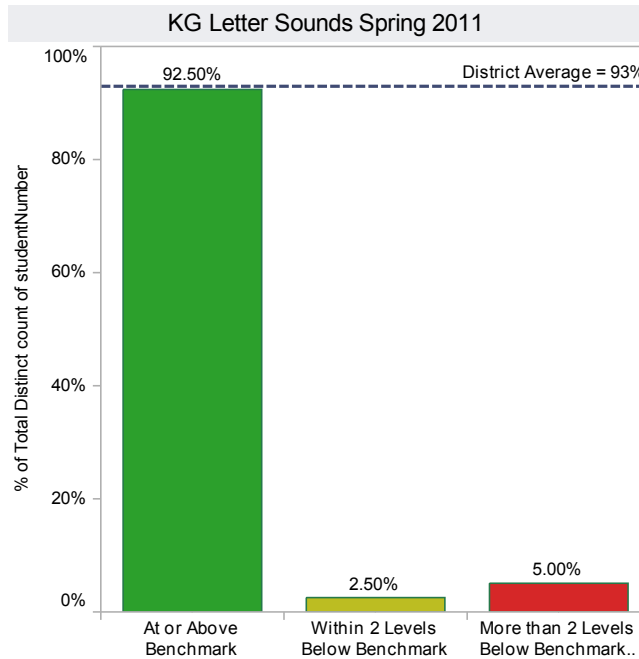
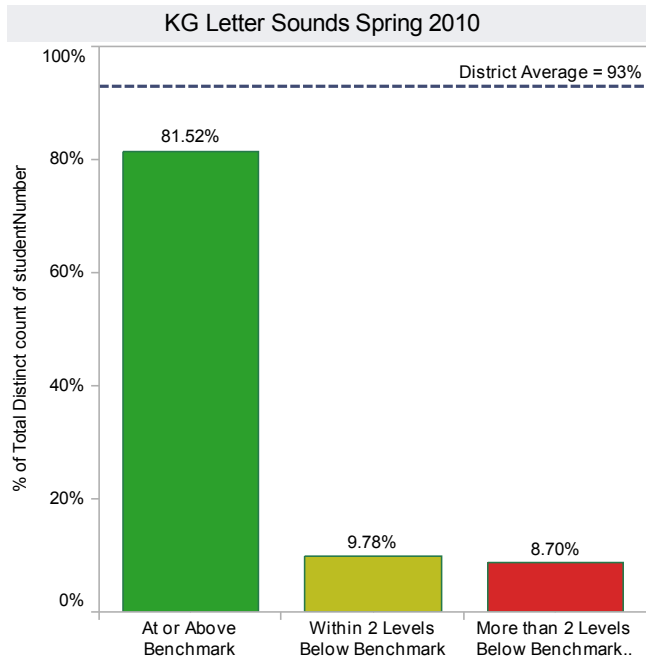
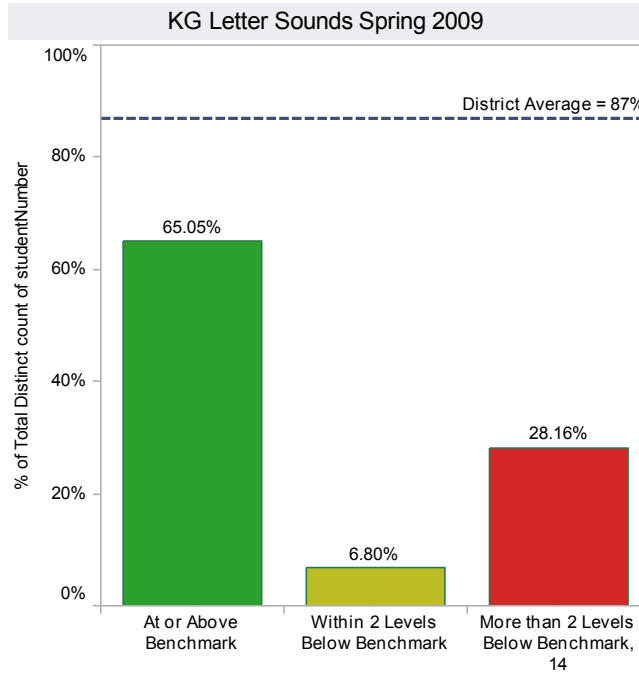
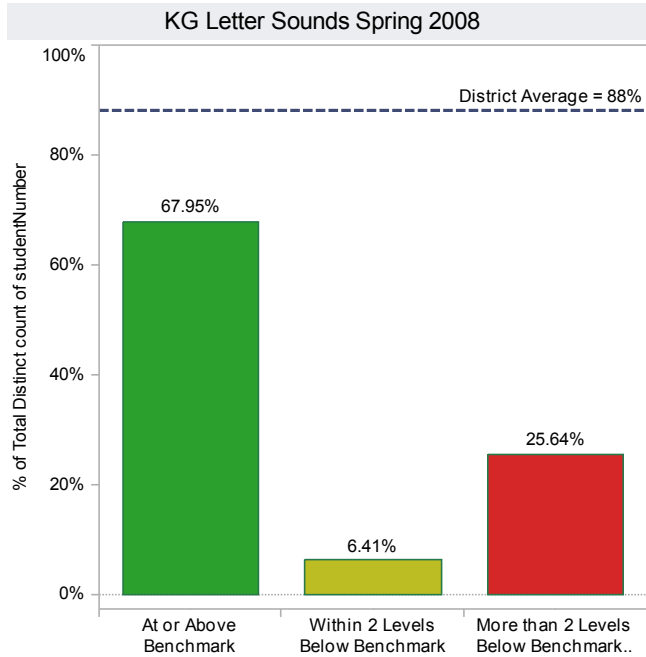
- At or Above Benchmark
- Within 2 Levels of Benchmark
- More than 2 Levels Below Benchmark



