

Centennial School District #12



ANNUAL REPORT

Curriculum, Instruction and Student Achievement

2007-08



Superintendent Worner reads to Rice Lake Elementary second graders.

About this report

The 2007-08 Annual Report on Curriculum, Instruction and Student Achievement has been prepared by the Centennial School District's Teaching and Learning staff in compliance with Minnesota Statute 120B.11.

This report informs residents about developments in curriculum, instructional practices, and student learning.

A copy of this report is submitted to the Minnesota Department of Education and it is also available on the district website at www.isd12.org.

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Curriculum Development 2007-08

In an effort to continuously respond to the needs of our students, the Centennial School District has adopted a four-year review cycle for examining all areas of curriculum and instruction. During each of these review cycles, teachers in the respective discipline(s) meet to examine student performance data; instructional research and trends; to identify student needs, update learner outcomes relative to the identified needs; and to identify instructional methods, strategies, and resources that will maximize student learning. During the 2007-08 school year, the focus areas were language arts and science.

Language Arts

2007-08 marked the second consecutive year that our district has focused on restructuring language arts curriculum and instruction. Over the course of this implementation, committee members, consisting of K-12 teachers, program specialists, administrators, and parents finalized the alignment of language arts instruction across the district and recommended a course of action that is now in place. To support an integrated program of language arts instruction across the district, the following instruction materials were selected to provide teaching staff with a common core set of tools that reflect best practice and 21st century goals for integrated learning.

Treasures for Grades K-5: Treasures is a core curriculum published by MacMillan/McGraw-Hill in 2007. It is aligned to the MN academic Standards, offers embedded writing skills based on the 6+1 Traits model, leveled reading libraries, connections for ELL Learners, and numerous resources for teaching and learning in a differentiated learning environment.

Triumphs for Title 1/Reading Intervention/Special Education Grades K-5: Triumphs also published by MacMillan/McGraw-Hill in 2007, is a companion program to Treasures that focuses on intervention strategies for struggling learners. Various levels of support are offered, and technology components enhance the learning experience.

McDougal-Littell Language of Literature Grades 6-8: This program, published in 2007 incorporated classic and contemporary literature and writing techniques in a scaffolded format to meet the unique needs of adolescent readers. Teachers and students have access to course materials on line, on CD, and in traditional text format. Assessment tools are flexible and offer teachers the ability to create common assessments that align with school improvement goals.

Holt, Rinehart & Winston Elements of Literature series and support materials Grades 9-12: Published in 2007, Elements of Literature is a core program that combines literature, writing, drama, and public speaking in a logical, relevant format. This is in alignment with the new course structure at Centennial High School beginning in the Fall of 2008. In addition, this series offers technology components, MN Academic Standards alignment, and a wide variety of literature as well as companion novels to meet the needs of all learners at Centennial High School. Implementation for Grades 9 and 10 will begin in the Fall of 2008, Grade 11 in the Fall of 2009, and Grade 12 the Fall of 2010.

Science

Science has the capacity to open a world of understanding and opportunity for students. At Centennial, we are working hard to maximize this opportunity for all of our kids.

Last year the district initiated a curriculum review for all sciences from Kindergarten through twelfth grade. Since that time, all courses have been mapped to give us a clear picture of what we have in place, and to ensure that the state benchmarks, or standards, are embedded into the science opportunities we offer our students. This review process will help ensure that all of our students are given the opportunity to meet the performance expectations necessary to pass the science portion of the Minnesota Comprehensive Assessment. We are also working to align our courses with one another as students move from the elementary to the secondary level, helping to achieve an appropriate progression of both scientific content and process. New initiatives include increasing the level of student inquiry, adding rigor to existing courses, and creating a set of core experiences for all students in science.

Along with the updating and reviewing our current offerings, we are also in the beginning stages of expanding our course catalog at the senior high school. Students will be surveyed to gauge their interest in potential new courses this spring, with implementation of those developed in the 2009-2010 school year.

Centennial has also been awarded an Advanced Placement Grant by the Minnesota Department of Education which places a special emphasis on science curriculum. The goal of the grant is to increase student success in rigorous courses, like advanced placement, and to increase the number of students enrolled in these courses.

Through our efforts, we hope to engage students in science, encourage them to pursue science after they successfully graduate from Centennial, and have a richer life due to their experiences with us and each other.

District Testing Program 2007-08

Basic Skills Testing (BST)/Minnesota Comprehensive Assessments - Series II/Graduation-Required Assessment for Diploma (MCA-II GRAD) Testing

The BSTs are reading, mathematics, and writing tests that students who entered grade 8 in 2004-05 or earlier must pass to receive a diploma from a public high school. The reading and mathematics tests were first administered to these students in grade 8 and the writing test in grade 10. Students can re-take any of these tests twice each year and three times in grade 12 grade. BSTs will sunset with the 2009 graduating class.

Students entering grade 8 in 2005-06 or later do not take the BST, but will take the MCA-II/GRAD (Written Composition in grade 9, Reading in grade 10, Mathematics in grade 11). The GRAD test replaces the BST and students must obtain a score indicating proficiency on each of these tests to graduate from a public school in Minnesota.