Letter Sounds for Kindergarten

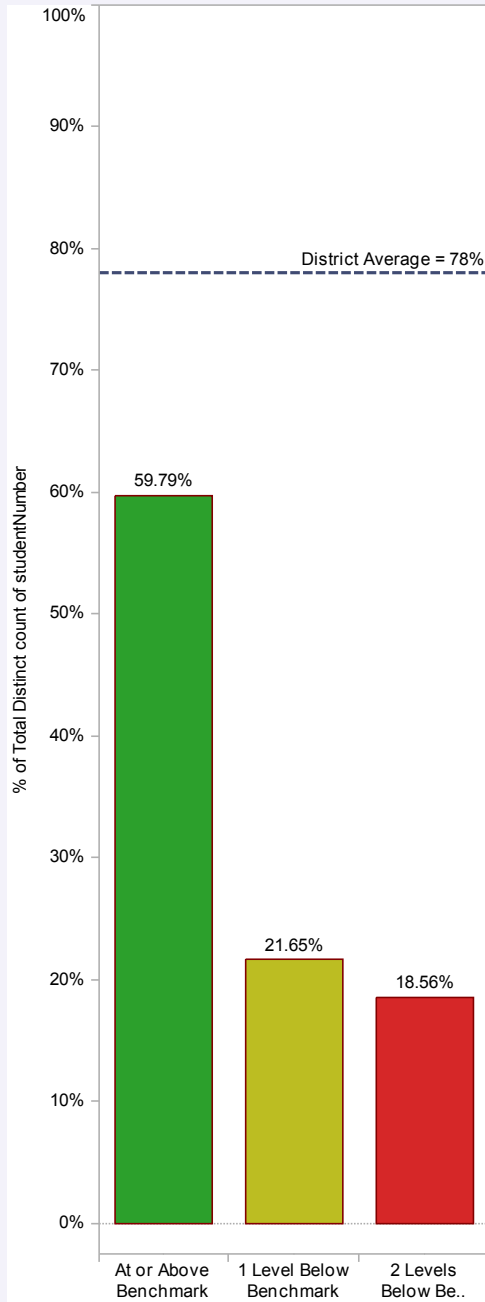
Letter Sounds Scale Score Group

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

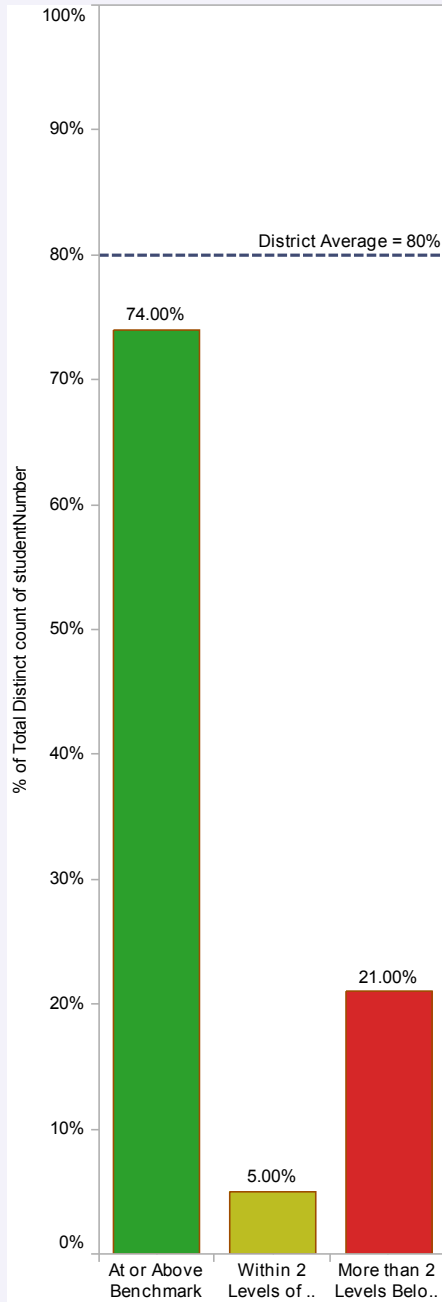


Class of 2021 Longitudinal District Literacy Performance

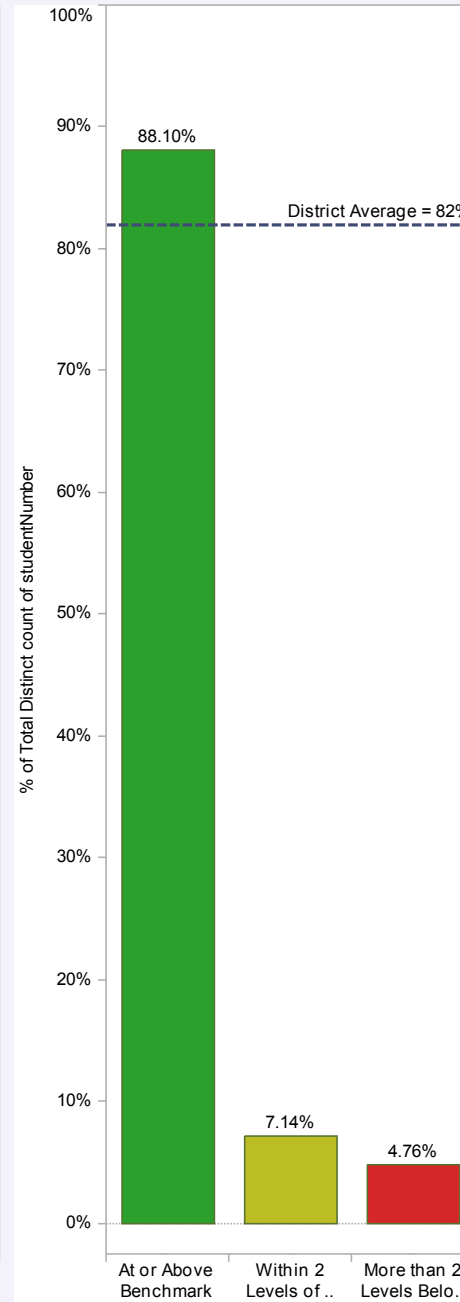
KG Rigby Benchmark Spring 2009



1st Grade Rigby Benchmark Spring 2010



2nd Grade Rigby Benchmark Spring 2011

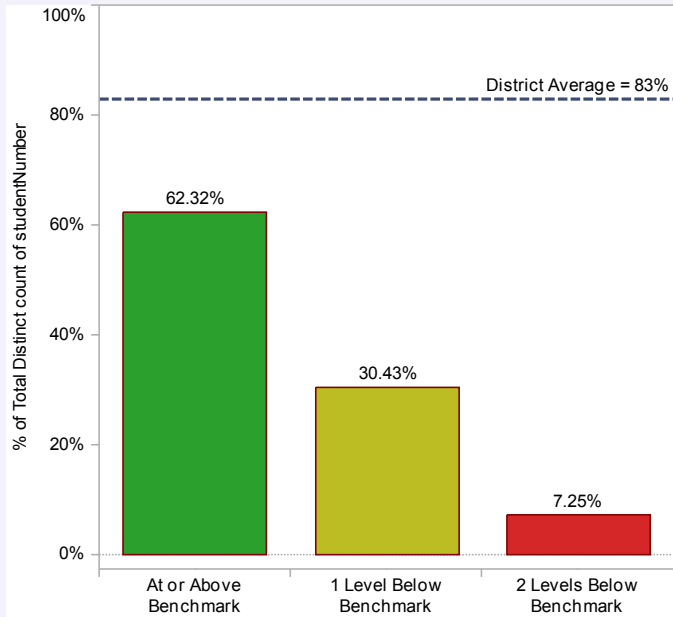


Rigby Benchmark KG

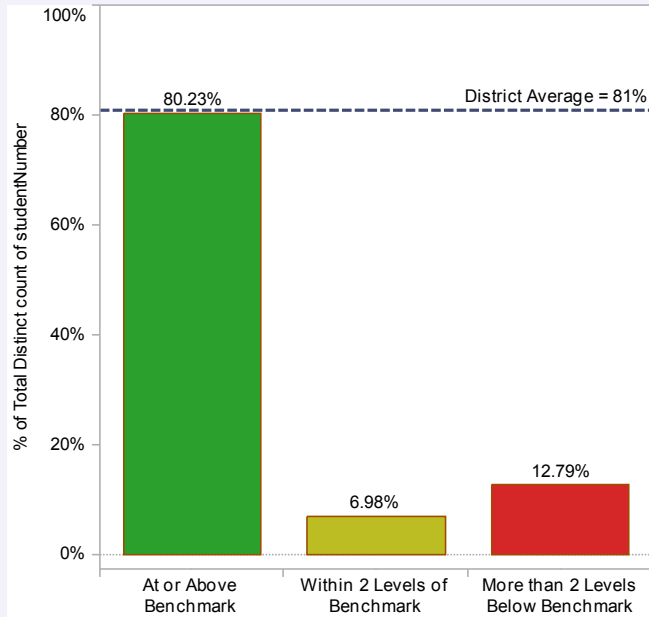
- At or Above Benchmark
- 1 Level Below Benchmark
- 2 Levels Below Benchmark

Class of 2020 Longitudinal District Literacy Performance

KG Rigby Benchmark Spring 2008



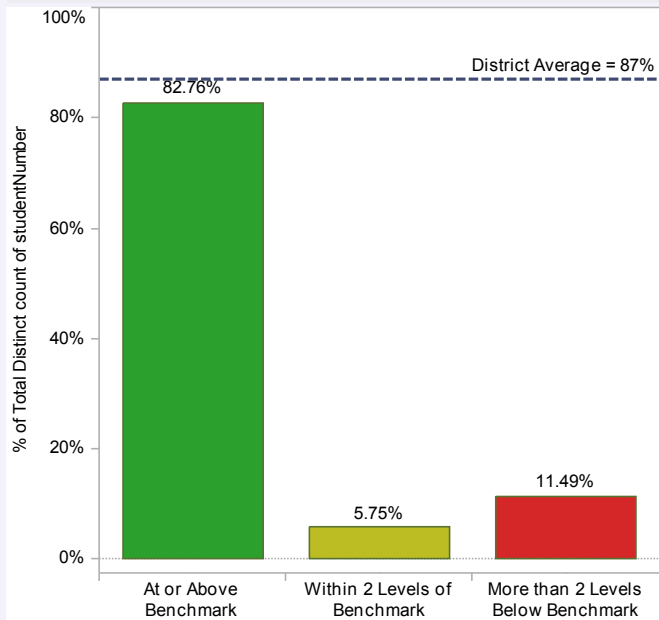
1st Grade Rigby Benchmark Spring 2009



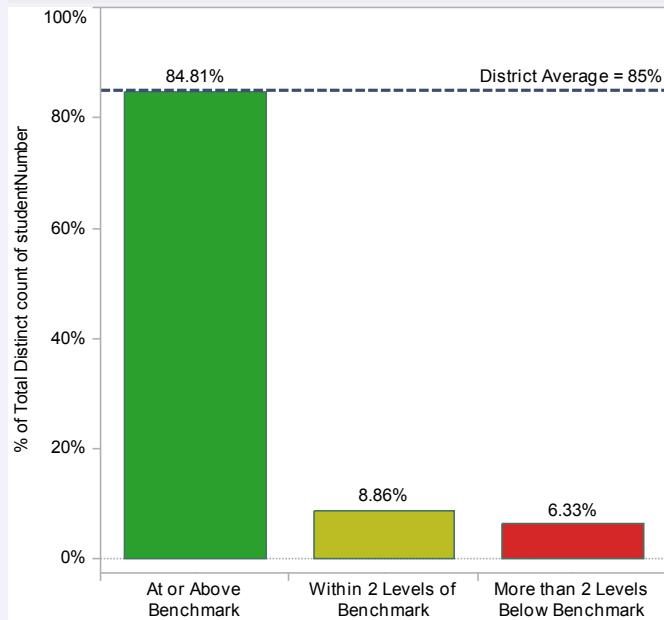
Rigby Benchmark 3rd

- 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

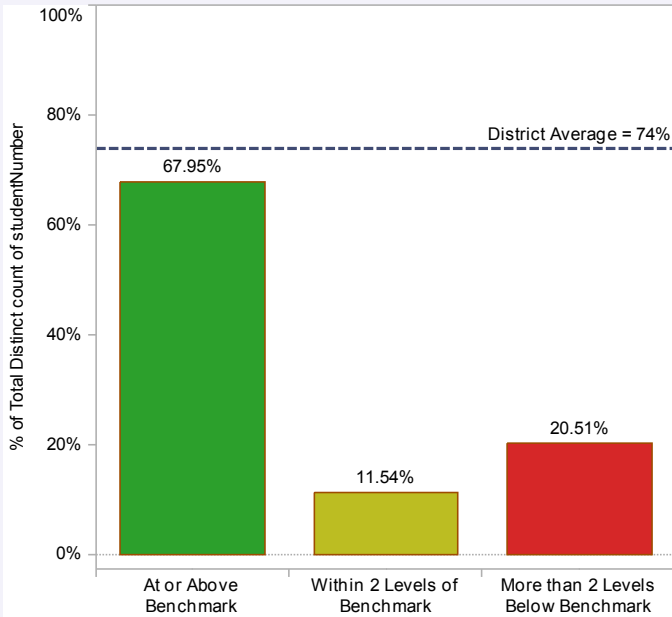


Class of 2019 Longitudinal District Literacy Performance

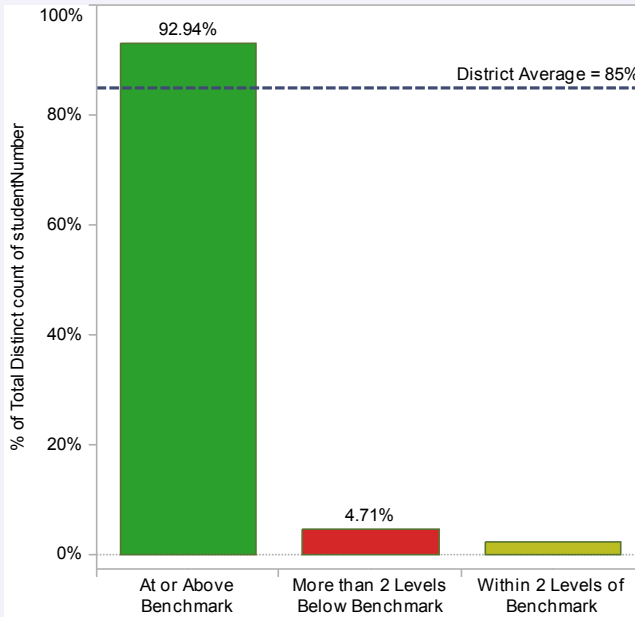
Rigby Benchmark 4th

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

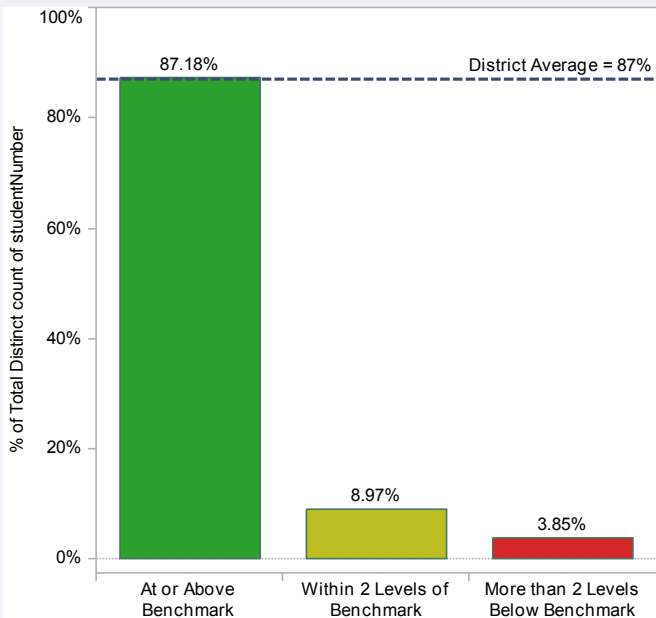
1st Grade Rigby Benchmark Spring 2008



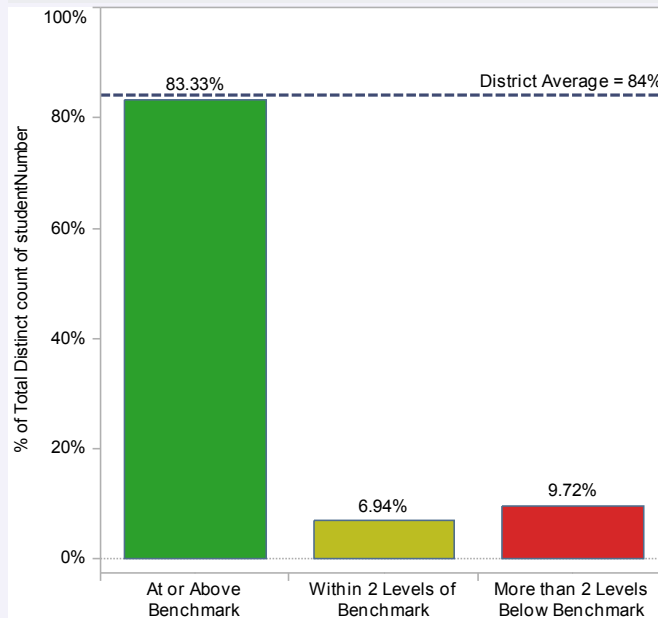
2nd Grade Rigby Benchmark Spring 2009



3rd Grade Rigby Benchmark Spring 2010