Basic Standards Tests READING & MATH Results (April 2008)

	Grade 8, 9 & 10		Grades 11-12 (retested)	
	Reading	Math	Reading	Math
Students Enrolled 9-12	Not tested in 2007-08. Students will take the new MCA II/GRAD Reading Test in 10 th grade.	Not tested in 2007-08. Students will take the new MCA II/GRAD Math Test in 11 th grade.	2383	
Students Tested			10	21
Number Passing State Level			1	4
Number Pass Individual			3	6
Number Pass LEP			0	0
Number Exempt			0	0

Basic Standards Tests WRITTEN COMPOSITION Results (April 2008)

	Grades 12 (Retested)
Students Enrolled (needing to test)	2383
Students Tested	5
Number Passing State Level	0
Number Pass Individual	5
Number Pass LEP	0
Number Exempt	0

BST/GRAD WRITTEN COMPOSITION Results (November 2007)

	Grades 10 - 12 (Retested)
Students Enrolled 9-12	2383
Students Tested	77
Number Passing State Level	49
Number Pass Individual	9
Number Pass LEP	0
Number Exempt	0

GRAD in WRITING Passing Rates Grade 9 (second year of administration)

Centennial	State
94.95%	89.48%

GRAD in Reading Passing Rates Grade 10 (first year of administration)

Centennial	State
83.87%	75.14%

Minnesota Comprehensive Assessments

The Minnesota Comprehensive Assessments - Series II (MCA II) are the state reading and mathematics tests that meet the requirements of No Child Left Behind. These tests, administered in the Spring, are used to determine whether schools and districts have made adequate yearly progress (AYP) against the accountability standards established under No Child Left Behind. These tests were first administered to Minnesota students in 2006. There is insufficient historical data to establish strong trends. Scores attained on the MCA II are not comparable with scores MCA I tests that were discontinued in 2005.

One of the intended benefits of the new MCA II was to allow schools and parents to monitor the progress of individual students over consecutive years. Currently, this test is incapable of reliably providing this growth data.

For a look at each school's complete state report card, visit <http://education.state.mn.us/ReportCard2005/> and select a school alphabetically.

MCA – Series II Achievement Levels: READING Performance of All Students					MCA – Series II Achievement Levels: MATHEMATICS Performance of All Students			
Grade	Average Scale Score		Percent Proficient		Average Scale Score		Percent Proficient	
	Centennial	State	Centennial	State	Centennial	State	Centennial	State
3	368.2	363.1	86.8	79.0	363.7	359.1	90.6	81.4
4	460.6	457.2	81.3	72.2	461.1	456.7	82.1	71.6
5	560.3	557.1	82.0	73.4	558.9	554.2	80.4	66.0
6	656.1	655.0	74.2	69.6	656.5	653.7	74.7	64.6
7	757.8	753.6	77.4	64.7	758.4	752.8	77.7	61.4
8	859.7	853.4	83.8	65.7	860.3	851.3	81.2	58.2
10/11	1058.9	1055.8	80.6	70.7	1146.2	1141.1	45.5	34.4

Last spring students also took the Science MCA-II measuring student performance on Minnesota's Academic Standards. MCA-II Science tests are given in grades 5 and 8 and once in high school, depending on when students complete their life sciences curriculum. Science MCA-II is an online computer-based assessment. The assessment is interactive and allows students to simulate experiments and provide responses online.

MCA – Series II Achievement Levels: Science Performance of All Students				
Grade	Average Scale Score		Percent Proficient	
	Centennial	State	Centennial	State
5	549.14	545.16	52.59	39.09
8	848.46	845.8	45.21	38.16
High School	1047.65	1046.54	48.74	42.71

Measures of Academic Progress (MAP) Testing

MAP is an annual measurement of student achievement in math and reading skills for students in grades 2-7. Students in these grades are tested in the fall and the spring, resulting in individual student growth data. This student performance data allows teachers to more critically examine and adjust instruction and curriculum relative the needs of their students. Because MAP is a nationally normed test, the school district is able to compare the results of our students with the performance of students across the nation. The results of this test and this comparative information are provided to the parents/guardians of participating students following each administration of the test.

District average scores compared to national averages (2007-2008)

Scores are reported as a scale score called a RIT score.

GRADE		READING		MATHEMATICS	
		Fall 07	Spring 08	Fall 07	Spring 08
2	District	174.2	191.8	181.1	197.4
	National	177.2	188.2	179.3	190.6
3	District	193.5	204.3	197.7	212.8
	National	190.3	197.9	192.3	201.7
4	District	202.5	210.7	209.7	222.2
	National	199.1	205.0	202.7	210.4
5	District	209.4	216.4	217.0	231.9
	National	205.8	210.6	211.2	218.3
6	District	216.5	220.9	227.9	233.9
	National	211.0	215.0	217.4	223.3
7	District	220.4	224.0	234.3	243.4
	National	214.8	218.1	223.4	228.0

Yearly Growth: Listed below are the yearly RIT growth targets by grade level, and the average RIT growth achieved by Centennial students.

GRADE	READING Average Fall to Spring Growth		MATH Average Fall to Spring Growth	
	Target	Centennial	Target	Centennial
2	14.1	17.6	13.0	16.3
3	8.2	10.8	9.8	15.1
4	5.8	8.2	8.1	12.5
5	4.7	7.0	8.3	14.9
6	3.6	4.4	6.7	6.0
7	3.0	3.6	5.5	9.1

Systems Accountability Committee 2007-2008

Committee Information

The Systems Accountability Committee (SAC) includes parents, community members, teaching and non-teaching staff, students and administrators charged with representing all stakeholders in the planning and improvement of curriculum, instruction, and assessment throughout the Centennial School District. More specifically, the committee reviews student progress toward meeting standards and examines the strengths and weakness of instruction and curriculum affecting student progress.

Membership on the committee is determined by district guidelines. Teachers are selected by their colleagues; non-teaching staff, students and parents are selected by building principals; and community-at-large representatives are identified by the Office of the Superintendent. Community members interested in serving on this committee should contact the Office of the Superintendent at 763.792.6006. With the exception of students, who serve one-year terms, all members serve a three-year term on this committee.