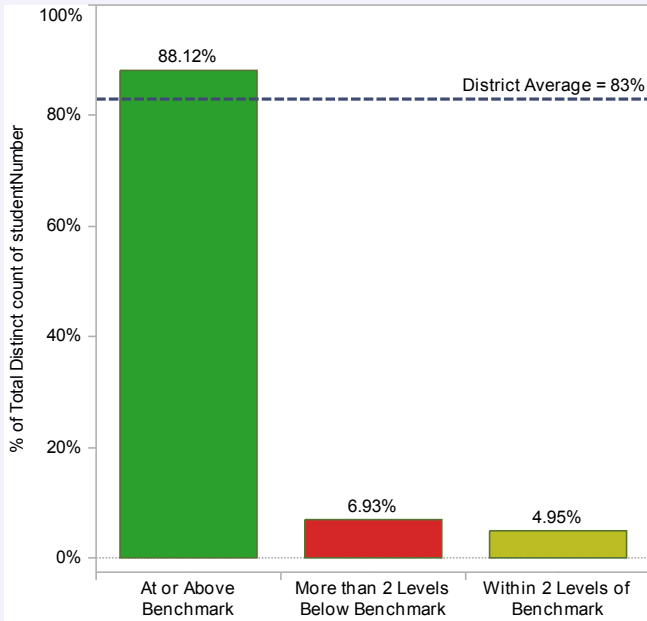


4th Grade Rigby Benchmark Spring 2011

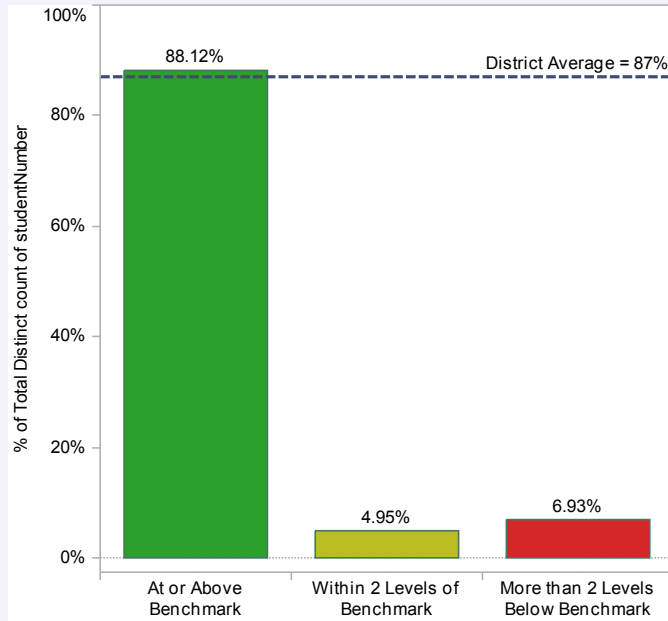


Class of 2018 Longitudinal District Literacy Performance

2nd Grade Rigby Benchmark Spring 2008



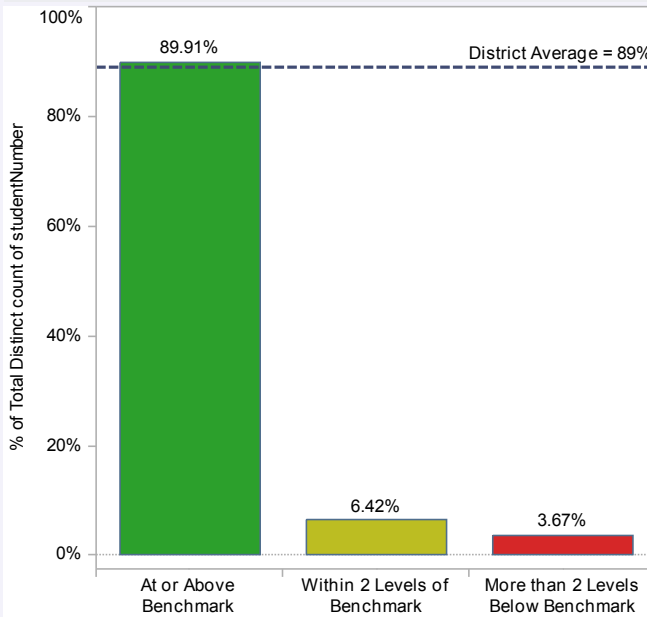
3rd Grade Rigby Benchmark Spring 2009



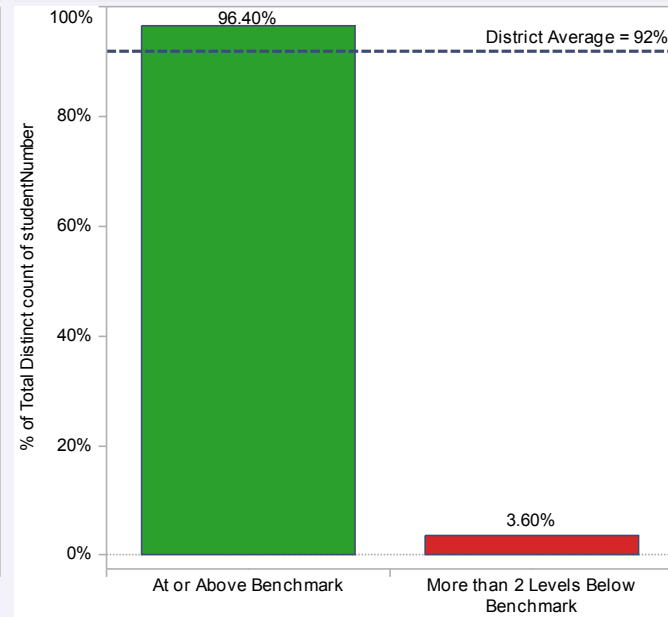
Rigby Benchmark 5th

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

4th Grade Rigby Benchmark Spring 2010

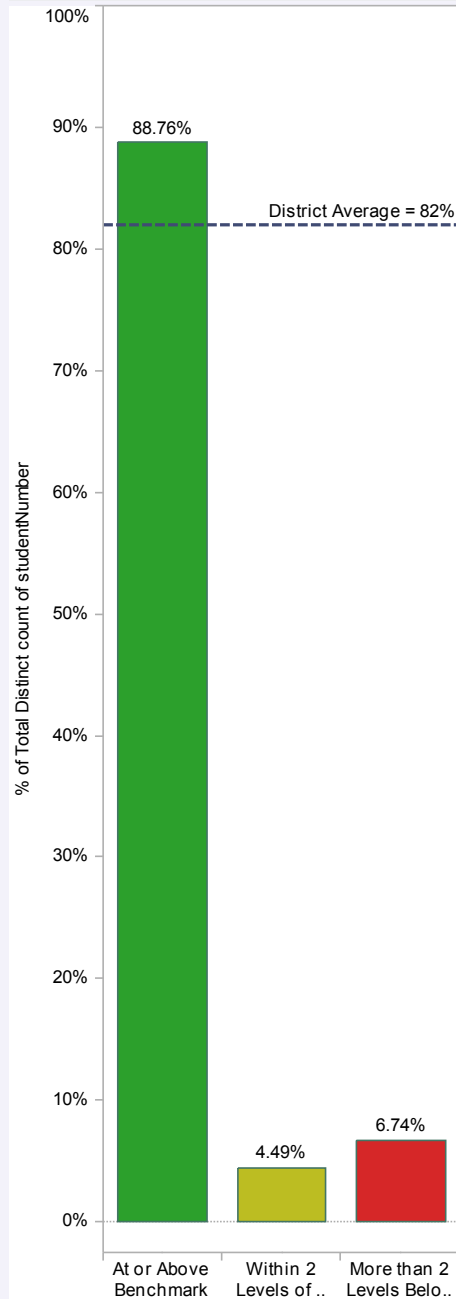


5th Grade Rigby Benchmark Spring 2011

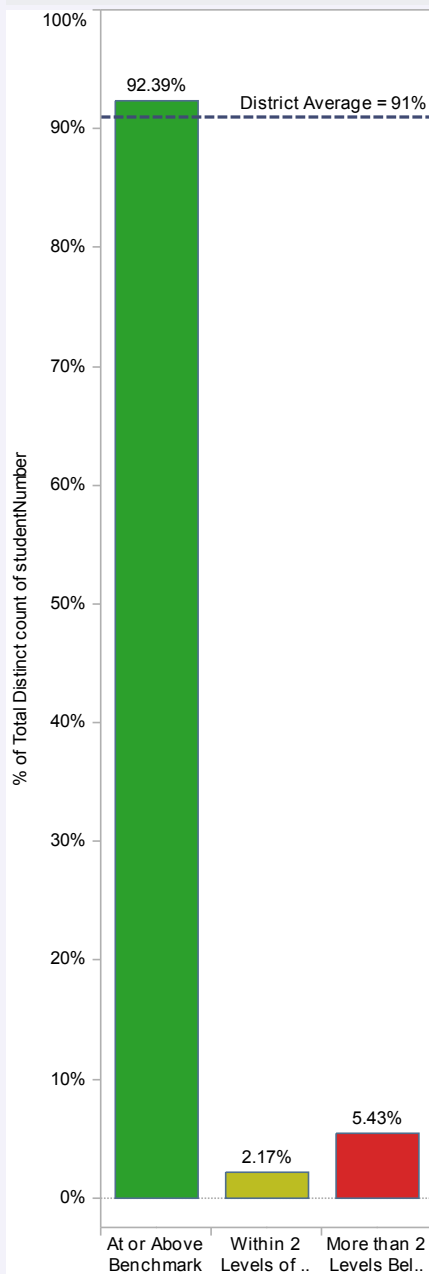


Class of 2017 Longitudinal District Literacy Performance

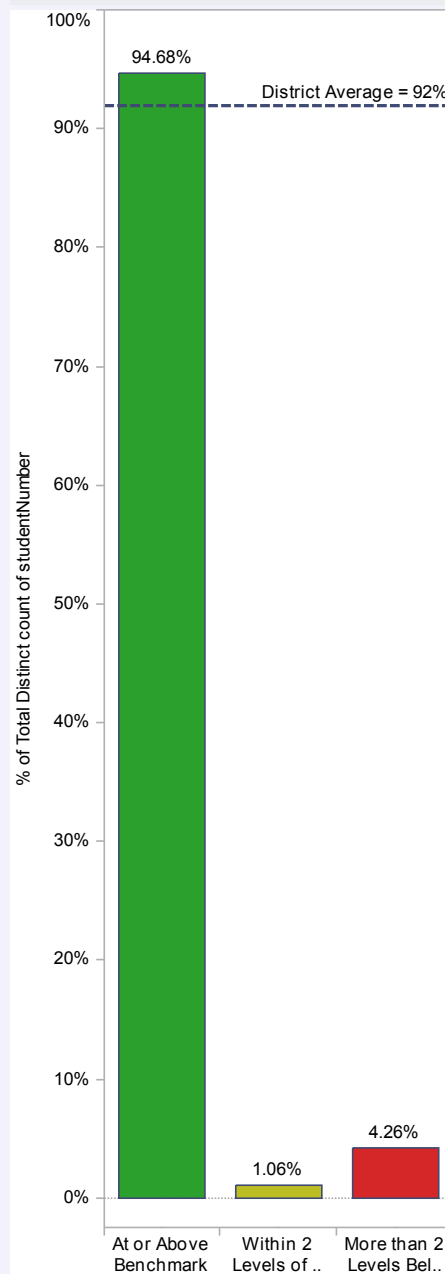
3rd Grade Rigby Benchmark Spring 2008



4th Grade Rigby Benchmark Spring 2009



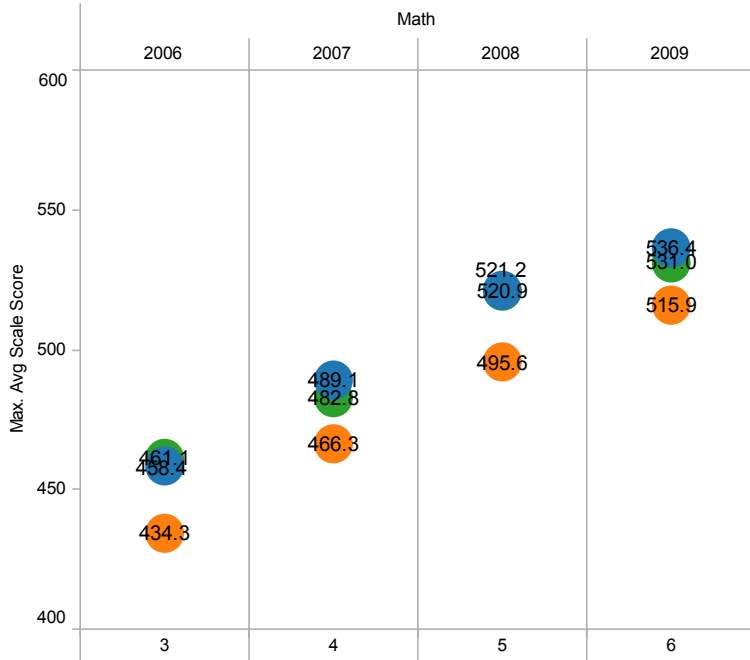
5th Grade Rigby Benchmark Spring 2010



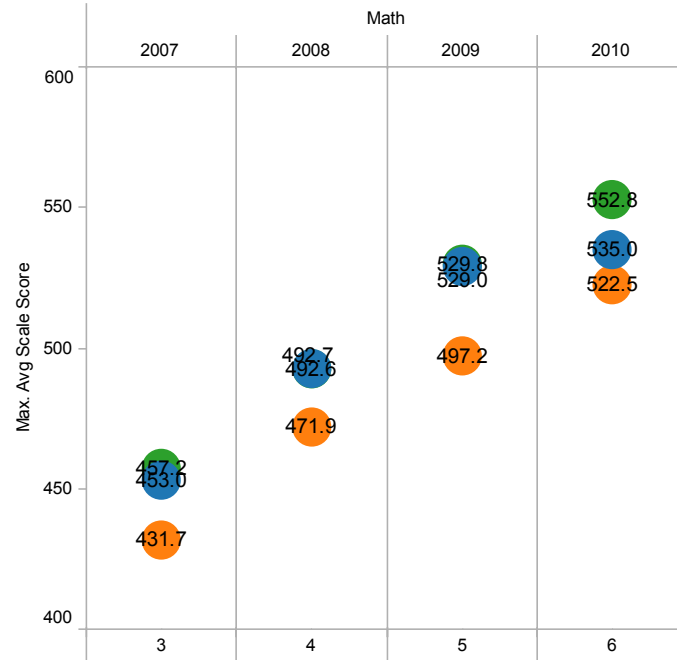
Rigby Benchmark 3rd

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

Class of 2016 WKCE Math Average Scale Score Progression

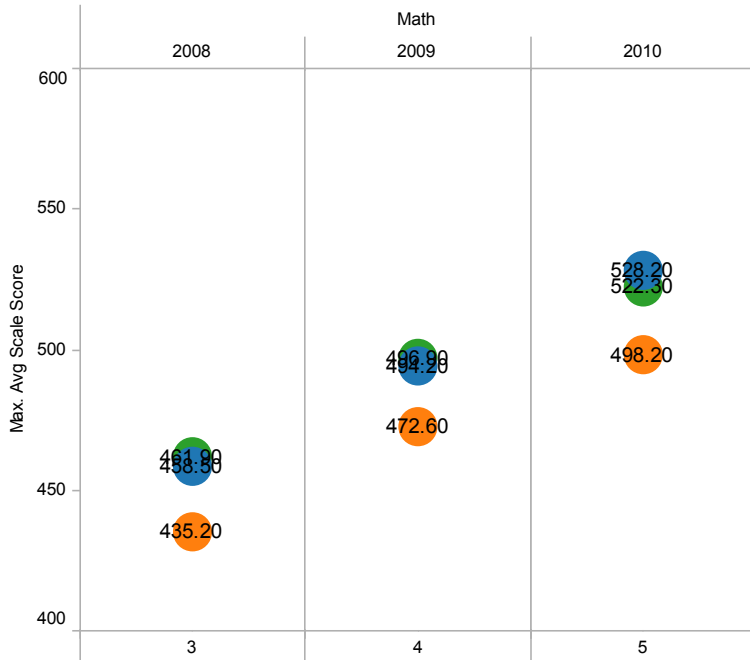


Class of 2017 WKCE Math Average Scale Score Progression

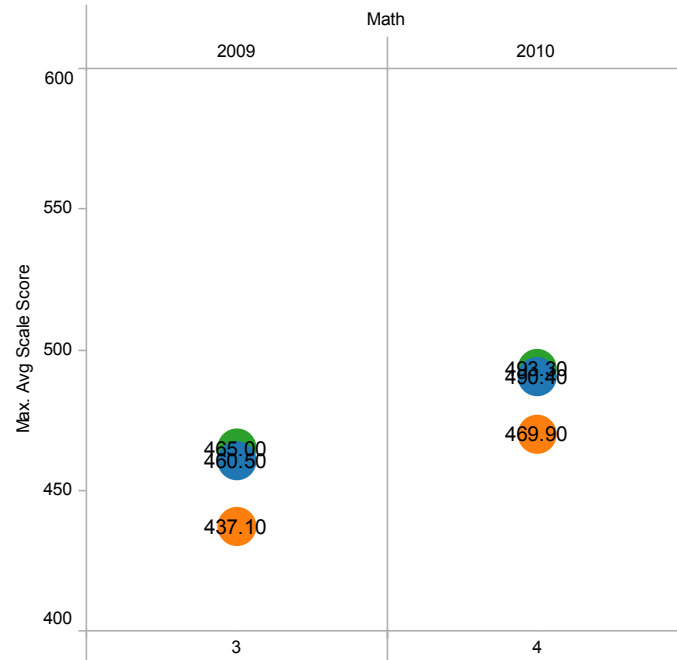


School
■ District
■ Northside
■ State

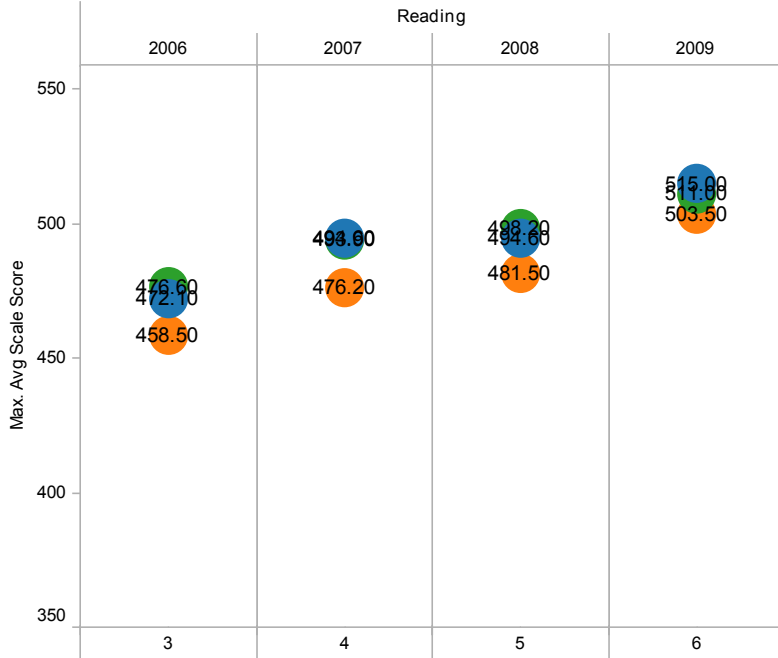
Class of 2018 WKCE Math Average Scale Score Progression



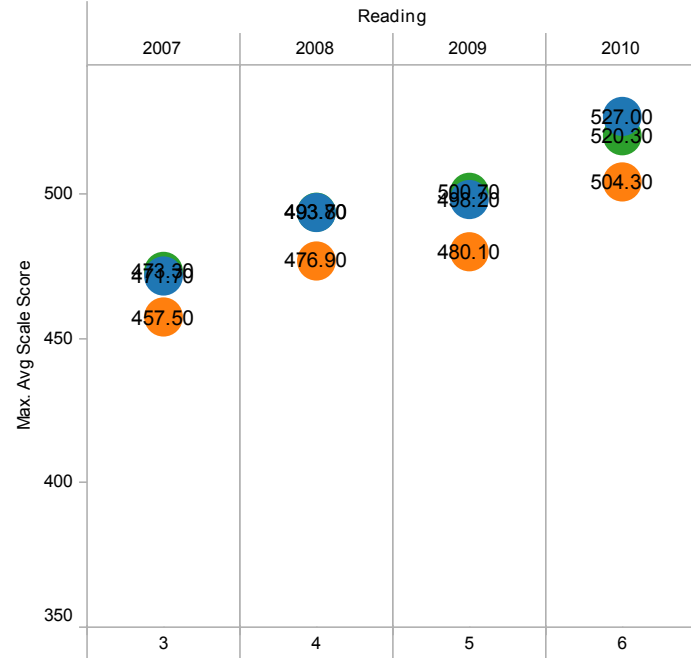
Class of 2019 WKCE Math Average Scale Score Progression