2007-2008 Systems Accountability Members

Term expires 2008	Term expires 2009	Term expires 2010
Terri Siegienski, Senior High Staff	Steve Hagan, Golden Staff	Rick Woodrow, Middle School Staff
Casey Molitor, Cent. Elem. Staff	Renee Dietz, Early Childhood Staff	Carrie Leisch, Centerville Staff
Suzy Guthmueller, School Board	Tom Breuning, Senior High Principal	Mary Ann Marietta, CALC Staff
Jerry Meschke, Middle School Principal	Marsha Rusco, Centerville Parent	Amy Homicke, Blue Heron Staff
Jim Ferreira, Golden Lake Parent	Carlene Seppanen, CALC Parent	Dan Kelley, Elementary Principal
Kate Cassidy, ECFE Parent	Janet Schmidt, Community	Kim Pawlak, Community
Jim Nienow, Special Education	Christina Wilson, School Board	Monica McDonald, Rice Lake Parent
Debbie Rogan, Community	Lyle Koski, Title Coordinator	
Kris Frederick, Blue Heron Parent	Carolyn Ruhnnow, Rice Lake Staff	
Caitlin Bright, Student		
Amanda Follmer, Student		
Catherine Bledsoe, Student		

Scott Johnson, Curriculum Coordinator, ex officio

Curriculum and Instruction Goals 2007-2008

The following district curriculum and instruction goals were established for the 2007-2008 school year. They were produced in response to needs indicated by student performance data, surveys, and communications with multiple stakeholders. While focusing on curriculum, instruction, and student achievement relative to Minnesota's Academic Standards, these goals serve as the cornerstone for annual building-level staff development planning.

- Goal 1: Collect, analyze and use data to inform instruction and decision making
- Goal 2: Enhance instruction, with a focus on instructional practices that close the achievement gap for subgroups as defined by NCLB (special education, free/reduced lunch, race/ethnicity, gender, ELL)
- Goal 3: Increase collaboration between all staff (general education, special education, ESL, Title I, gifted services, etc.) to increase student achievement
- Goal 4: Increase use of research-based instructional strategies and interventions to improve student achievement.
- Goal 5: Provide new teacher induction and teacher mentoring
- Goal 6: Increase K-12 curricular alignment, with a focus on secondary alignment
- Goal 7: Increase the integration of technology into instruction

As a complement to these district goals, each school site also completes an annual needs assessment. This assessment process results in the development of goals to address identified need. These goals and corresponding action strategies are included in a yearly School Improvement Plan (SIP). The SIP provides a common focus for building staff relative to curriculum, instruction and staff development efforts. Additionally, each of these plans includes measureable performance targets for each of the goal areas. Data is collected to determine the effectiveness of strategies in meeting these predetermined performance targets.

Improvement plans for 2007-08, along with summaries for 2006-07, were submitted to the school board on November 12, 2007. The upcoming pages provide a summary of each school's SIP for 2007-08, including goals, action strategies and progress made relative to each.

Blue Heron Elementary's 2007-08 Goals

GOAL 1: IMPROVED STUDENT ACHIEVEMENT IN READING

Objective 1.1: At least 70% of all kindergarten students at Blue Heron will know 36 or more letter sounds on the AIMSWeb fluency test in May.

Action Strategies:

- Small Group instruction with a teacher or paraprofessional
- SMART board lessons on letter sounds
- Sorting picture cards by letter sound
- Letter sound lessons with Happy the puppet

Progress: At the May benchmark, 60.8% of the kindergarten students had 36 letter sounds or more.

Objective 1.2: At least 105-118 first graders will show growth by increasing one level or more in reading sight words.

Action Strategies:

- Focused on Wednesday morning sight word work
- Sent letter to families along with the sight word list stating the importance of practicing sight words
- CERF Teacher stressed sight word mastery as well as classroom teachers providing classroom silent reading time to read sight words in context regularly

Progress: This objective was met. 106 first grade students moved at least one level from the first assessment.

Objective 1.3: Using Fall 2007 AIMSWeb Reading First scores, second grade students scoring below fall target (43 wpm) will be reduced from 35% to 32% as measured by the Spring 2008 AIMSWeb Reading First scores.

Action Strategies:

- Practice High Frequency Word lists
- Use AIMS interventions with students who fall below target
- Use books on tape to help with fluency
- Use phonics lessons from Treasures

Progress: This objective was met. Second grade students scoring below Fall 2007 target (42 wpm) was reduced from 35% to 32% as measured by the Spring 2008 AIMSWeb Reading First scores.

Objective 1.4: By the spring of 2008, 90% of the fourth grade students will be at or above the winter target of 101 wpm and the spring goal of 113 wpm.

Action Strategies:

- Progress monitoring for those below the target
- Uses AIMSWeb testing 3 times during the year
- Fluency practice in the classroom.
- Leveled readers and Title 1 assistance

Progress: This objective was met. Ninety-two percent of fourth grade students met the spring 2008 AIMSWeb target of 113 WPM.

Objective 1.5: Five percent of fifth grade students who scored below the 50% norm (105) on the fall passage will score above the spring norm of 128 on the same passage.

Action Strategies:

- Weekly read alouds
- Partner readings
- Take home readings
- Reading theater/reading buddies

Progress: This objective was met. Seven 5th graders that were below the Fall 2007 norm (108 wpm) moved above the norm target of 128. This accounted for 6% of 5th graders. This goal was met.

Objective 1.6: All members of the Special Education Professional Learning Community team will increase knowledge of Response to Intervention (RTI) from a level of limited knowledge to a level of general knowledge of the basic components of RTI.