Class of 2016 WKCE Reading Average Scale Score Progression

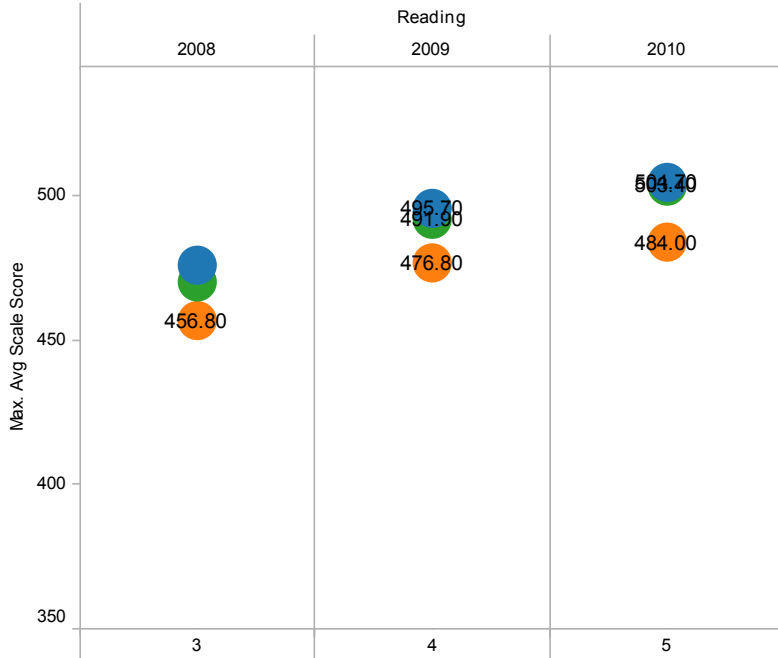


Class of 2017 WKCE Reading Average Scale Score Progression

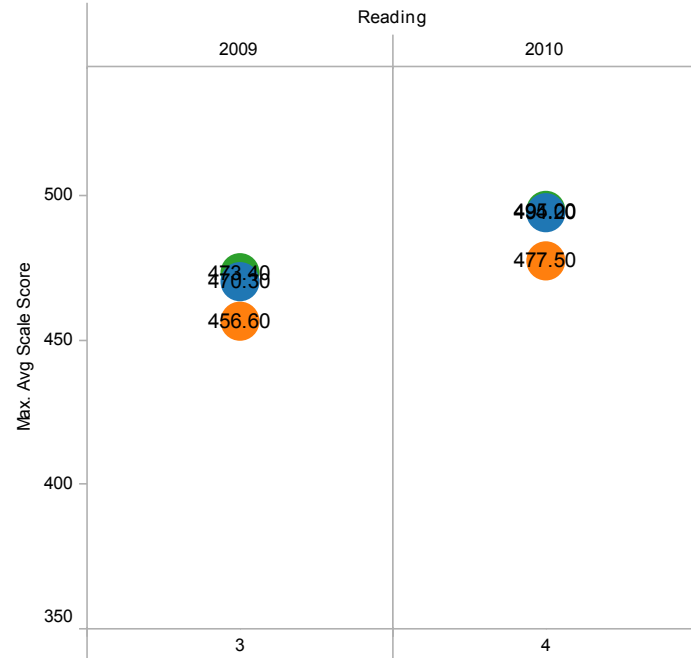


School
■ District
■ Northside
■ State

Class of 2018 WKCE Reading Average Scale Score Progression



Class of 2019 WKCE Reading Average Scale Score Progression



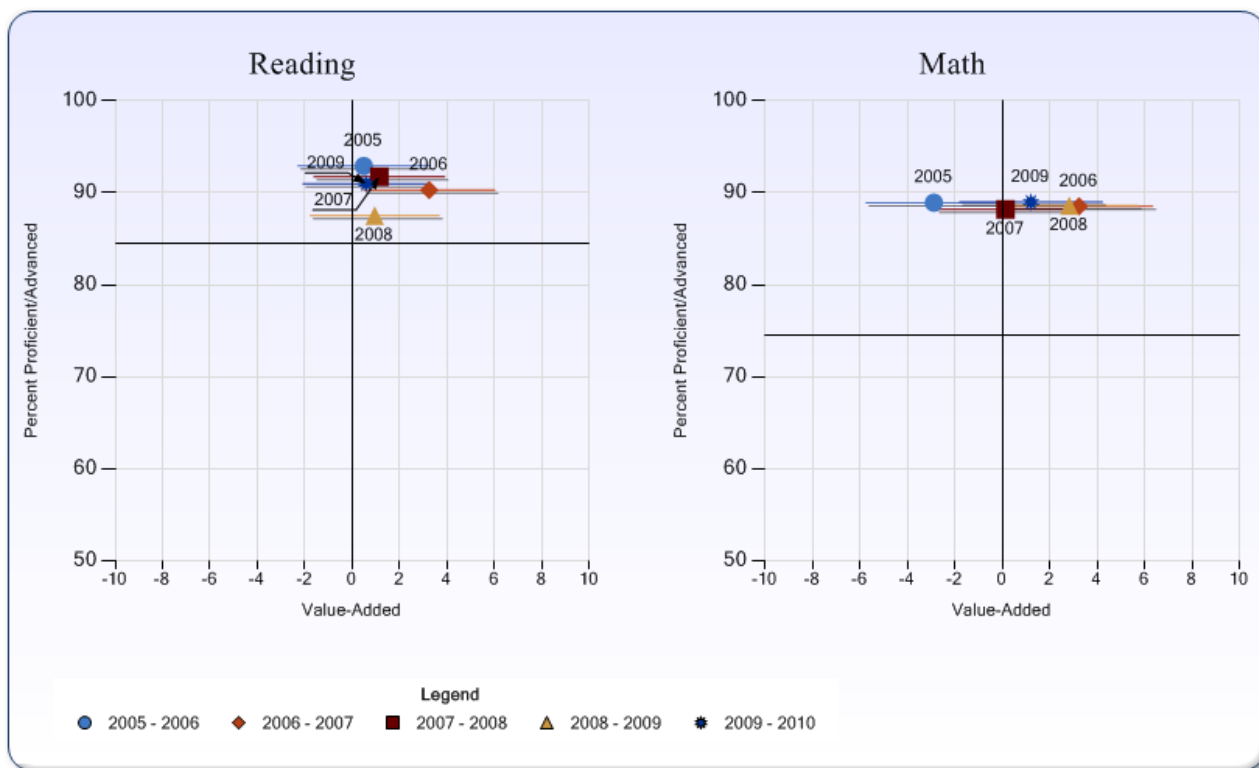


Welcome to the Value Added Reporting System. This system includes presentations of both **WKCE** and **MAP** value-added and attainment data (where applicable)

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.

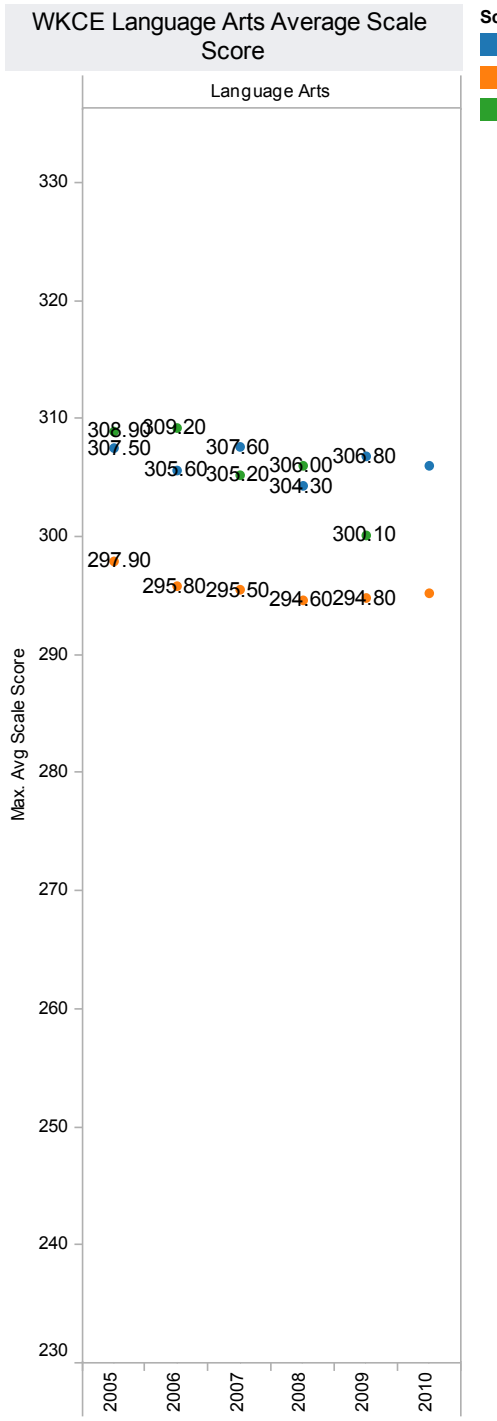
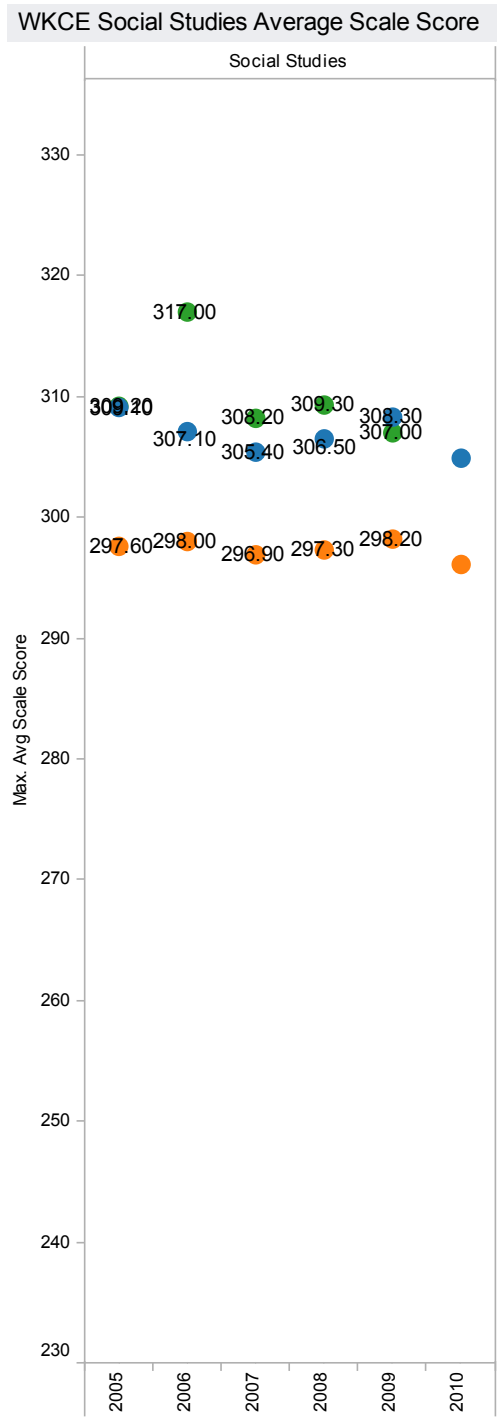
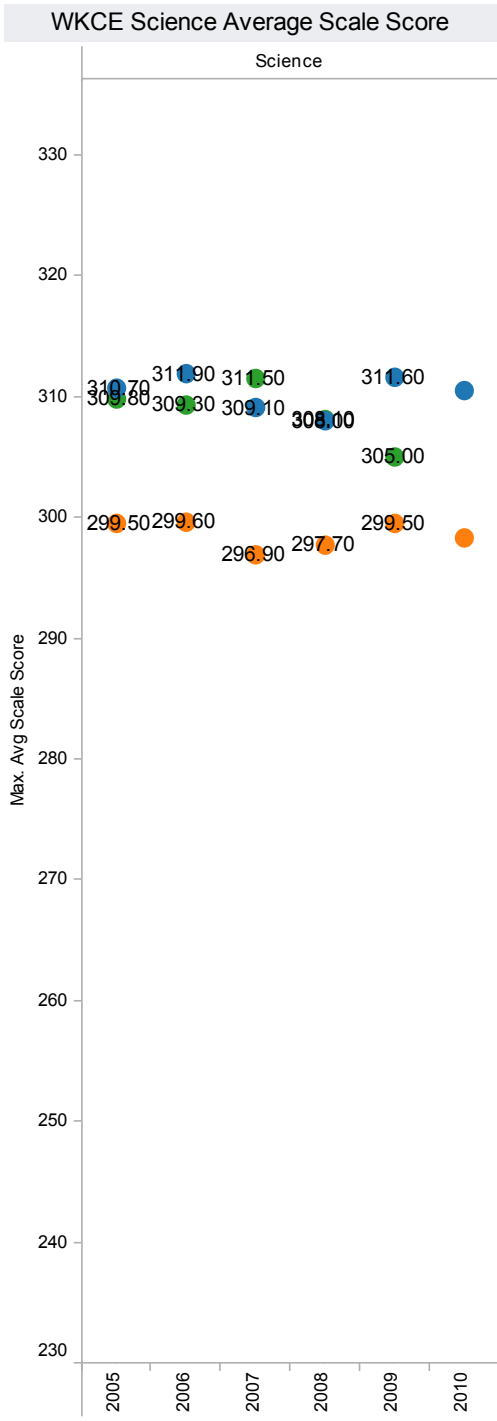
School: Test: Year: Grade Level:



Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2005 - 2006	School Avg	0.48	92.92	-2.30 - 3.27
Math	2005 - 2006	School Avg	-2.89	88.94	-5.75 - -0.02
Reading	2006 - 2007	School Avg	3.24	90.31	0.48 - 6.01
Math	2006 - 2007	School Avg	3.23	88.55	0.12 - 6.35
Reading	2007 - 2008	School Avg	1.14	91.73	-1.62 - 3.90
Math	2007 - 2008	School Avg	0.14	88.19	-2.79 - 3.06
Reading	2008 - 2009	School Avg	0.94	87.54	-1.78 - 3.66
Math	2008 - 2009	School Avg	2.83	88.61	-0.07 - 5.73

Subject	Year	Grade	Value Added	Proficiency	Confidence Interval
Reading	2009 - 2010	School Avg	0.58	91.00	-2.08 - 3.23
Math	2009 - 2010	School Avg	1.21	89.00	-1.81 - 4.22

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

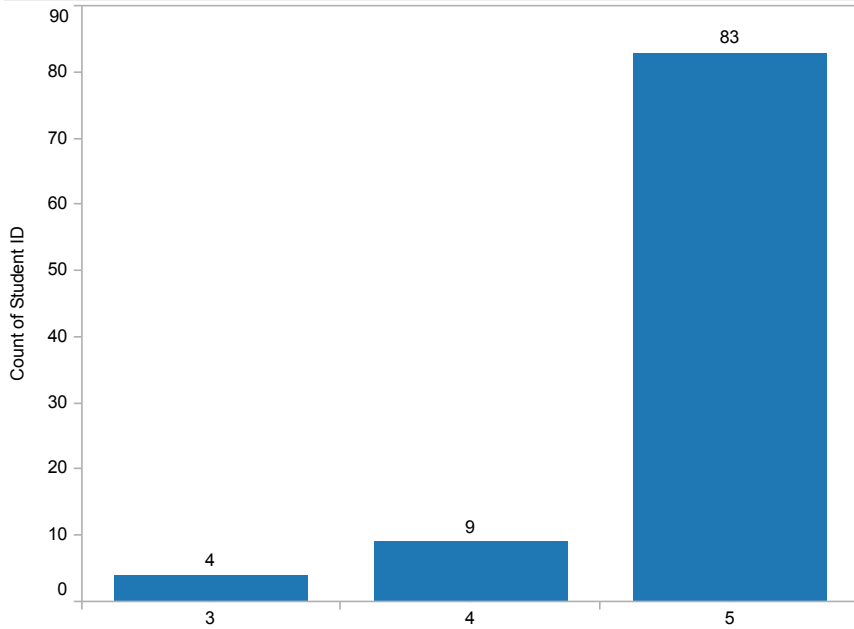


School

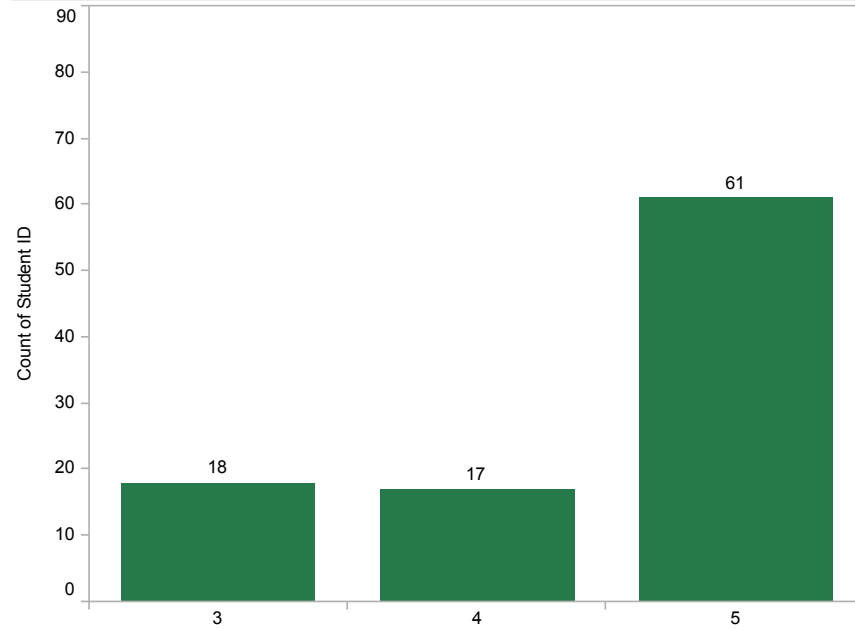
- District
- State
- Northside

Math AddVantage Data Grade 1 Spring 2010

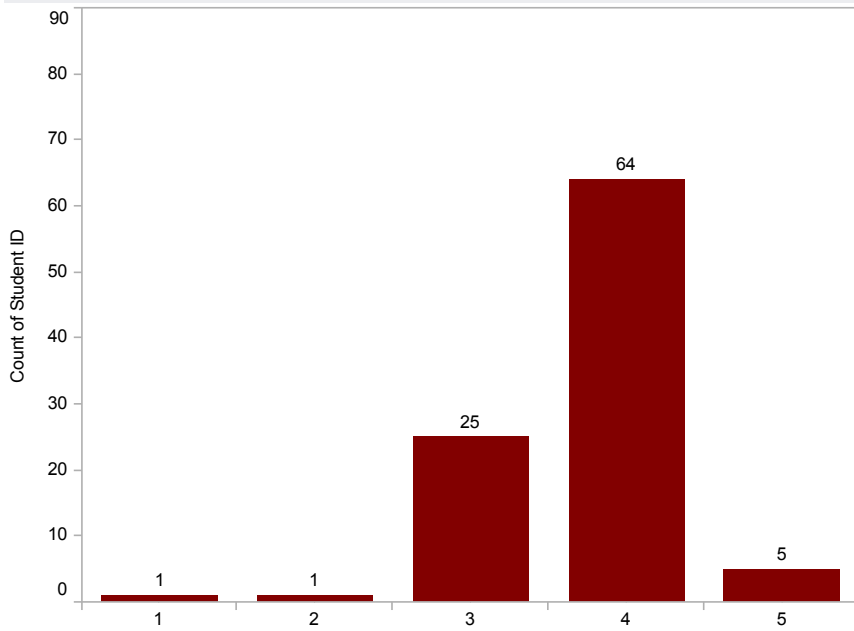
Number of Students at Each Level FNWS Spring 2010



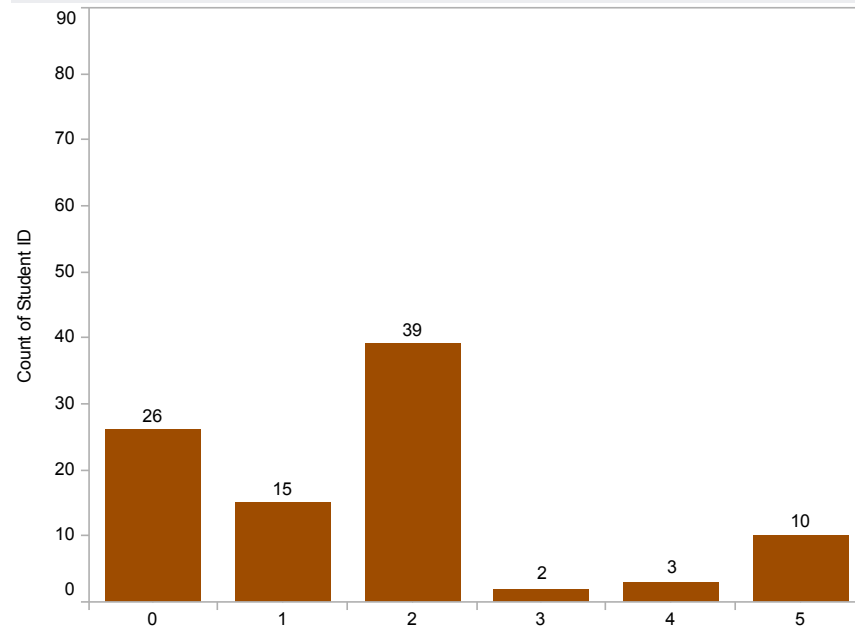
Number of Students at Each Level BNWS Spring 2010