Action Strategies:

- Received training in the use of the AIMS and WEB on-line data collection tool
- Heather Hunt provided handouts and general overview of the components of Response to Intervention
- Reviewed AIMS WEB data of students on our specific caseloads. Discussed interventions
- Lisa Ouren reported on SCRED's (St. Croix River Education District) model of RTI

Progress: Team members have all received general information about RTI. Implementation is about four years out. Team will continue to expand understanding of RTI as the district determines a more specific model.

GOAL 2: IMPROVE STUDENT ACHIEVEMENT IN MATHEMATICS

Objective 1.1: At least 50% of all kindergarten students will combine sets of objects up to 6 and complete a number model.

Action Strategies:

- Small Group instruction with a teacher or paraprofessional
- Acting out number stories with manipulatives
- Everyday Math games and activities in large and small groups
- Guided practice writing number models

Progress: By April, 92% of the kindergarten students at Blue Heron met the goal.

Objective 1.2: At least 105/118 of first graders will show growth by increasing one level or more in computation.

Action Strategies:

- Implementing EM activities/games
- Addition flash cards for practice
- Strive for “Fact Power” (ability to recall sums quickly and accurately- set 10 minute limit for assessment)
- Focus on computer lab computation games

Progress: This objective was met. 109 first grade students moved at least one level from the first assessment.

Objective 1.3: At least 10% of grade 2 students scoring in the low and average range on the fall 2007 NWEA MAP math test in Number Sense and Computation will show goal range improvement as indicated by the Spring 2008 NWEA MAP. This includes improvement from low to average, low to high, or from average to high.

Action Strategies:

- Everyday Math games that reinforce computation
- Use of dice fact families and domino fact families
- Weekly basic fact testing (time tests)
- Ball Park estimation

Progress: This objective was met. 39.7% of grade 2 students scoring in the low to ave, ave to high and/or low to high range on the Fall 2007 NWEA MAP math test in Number Sense and Computation showed goal range improvement as indicated by the Spring 2008 NWEA MAP.

Objective 1.4: In November 2007, the average basic fact score in 3rd Grade was 70% according to the APlus math assessment. By April 2008, the average basic math score in 3rd grade will be 80% or greater.

Action Strategies:

- Students will practice basic fact skills through various websites in the dell lab
- Students will practice computation skills for 10 minutes at the beginning of each dell lab class
- Students will take the APlus assessment 3 times during the year for monitoring

Progress: This objective was met. By April 2008, the average basic math score in 3rd Grade was 88%.

Objective 1.5: At least 10% of 4th Graders will show goal range improvement from the fall to the spring as indicated by the Spring 2008 MAP test.

Action Strategies:

- Everyday Math practice and games
- Progress monitoring of multiplication timed tests
- Weekly timed tests
- Problem solver practice

Progress: This objective was met. 30.8% of grade 4 students scoring in the low to ave, ave to high and/or low to high range on the Fall 2007 NWEA MAP math test in Number Sense and Computation showed goal range improvement as indicated by the Spring 2008 NWEA MAP.

Objective 1.6: At least 5% of 5th graders will show goal range improvement from the fall to the spring as indicated by the Spring 2008 MAP test.

Action Strategies:

- Everyday Math games provided ongoing practice and drill
- Everyday Math boxes provided ongoing practice
- Weekly timings of all 4 basic facts
- Take home practice activities

Progress: This objective was met. 26.2% of grade 5 students scoring in the low to ave, ave to high and/or low to high range on the Fall 2007 NWEA MAP math test in Number Sense and Computation showed goal range improvement as indicated by the Spring 2008 NWEA MAP.

Objective 1.7: At least 10% of BHE 5th grade students will score at least 50% on the post-test of Dewey Decimal categories in the spring.

Action Strategies:

- Students played a concentration/memory style game on the library computers which paired Dewey Decimal categories and the information in each category
- Students used the Senteo handsets to choose the answers in a quiz similar to the pre and post tests designed for this SMART goal

Progress: This objective was met. Given a spring post test identical to the fall pre-test, 55% of BHE 5th graders scored at least 50% on knowledge of the 10 Dewey Decimal categories.

Objective 1.8: By April 1, 2008, 70% of the Blue Heron Elementary 3rd graders will score 70% or better on the rhythm music test.

Action Strategies:

- Informally assess students by calling on them to answer questions verbally
- Informally assess students by having them write answers on the board
- Informally assess students by having them work in groups of two giving and answering rhythm questions
- Formally assess students by having them take quizzes

Progress: By April 1, 2008, 70% of the Blue Heron Elementary 3rd graders scored 75% or better on the rhythm music test. (They exceeded the goal.)

Objective 1.9: By May 2008, 75% of students will score 70% or more correct on their music assessment.

Action Strategies:

- Informally assess students by calling on them to answer questions verbally
- Informally assess students by having them write answers on the board
- Informally assess students by having them work in groups of two giving and answering rhythm questions
- Formally assess students by having them take quizzes

Progress: By May 2008, 75% of students scored 70% or more correct on their music assessment. (They achieved their goal.)

GOAL 3: EXPAND AWARENESS OF AVAILABLE HARDWARE/SOFTWARE

Stated Goal: By the end of the school year, 100% of the SMARTBoard users will be in the intermediate or advanced level with SMARTBoard hardware and software.

Action Strategies:

- Monthly training meetings were held for to learn new techniques as well as for a time for collaboration between users
- Provide training for brand new users as they receive SMARTBoards

- Locate and encourage other staff development opportunities, workshops, etc. for staff to develop their SMARTBoard skills

Progress: At the end of the year, 93% of SMARTBoard users indicated that they were in the intermediate or advanced level when working with their SMARTBoard hardware and software.

GOAL 4: IMPLEMENT A SOCIAL SKILLS PROGRAM

Stated Goal: By the spring of 2008 the number of referrals to the office will decrease by 10% from the 2006-07 school year.