Number of Students at Each Level Number ID Spring 2010

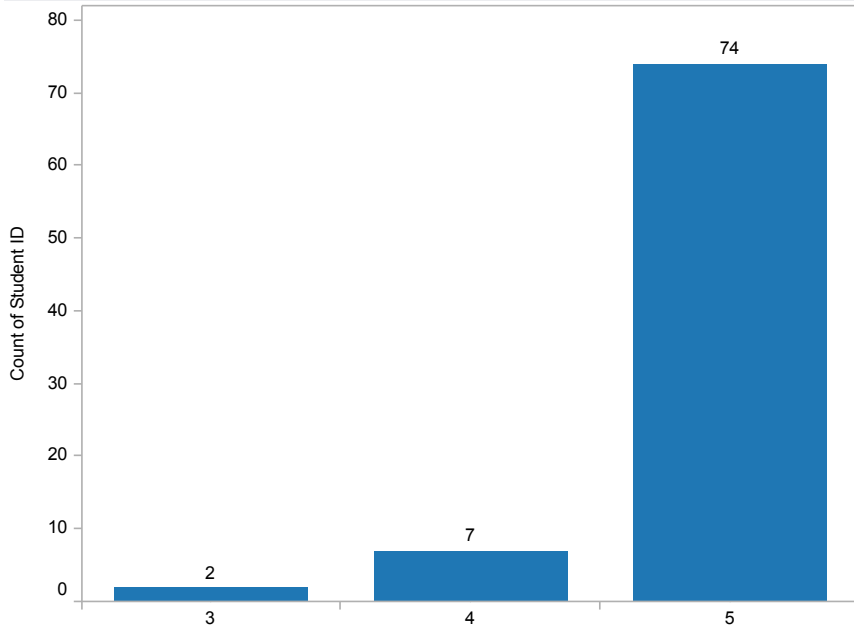


Number of Students at Each Level Structuring Spring 2010

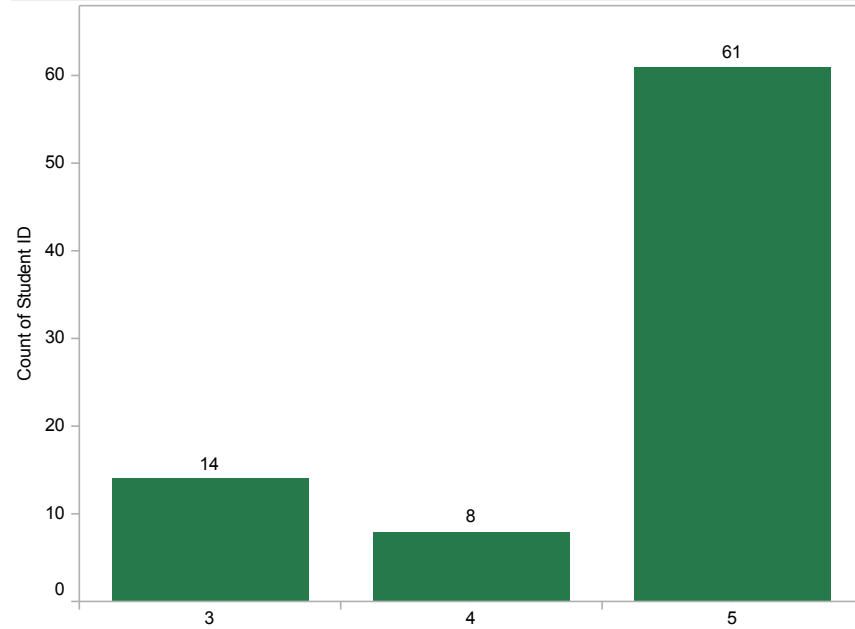


Math AddVantage Data Grade 1 Spring 2011

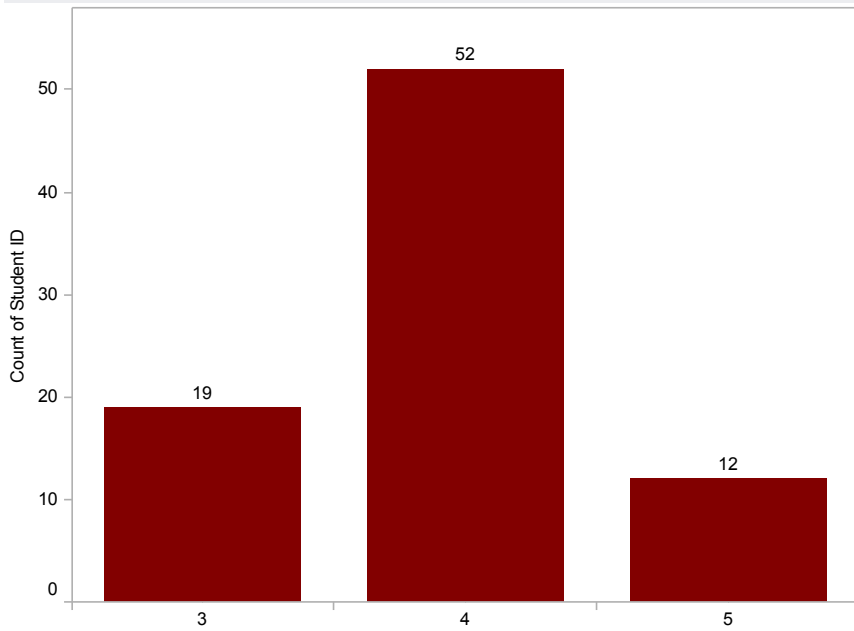
Number of Students at Each Level FNWS Spring 2011



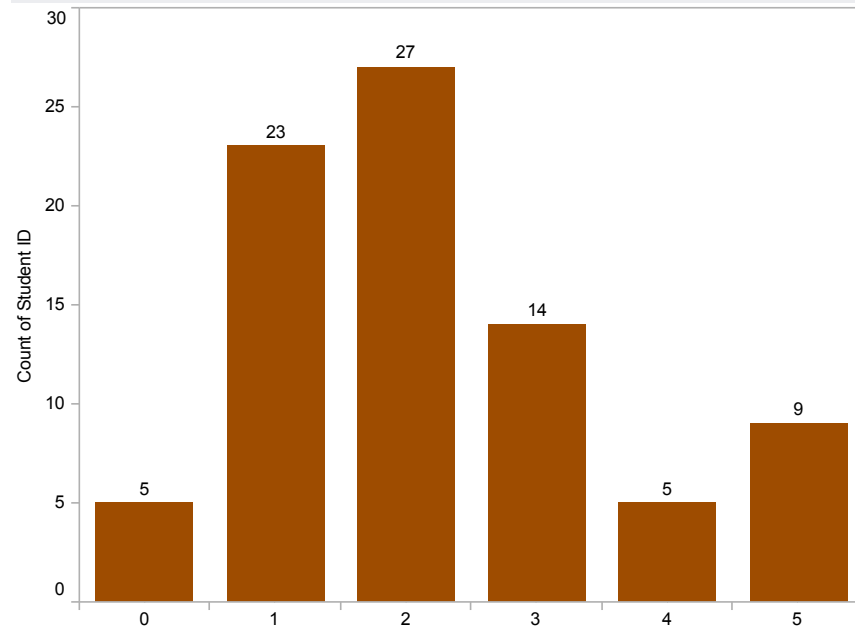
Number of Students at Each Level BNWS Spring 2011



Number of Students at Each Level Number ID Spring 2011



Number of Students at Each Level Structuring Spring 2011

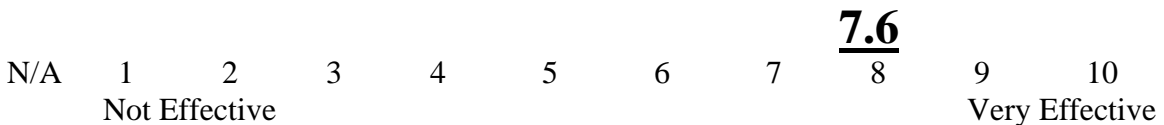


Sometimes-1 Somewhat-1

What has hindered, or helped, you collaborate in this opportunity?

- Hindered-bringing up topics that don't pertain to topic
- Helped-active listening, helpful suggestions, understanding "you know "your kids
- I enjoyed the writing process of critiquing student's work
- Some specialists at the meeting are not respectful of classroom teacher's efforts. Collaboration means working together-not criticizing others! We all work hard and do our best!
- Not solution based
- It would be beneficial to spend more time collaborating on coming up with plans of action to meet our student's needs. It always feels like we spend too much time looking at data, and not enough time figuring out what to do to address the data
- Set agenda helps team stay on task
- When we share, collaborate, discuss and problem-solve, we are effective. When we spend a huge chunk of time being presented with data, we are not collaborating.
- Many times nothing seems to come from the meeting
- Nothing ever changes-some things are said, but no action
- Helped by seeing the big picture
- It seems that not much time is spent on the actual results-but more as a grade level meeting

3. Action Teams



I found this collaboration opportunity beneficial... **Yes-19 No-2 N/A-1**

What has hindered, or helped, you collaborate in this opportunity?

- Great headway with PBIS
- Colleagues who listened and gave suggestions, etc.
- I wish we had more time to available to collaborate with my action team
- Not enough time-meetings are too spread out
- We don't have a focus/direction
- Time
- We share decisions, tasks and plans. We have each taken a leadership role at one time or another.
- Added duties in already full schedule

- We talked about solutions to problems, delegated responsibilities
- What has been accomplished so far is a benefit-however people seem overwhelmed (in general) and less likely to put in needed time

4. District teams (Examples: Curriculum renewal/specialists meeting/department meetings/Professional Development, etc.)



I found this collaboration opportunity beneficial... **Yes-16 No-1 Depends-1**

What has hindered, or helped, you collaborate in this opportunity?

- There is so much to discuss and work on, but not enough time
- Professional development-9/10
- Time with other specialists
- The PD opportunities have been great in terms of helping me understand the new social studies curriculum, Every Day Math and HWT. Colleagues have been great in helping with SmartBoard use and appropriate activities.
- CRT-4/5
- I don't understand what this is referring to?
- At times we have lost sight of the goal.
- Depends on the team or class-often information is good and helpful. Occasionally a waste of time.
- New ideas helped
- The PDs are not on going and the focus is lost when returning to class
- It feels like a lot has been accomplished

5. Other collaborative opportunities (please list and circle)

Weekly specialist meetings	Effective	Not Effective
Continuous Improvement Team	Effective	Not Effective
The Northside Way	Effective	Not Effective
ELAL	Effective	Not Effective
Group PD Hours	Effective	Not Effective
Smart Board	Effective	Not Effective

Snap Math	Effective	Not Effective
Smart Board	Effective	Not Effective
Case Management Time	Effective	Not Effective
Cross Grade levels	Effective	Not Effective

Rate yourself on the following categories during collaboration opportunities:

Category	Rarely	Some of the time	Most of the time	Consistently	N/A
Focus on the task	0		10	13	
Share and discuss ideas	0	2	7	14	1
Punctual	0		10	14	
Respectfully listen	0		5	19	
Positive attitude	0		12	12	
Cooperation	0		5	19	
Shared responsibility	0	1	8	14	1

Comments

- Depends on group collaborating with