Action Strategies:

- Implement new Social Skills program- all teachers K-5 will have common language and expectations for students
- Social Skills Program- monitored through Campus
- Each teacher received a binder with all the taught social skills in it. These skills were reinforced in class
- Principal announced a new social skill at the beginning of the week over the loud speakers so students knew what social skill was being reinforced that week

Progress: During the 2007-08 school year 304 referrals disciplinary events were referred to the office. This is an increase from the previous school year. Goal was not met and will be a focus during the 2008-09 school year.

Centennial Elementary's 2007-08 Goals

Goal 1: Improve Student Achievement in Math

Objective 1.1: Implement the 2007 edition of Everyday Math in Grades. K-5. Measure student math growth performance by comparing Fall 2007 with Spring 2008 mean overall RIT growth on MAP testing .

Action Strategies:

- K -5 teachers will implement the 2007 Edition of Everyday Math
- Title 1 and Special Ed. will support students who qualified for math assistance by coordinating their efforts with classroom teachers and utilizing the new Everyday Math curriculum

Objective 1.2: Centennial Elementary will increase math computation skills as indicated by the goal range description (LO, AVE, High) provided by the Spring 2008 NWEA MAP. At least 10% of grade 2-5 students scoring in the low (LO) and average (AVE) range on the Fall 2007 NWEA MAP test will show goal range improvement as indicated by the Spring 2008 NWEA MAP. This includes improvement from LO to AVE or LO to HIGH; or from AVE to HIGH.

Action Strategies:

- Improve computation and number sense skills using computer games, board games and extension activities.
- Kindergarten will work on number identification, counting, one-to-one correspondence, and sequencing numbers using games, flashcards, number charts, matching, etc.
- 1st grade will use 100's chart, number line counting, rhythm, chanting, visual patterns, math boxes, number chart, counting, tallies and coins.
- 2nd grade will teach problem solving strategies, teach basic facts by playing Everyday Math games, convert number models to number stories and identify pictures that demonstrate the story, use Facts that Stick and utilize computer software programs.
- Daily practice of addition and subtraction at their instructional level with regrouping, patterns (skip counting), ordinal numbers, place value, 2 and 3-digit multiplication and division problems, completing a daily math DROP in the Bucket review sheet. Select 3rd grade students will use FASTT Math to increase math fact fluency.
- 3rd Grade students will participate in a weekly Math Academy class that targets specific skills at differentiated levels.
- 4th grade students will solve up to four computation problems per day which focus on +, -, X, /. They will also round whole numbers, work on fractions, mixed numbers, decimals and percents. Select 4th grade students will use FASTT Math to increase math fact fluency.
- 5th grade students will solve up to four computation problems per day which focus on +, -, X, /. They will also round whole numbers, work on fractions, mixed numbers, decimals and percents. Select 5th grade students will use FASTT Math to increase math fact fluency.
- Specialists will continue to practice math skills at every opportunity. Examples include performing warm-ups practicing math skills, math climbing wall activities, basketball counting skills booklet, etc. Music specialist will utilize music math, sing multiplication tables, and use other teachable moments to include math in the lesson. Technology Coordinator will use math software and websites with students in grades 3-5.

Progress: In comparing Fall 2007 targets with Spring 2008 MAP performance, the overall RIT growth at each grade level exceeded the target:

	<u>Target</u>	<u>Actual</u>
2nd grade	13.1	14.7
3rd grade	10.1	13.4
4th grade	8.1	13.8
5th grade	8.3	20.3

As indicated on Spring MAP testing, 33.15% of students in grades 2-5 grew in their math computation skills to move up one category. This far exceeds the goal of 10%. * *Important Note: in fall 2007, 42% of students began the year with scores already in the HIGH category, so technically they were not eligible to be counted for their growth. In other words, 145 students out of 343 were eligible to grow enough to move up one or two categories. Since 113 / 145 students grew enough to move at least one category, the actual growth results were 78%.*

Goal 2: Improve Student Achievement in Reading

Relative to the district average mean RIT score on MAP testing, Centennial Elementary’s 2007 Mean Overall RIT score indicates a need for improvement in some grades:

	<u>CTE Mean RIT</u>	<u>District Mean RIT</u>
2 nd grade	173.2	174.2
3 rd grade	190.2	193.5
4 th grade	202.0	202.5
5 th grade	209.5	209.4

As an indicator of improvement, measure using Fall to Spring 2008 overall reading mean RIT growth by building (target and actual)

Strategies:

- Implement McMillan McGraw Hill Treasures/Triumphs language arts curriculum
- Special Ed. and Title 1 Teachers will utilize the Triumphs curriculum
- Use Guided Reading
- Use Read Naturally materials
- Grade levels will meet regularly to discuss strategies
- Introduce all gr. 4 & 5 teachers to PALS instructional technique
- Continue using Reading Counts
- Kindergarten will continue to introduce high frequency words as presented in reading curriculum and develop activities to support extra practice
- 1st grade students will increase their sight word recognition presented in the language arts curriculum by utilizing games such as TicTacToe and “Role, Read, Color”
- 2nd grade students will improve reading fluency and comprehension through utilizing “fluency solutions” CD’s from the new MacMillan/McGraw Hill curriculum. Students will participate in guided reading, independent reading, word work, and listening to leveled passages on CD’s
- 3rd grade teachers will incorporate PALS instruction to improve fluency.
- 4th grade teachers will implement PALS, daily fluency cards, Read Naturally, vocabulary practice, Reader’s Theater and other fluency assessments
- 5th grade teachers will implement PALS, Read Naturally (as available), Title 1, and other fluency and comprehension practice
- Music Specialist will integrate an electronic word wall (on the SMART Board) to increase student vocabulary skills

Progress: Students’ typical mean overall Reading RIT growth Fall 2007 to Spring 2008 was better or near district growth:

	<u>CTE Mean RIT Growth</u>	<u>District Mean RIT Growth:</u>
2 nd grade	18.4	17.6
3 rd grade	10.6	10.8
4 th grade	8.8	8.2
5 th grade	9.2	7.0

When comparing Fall 2007 targets with Spring 2008 MAP performance, the overall RIT growth at each grade level exceeded the target:

	<u>Target</u>	<u>Actual</u>
2 nd grade	14.6	18.4
3 rd grade	8.8	10.6
4 th grade	5.9	8.8
5 th grade	4.7	9.2

Centerville Elementary's 2007-08 Goals

Goal 1: Improve Math Number Sense and Computation

Ten percent of Centerville's Gr. 2-5 population will show goal range improvement as indicated by the Spring 2008 NWEA MAP.

- 2nd Grade 10% or 8.2 students
- 3rd Grade 10% or 10.3 students
- 4th Grade 10% or 9.5 students
- 5th Grade 10% or 10.8 students

Action Strategies:

- Each grade level/specialist PLC will develop a SMART Goal to improve number sense and computation
- Identify clusters of students for math in grades 2-5 and adjust teaching practices to meet the specific needs of the clusters
- Share SMART goals, tools and practices at staff development workshops
- Continue to implement 2007 Everyday Math curriculum modifications

Progress:

- 2nd Grade 34.1% or 29 students
- 3rd Grade 30.5% or 32 students
- 4th Grade 30.9% or 30 students
- 5th Grade 29.0% or 31 students

Goal 2: Improve Percentage of Students Meeting Target RIT Scores in Reading

Targeted growth averages at each grade level will increase by 5% as indicated by comparing Fall 2007 – Spring 2008 MAP results.

Action Strategies:

- Grade 2-5 staff will use Guided Reading materials and Accelerated Reader technology to improve student comprehension
- Accelerated Reader will be used in grades 1-5 to improve literal comprehension
- Grade 1 teachers will focus on reading comprehension

Progress: Grades 4 and 5 met their growth targets; grade 3 improved by 3.8%; and grade 2 missed its growth target.

Goal 3: Implement and Support SMART Board Use

Action Strategy:

- Examine a timeline of the Centerville Elementary process related to SMART Board implementation. Identify actions steps for future implementation and staff development
- Create a process for continued staff development that can be shared with and implemented in other schools that are currently in different phases of implementation. Create a corresponding server-based resource including but not limited to lessons, units, strategies and professional articles

Progress: This goal was accomplished.

Golden Lake Elementary's 2007-08 Goals

Goal 1: Improve Math Proficiency

Golden Lake students will improve math proficiency from 75% in 2006-2007 to 80% in 2007-2008 as measured by the MCAII math standards.

Action Strategies:

- Math Moments M&M time. Random math moments will be announced and students will drop everything and do math problems around a particular math strand
- View MCA II Math strands per individual student data. Discussion of data as it pertains to all grades
- Mid year MAP Assessment for identified students to gauge progress. Review Data
- One week math focus - After reviewing the MCAII strand data, students will participate in a homogenous grouping around the math strand

Progress: According to the data collected from the 2008 MCA II's, the goal of improving math proficiency from 75% in 2006-2007 to 80% in 2007-2008 was achieved. 83% of students at Golden Lake were proficient in math.

Goal 2: Improve Math Number Sense and Computation

Golden Lake Elementary will increase math computation skills as indicated by the goal range description (LO, AVE, HIGH)* provided by the spring 2008 NWEA MAP. At least 10% of grades 2-5 scoring the LO-AV range of the 2007 MAP will show goal range improvement as indicated by the spring 2008 NWEA MAP. This includes improvement in LO to AV, LO to HI or AV to HI.

Action Strategies:

- Professional Learning Communities (PLC's) will establish and share SMART goals that are related to the Building MATH SMART goal and meet two times a month

- PLC's will create and use a common assessment around number sense and computation and identify how it is aligned to outcomes/standards/MAP
- Review MAP scores specific to those in the "Low and Avg" are in number sense and computation
- MCA/MAP Camp will be created for grades 3-5 prior to MCA/MAP assessments

Progress: According to the data collected from the spring 2008 NWEA MAP tests for grades 2-5, the goal of having 10% of our students improve their math computation skills from low to average, average to high and/or from lo to high as been achieved. Golden Lake Elementary School achieved 30.0% growth in these areas. According to the data listed below Golden Lake has achieved it goal.

Student Growth Fall 2007 – Spring 2008

Students improving from Lo – Ave	10% increase
Students improving from Ave – Hi	15% increase
Students improving from Lo – Hi	5% increase
Total Growth	30% increase

Goal 3: Global Education Focus – Cultural Competency

The diversity at Golden Lake Elementary school continues to grow. 2007 data shows that Golden Lake services 20% FRP, 6% ESL, 11% children of color. Golden Lake staff will explore and increase our understanding of cultural competency to become more effective teachers in a cross-cultural environment.

Action Strategies:

- Articles relating to Cultural Competence will be read and discussed
- Dialogue with staff on how we address diversity in our school and in our teaching

Progress: This remains an ongoing goal.

Rice Lake Elementary's 2007-08 Goals

Goal 1: Improve Reading

Increase by 5% the percentage of third grade students acquiring their target growth as measured by Fall/Spring MAP tests.

Action Strategies:

- Inclusion in CERF program
- Strategy 2 Reading troop

Progress:

- Spring MAP test scores showed 5.2% growth (69.4 to 74.6%)
- 70 of 71 CERF Strategic Support students reached target of 107
- 33 of 34 CERF Intensive Support Program students showed better than 5% growth (average 31 point growth)

Goal 2: Improve Reading

Increase by 5% the percentage of students in grades 2-5 acquiring their target goal as measured by the Fall/Spring MAP test results.

Action Strategies:

- Teach Sandy Berg Math Strategies(Grade 2)
- Teach problem solving strategies (Grade 3 & 4)
- Flexible grouping for math classes.(Grade 5)

Progress: Students in grades 2-5 acquiring their math MAP target goal increased by 7.5 %.

Goal 2: Improve Physical Fitness

Action Strategies:

- Implement the President’s Active Lifestyle program in grades 3-5
- Create and implement a program similar to the President’s Active Lifestyle program for learners in grades 1 and 2

Progress:

- 9% more of the students earned the President’s Fitness Award as measured by the President’s Challenge Test of Physical Fitness in 2007-08 than in 2006-07.
- In 2007-08, 27% of the learners earned the Improvement Award as measured by the President’s Challenge test of Physical Fitness in comparison to 12% of the learners earning the same award in 2006-2007, an increase of 15% for the 2007-2008 school year

Centennial Middle School’s 2007-08 Goals

Goal 1: Improve Math & Reading Achievement

Students were tested using the Minnesota Comprehensive Assessments II in Math & Reading. In Reading, 14% of 6th graders, 24% of 7th graders and 18% of 8th grade students were below making adequate yearly progress; in Math, 20% of 6th graders, 22% of 7th graders and 20% of 8th graders were below making adequate yearly progress.

Action Strategies:

- Assess all 6th and 7th grade students in Math and Reading using the Measure of Academic Progress
- Science curriculum review as part of district calendar

Progress:

Result: In 2007-08, the following students were not making adequate yearly progress:

	<u>Reading</u>	<u>Math</u>	<u>Science</u>
6th Grade	25.81%	25.26%	N/A
7th Grade	22.62%	22.31%	N/A
8th Grade	16.28%	18.64%	54.79%

Goal 2: Continue development of professional learning communities within CMS to study student achievement

- Foundational to the success of students in the classroom is to encourage the development of professional learning communities of teachers who study data
- In 2007 203 students partially met the standard in Reading on the MCA-II test

Action Strategies:

- Develop common assessments in each curricular area
- Develop list of words in each content area to be assessed where 80% of the words will be learned by 80% of the students

Progress:

- Goal: All departments will discuss and agree upon what students need to know and develop common assessments of that knowledge through discussion and collaboration. Result: In 2007-08 18 out of 21 departments are using assessment data to evaluate learning and instruction.
- Goal: Students will improve achievement in word recognition and vocabulary as measured by a 2% increase in proficiency on the 2008 MCA-II Reading test. Using the 2007 MCA-II results as a baseline, the middle school will move 33 students from 'Partially Meeting AYP' to 'Meeting AYP.' Result: In 2008 79 students moved from 'Partially Meeting AYP' to 'Meeting AYP.'

Goal 3: Increase Parent/School Communication

Build communication with parents using the middle school list serv and parent portal. In the 2007-08 school year approximately 60% have signed up to receive announcements from teams, activities program and principal. The parent portal is being used by approximately 55% of the parents.

Action Strategy:

- Develop 'List Serv' e-mail and Parent Portal registration for parents

Progress: Increase participation of the middle school list serv to 65% of the parents in each grade level and parent portal for 60% of our families. Result: In 2007-08 60% of parents signed up to receive information on the list serv (Cougar Communications) and 55% of parents registered to access their child's grades using the parent portal.

Centennial High School's 2007-08 Goals

Goal Area 1: Improve Student Performance in Math

- 44.1% or more students will meet proficiency on the MCA II Math Assessment for 2007-08

Action Strategies:

- Create vocabulary lists of topics on the MCA II and embed them throughout curriculum using a variety of best practice strategies. (PLC goal)

- Math department will receive training on constructed response questions on the MCA II
- The Math department will analyze the constructed response questions and how they are assessed
- The math department is seeking more comprehensive data on the MCA II math sub strands
- As a result of the base line data from 2007 MCA II, the math department will look at ways of implementing constructed response problems into current assessments
- Math teachers will visit 11th grade homerooms one to two weeks prior and review for MCA II with an emphasis on test taking strategies
- The math department teachers would like to be placed in 11th grade homerooms during the MCA II math test to insure that answer booklets are completed properly
- The math department will field test an Algebra 2 assessment for the purpose of determining curricular needs

Progress:

- 48% of our students met proficiency on the MCA II Math Assessment for 2007-08
- 18.1% of our students “exceeded” proficiency on the MCA II Math Assessment for 2007-08

Goal Area 2: Improve Student Performance in Reading

- 75.2% or more students will meet proficiency on the MCA II Reading Assessment for 2007-08
- 39% of our students will exceed proficiency on the MCA II Reading Assessment for 2007-08

Action Strategies:

- Centennial High School will improve student reading skills as measured by their achievement on the MCA II Assessment through research based comprehension strategies, which can be embedded across content areas
- Use non-fiction and/or fiction content specific reading assignments with identified reading strategies in classes
- Promote higher level thinking strategies with reading
- Emphasize proven reading strategies
- Current events/content specific reading activities
- Promote the development of a culture of literacy
- Pursue making the completion of a MCA II Reading and Writing “practice test” a school-wide homeroom task
- PLC groups will develop SMART goals based on a reading strategy & best practice
- PLC groups will place emphasis on reading strategies
- Promote the use of a Reading Specialist for “at-risk” students
- Promotion of book clubs

Progress:

- 82% of our students met proficiency on the MCA II Reading Assessment for 2007-08
- 48.4% of our students “exceeded” proficiency on the MCA II Reading Assessment for 2007-08

Goal Area 3: Improve Special-Education MCA II Scores

- 10.33% or more students will be proficient on the MCA II math exam in for 2007-08
- 24% or more students will be proficient on the MCA II reading exam in 07-08

Action Strategies:

- Examine current assessment and accommodation data
- Positive campaign for taking the MCA II test
- Participate in “School Wide” MCA II practice tests
- Assess if a large group setting or smaller group setting is most appropriate
- Increase collaboration with mainstream staff regarding curriculum and analyzing data
- “Problem of the Week” - practice problems two times a week

Progress:

- 4% of our students met proficiency on the MCA II Math Assessment for 2007-08
- 35.4% of our students met proficiency on the MCA II Reading Assessment for 2007-08

Goal Area 4: Prepare for the MCA II Science Assessment which will be given to all 10th grade students starting 2008

- Comprehensive plan for preparing and implementing the MCA II Assessment with limited support from the State Department at this point
- More thorough coverage of MCA II Assessment Standards in CHS biology classes
- Tested plan for coordinating test sites and implementing the MCA II Science Assessment to Centennial High School 10th graders using the high school and district technology resources

Action Strategies:

- Prepare 10th grade students for the MCA II Science Assessment content
- Compare and analyze biology curriculum in conjunction with the science department’s curriculum review cycle to align and/or create curriculum that better prepares students for the MCA II Science Assessment
- Identify the holes in the 10th grade alignment structure in regards to biology curriculum
- Common assessment data will be analyzed and used to modify curriculum and instruction
- Identify and implement training on instruction and best practice through our curriculum review cycle

- Assess if a large group setting or smaller group setting is most appropriate for individual special education students in regard to completing the MCA II Science Assessment
- Coordinate Centennial High School computer labs to accommodate the testing need for implementing the MCA II Science Assessment

Progress:

- 49.83% of Centennial High School students met proficiency on the MCA II Science Assessment as compared to 42.71% of the State of Minnesota student who met proficiency

Goal Area 5: Enhance Communication between Staff, Students and Parents, and Evaluate School Mission, Vision, and Beliefs

Action Strategies:

- Formulate guidelines for updating information in Campus Grade Book
- Increase parent use of Parent Portal
- Improve the CHS website through parent & staff feedback.
- Increase contact information regarding activities and add Inscriptions to the website
- Increase LISTSERV participation
- Incorporate Principal Talk for Parents into LISTSERV
- Continued use of Principal Talk and Listserv
- Development of School Mission, Values, and Beliefs
- Each PLC will develop norms and a vision which will be inserted into a portfolio
- PLC's will meet twice a month to collaborate and complete a CACS and High School Smart Goal

Progress: In Process

Goal Area 6: Evaluate and Enhance Remediation Support and Career Pathways

Action Strategies:

- Continued analysis of Cougar Café which is our homework help center and credit recovery program
- Continued analysis of Freshman Focus and Academic Support which is our remedial support system for "at-risk" students
- Research and discuss the pros & cons of teaming and/or grouping students into core curricular areas for Freshman Focus and Academic Support.
- Continued analysis of failure rates
- Development of a pyramid of intervention for students in need of academic and socio-emotional support
- Research the possibility of having a Pathways (Career Exploration Class) as a required class
- Survey large high schools regarding career planning curriculum
- Coordinate the PLAN Assessment for all 10th grade students
- Increase the utilization of the Career Center
- Coordinate the distribution of the PLAN data to 10th grade homeroom teachers and students

- Provide support to 10th grade homeroom teachers to assist students in using the PLAN Assessment results for registration and career exploration
- Implement a 10th grade post secondary opportunity information seminar initiative

Progress: In Process

Centennial Area Learning Center's 2007-08 Goals

Goal 1: Develop and maintain a strong two-way communication system between the ALC and all the Centennial District programs housed in the same building.

Action Strategies:

- Published articles six times during the year to share with the building and community at large. These publications highlighted all of the happenings/events of all programs housed in the building.
- Entire building staff met regularly to discuss concerns and solutions to communication issues.
- Centennial Area Learning Center Advisory Board Meetings were held three times throughout the year to enhance visibility and communication between the ALC, the school district, and the community at large.

Progress: Anecdotal evidence shows that programs are increasingly comfortable in communicating with each other as a result of a heightened awareness of what each program contributes to the school community. This increased communication between staff has increased the collaboration of students across the programs contained at this site. Teacher observations and student reports reflect greater satisfaction and increased participation of all students across all programs at the ALC. As a result of this increased communication, teachers found opportunities to collaborate between the programs where such collaboration had not previously existed.

Goal 2: To improve 11th grade female student performance in the area of reading comprehension.

Action Strategies:

- Pre- and post- tests administered to the targeted students.
- Staff met within professional learning communities to discuss instructional strategies and research-based interventions to increase target group performance in reading comprehension.

Progress: There were increased performance scores of the targeted group as measured by the TABE test. Eleventh grade female students each met their targeted growth goal in reading comprehension. Teachers incorporated the learning strategies developed within the professional learning communities. While these strategies benefited the targeted group, the other ALC students also benefited from the inclusion of these strategies.

Funds Allocated for Professional Development Improvement Efforts 2007-08

Consistent with Minnesota Statute 122A.61, funds are annually distributed to school sites within the district for the purpose of supporting staff development needs relative to annually adopted school improvement plans. By statute, these funds remain with the site until used by the site.

Site	Professional Development
Blue Heron Elementary	6,079
Centennial Elementary	5,054
Centerville Elementary	5,248
Golden Lake Elementary	4,454
Rice Lake Elementary	6,214
Middle School	14,773
High School	18,366
Area Learning Center	1,243